

UGANDA YOUTH NETWORK

**Promoting Young People's Peaceful,
Non-violent and Issue Based Participation in the Electoral Process**

Uganda Youth Network (UYONET) and Crossing Borders (CB) Partnership

**Implementation of a one year project code named; "keeping the Promise:
Peaceful Youth Participation and Youth Policy Agenda Promotion in the
Uganda 2016 National General Elections and Beyond"**

**Training of Youth Peer Educators in Dialogue for Peace & Nation Building: Young People as Ambassadors
and Promoters of Peace and Non-violence in the Electoral Process.**

1st – 2nd February 2016

TRAINING GUIDE

January 2016

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The training guide was developed under a project code named “**Keeping the Promise: Peaceful Youth Participation and Youth Policy Agenda Promotion in the Uganda 2016 National General Elections and Beyond**”. The project’s overall objective is to facilitate an empowered and peaceful youth population in Uganda that constructively participates in the country’s governance and development.” The project is implemented by Uganda Youth Network in partnership with Crossing Borders with Funding Support from Civil Society in Development (CISU). **The Training of Youth Peer Educators in Dialogue for Peace & Nation Building** is part of UYONET’s broader campaign for peaceful, non – violent and issued based participation of young people and the broader citizenry ahead of Uganda’s 2016 general elections and beyond.

Crossing Borders (CB) is a non-profit, civil society organisation which works to provide young people and educators with knowledge about diversity and globalization as well as tools for creating space for dialogue among different cultures and viewpoints. Crossing Borders is based in Humlebæk, Denmark and has activities in Europe, the Middle East, Africa and South America. Crossing Borders vision is a world at peace in which diversity is celebrated. The mission is to create dialogue space and to build the capacity of youth, media workers and educators. Crossing Borders goal is to enable people with different backgrounds to learn to live together on equal terms.

CISU - Civil Society in Development is an independent association of 280+ small and medium-sized Danish Civil Society Organizations (CSOs). All members are actively engaged in development work in Asia, Africa or Latin America - either as their main engagement or as part of their activities. CISU supports member organisations with advice and training, and manages the Civil Society Fund on behalf of the Danish Ministry of Foreign Affairs. CISU is located in Aarhus, Denmark’s second largest city. Until April 2012, CISU was known as PATC - the Project Advice and Training Center.

Uganda Youth Network, January 2016

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Foreword

Uganda Youth Network initially the Youth Analysis Board (YAB) was formed to provide and constitute a forum for consultation on proposed legislation and government policies with the aim of advocating for policies which are pro-youth. In 2003 the organization registered with the National NGO Board as a National Network of Youth Organizations. UYONET is a non-religious and non partisan, non-governmental organization whose membership is open to youth and youth organizations that subscribe to the network's constitution and core values. Uganda Youth Network (UYONET) is a national focused leading umbrella Youth CSO Network with 27 Networks across the country with a total of 147 individual member organizations that collectively work to mainstream young peoples' engagement in development and governance processes in Uganda and beyond. UYONET was started in 2003 to respond to the increasing demand for a collective platform for research, training and policy advocacy for young people by young people. Since inception, UYONET has been positioning the youth to play a leading role in nation building by enhancing their visibility in policy and governance processes across Uganda and providing the necessary infrastructure for information sharing and networking through youth empowerment on critical issues, capacity building, lobby and advocacy, publicity and media. UYONET is an accredited entity by the Electoral Commission to conduct civic and voter education and election observation ahead of Uganda's 2016 general elections. UYONET's vision is "An empowered youth population participating in governance and development processes" and its mission is "To build, empower and sustain a vibrant youth network through advocacy, coordination and capacity building"

This training guide has been developed to serve as an information and reference material for Youth Peer Educators in Dialogue for Peace Processes and Nation Building and Youth Ambassadors/Peace Promoters involved in the campaign to mitigate electoral violence before, during and after the electoral processes through meaningful and issued based youth participation in campaign and electoral processes. The guide is key in providing the Youth Peer Educators with valuable and requisite skills, knowledge and appreciation of the tenets of Dialogue, Peaceful and Non-Violent Youth Participation and how youth can play their expected roles in ensuring that young peoples and indeed the general citizenry positively participate in the electoral processes.

The guide has been prepared as an instrument for use not only by the facilitators but also the Youth Peer- Educators and Peace Ambassadors. The presentation in this guide begins by describing the course content, the training objectives, methodology and expected learning points. Its development takes cognizance of the current as well as previous electoral activities and widely draws from the experiences from Uganda's past elections and Kenya post electoral fracas (Dec-Jan 2007), in presenting the root causes of conflicts and electoral related violence. The guide highlights critical interventions around which practical actions can be undertaken by all peace loving citizens to mitigate electoral violence and consequently deepen Uganda democratic governance for purposes of peace and nation building.

The UYONET secretariat and Board of Directors expresses enormous and immense gratitude to Crossing Borders for choosing to Partner with Uganda Youth Network in order to advance the youth cause in Uganda. Sincere appreciation is conveyed to Civil Society in Development (CISU) for funding the **project 'code named "Keeping the Promise: Peaceful Youth Participation and Youth Policy Agenda Promotion in the Uganda 2016 National General Elections and Beyond"**. The project's overall objective is to facilitate an empowered and peaceful youth population in Uganda that constructively participates in the country's governance and development." implemented by Uganda Youth Network in partnership with Crossing Borders. The funding support from Civil Society in Development (CISU) has made possible the development and publication of this guide and actual training of Youth Peer Educators.

Lillian Bagala
Executive Director

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Introduction and Background

Since the last Uganda's general elections in 2011, many developments have arisen in the political landscape, creation and training of para security groups, excessive use of force by the police to disband civilian demonstrations, the attack on the media, strained ethnic relations, the practice of preventive deployment, questionable conduct of candidates, political hate speeches and the creation of youth 'brigades' amidst political parties poses danger to a peaceful 2016 Uganda electoral process. The atmosphere is thick with tension and the risk of violence looms over the country. Over the last five years, the narrative around political scene in Uganda has been punctuated with a series of events-more disturbing than promising, with a number of implications for the deepening of electoral democracy in Uganda.

Notably are the post 2011 walk to work protests against what Uganda's opposition termed as a fraudulent election, the emergence of diverse activist groups such as Activists for Change, the Jobless Brotherhood, Unemployed Youth, Pro-poor Youth, Black Monday –all of which emerged at different points over the last 5 Years in response to governance related socio-economic challenges. Most of these groups have been met with confrontation and other anomalies such as unlawful detention of activists, to mention but a few. The culture of responding to peaceful action with brute force has legitimized a culture of violent engagement with political processes –and the reason this is pertinent is because it is the Young people who find themselves at the heart of these forms of unrest.

In the build up to the 2016 elections, now at hand, there has also been a sharp increase in the number of Para military groups¹ comprised of Youth being mobilized to engage with the electoral process², in the absence of a clear legal framework guiding this process. As a result, opposition parties have also decided to prepare to counter the unlawful militant tendencies and behavior of the state by preparing their own Militia group, creating a recipe for electoral related violence.

It is important to note that while the threats to mobilize are made by Political arty Kingpins, the actual agents and victims of these threats are Young people in their diversity.

A recent study commissioned by the Democratic Governance Facility³ suggests a number of reasons that may propel Young people to engage in electoral related violence. Some of these underlying issues and tensions in Uganda's electoral democracy include

- **There is deep frustration among the Youth** that make up about 62% of the jobless and chronically poor population aged between 12-30. Those engaged in petty trade are often arrested and their merchandise confiscated by the authorities. In 2016 about 7, 300,000 youth voters between the ages of 18-29 years will be illegible to vote; a volatile target for politicians to exploit for support that often involves their being deployed to carry out election related violence activities get involved in electoral related violence such as:-

¹ These groups include Crime Preventers.

² <http://www.theeastafrikan.co.ke/news/Signs-of-chaotic-poll-in-Uganda-as-Mutale-returns/-/2558/2833720/-/view/printVersion/-/utnt8xz/-/index.html>

³ **A study on the Potential risks of Electoral related violence before, during and after the 2016 general Elections, Leonard Okello, June 2015.**

- **Young people are frustrated over corruption and poor quality of social services** in health, education and roads sector, and poor access to credit. The public debates over who is responsible for poor quality of social services are emotional and can potentially turn violent in context where it takes place between supporters of rival candidates.
- **The perception from many of the Focus Group Discussions (FGDs) is that the politicians, once elected, amass wealth for themselves** while their electorate suffers from “biting” poverty. These politicians are delinked from the impoverished communities and do not connect with the poor voters until their next election campaign cycle. The desire by electorate to change such political leadership meets resistance from the politicians who will stop at nothing to use all means to regain office often resulting into violence at election time.
- **The Challenge of Opportunistic and Gender based targeting which targets especially Young women.** Most politicians try to win women’s support because they believe that women are loyal mobilisers and voters. This increases the vulnerability of young women and susceptibility to gender based violence in domestic and in public spaces, which is often not reported and appropriately addressed. This is likely to re-occur in the 2016 general elections.
- **Due to increasing population, pressure on land for agriculture, human settlement, mineral exploitation and infrastructure development, a crisis is building around landlessness.** What is emerging is that unscrupulous, politically connected elite are exploiting this to dupe unsuspecting peasants to sell land at giveaway prices.
- **The politics of kingdoms and traditional institutions driven by personal economic interest of key players manifests in form of succession disputes such as in Busoga.** In West Nile it is expressed as border conflicts between the Kebo and Alur Chiefs and as jurisdictions between the Bakonzo & Bamba in Ruwenzori. Rival politicians in these areas attempt to leverage on these disputes and conflict-prone development to promote their electability.
- **The colonial historical divide-and-rule schisms condemned Uganda into a socio-political balkanized state exacerbated by ethno-regional and religious delineations.** The failure of successive post-independence governments to heal these axes of discord crystallized political discontent and risked election violence.
- **The military have been central in expediting regime change** since the independence of Uganda with four military coups and two liberation wars overthrowing sitting governments. Since 1980 the military have been actively involved in electioneering processes but most respondents want to see this role changed.
- **Political parties and democracy are a foreign and young concept,** giving credence to ethnic identities as the most viable form of voter mobilization. That pits poorly financed struggling political parties against powerful individuals fighting for control of the parties. This also weakens the party’s capacity to discipline such members, risking violence during campaigns.

Implication

The Interplay of the dynamics listed above form a fertile ground for violence to thrive before, during and after the electoral process. Further, it is also important to understand the types of communities that are targeted for violence. Seldom do political actors and aspirants themselves get involved in electoral related violence. They usually pay or mobilize squads of youth who are desperate and vulnerable –many of who come from vulnerable communities such as slums-which many times form the brewery for election violence.

There is also documented evidence⁴ to show that where interventions are taken in time, it is possible to pacify and mitigate the likelihood of electoral related violence in that have a higher potential for the same than others⁵. In 2010, a number of CSO actors, including the Uganda Youth Network were part of a process that involved outreaches to areas that had a higher likelihood of violence than others. In a post project assessment, the incidences of violence in most of the districts targeted ranged between nil and few, showing that the Project had significantly pacified potentially risky situations.

Where Young people are mobilized around a positive electoral experience such as being agents of peace promoters –not crime preventers, peer to peer sensitization and mobilization, issue based electoral engagement, training Youth to participate as election observers and much more, they are more likely to become active agents of Peaceful participation in the elections, there by significantly mitigating the likelihood of electoral related violence.

The project ***“Keeping the Promise: Peaceful Youth Participation and Youth Policy Agenda Promotion in the Uganda 2016 National General Elections and Beyond”***, is designed to empower young people to act as change agents for a new political culture of tolerance, dialogue, non-violence, issue based and informed participation during the electoral processes. A key component of the project is the **Two Days Non – Residential Training for 30 Youth Peer Educators in Dialogue for Peace & Nation Building** aimed at inducting the participants/peer educators in general principles of democracy and good governance while inculcating in them skills and knowledge of mitigating electoral violence. Particular focus shall be on the role of key state actors and the significance of young peoples’ non-violent participation in the electoral processes and the need to appreciate tolerance and dialogue for peace and nation building.

Training targets and criteria for selection of the 30 Youth Peer Educators/Participants

The training initiative only targets youth between 18-35 years (as per the national youth policy definition of youth) both male and female

The training shall target the 30 Youth CSOs leaders on electoral democracy from the following categories of participants that include;

- Representatives of the Youth Coalition on Electoral Democracy in Uganda (YCED –Uganda) who are the driving force beyond the implementation of the Youth Participation Roadmap to Uganda’s 2016 general elections and beyond. The goal of YCED in Uganda is increased meaningful, non violent youth participation and influence on the 2016 electoral process & beyond. Objectives include of the coalition include; To facilitate platforms for increased youth participation and involvement in the electoral process; To develop ideas, mechanisms and proposals that will inform pre and post 2016 engagements on youth issues in Uganda and To create awareness on the need and action for non violent youth participation in the pre and 2016 electoral processes and beyond.
- Representatives of UYONET programme beneficiaries such as the Citizen Voice and Action Groups (CVA Groups)
- Representatives of UYONET member organizations
- Political Parties Youth Leaders.
- Both male and female participants will be encouraged and targeted. However, in extreme cases of limited participation of either gender, affirmative action may be applied. Other cross cutting issues such as disability should be considered.

⁴ Report of the Project on Mitigating Electoral related violence, UYONET 2011

⁵ In 2010,Uganda Youth Network under took a

These categories of participants have been chosen since they are the driving force behind the implementation of the Youth Participation Roadmap to Uganda's 2016 general elections and beyond. **The Youth Participation Roadmap to Uganda's 2016 general elections and beyond details a range of civic, voter and political actions designed by young people through a consensus process coordinated by UYONET in 2013 intended to ensure effective youth participation in Uganda's 2016 general elections and beyond. The purpose of the Youth Participation Roadmap is to empower youth with necessary logistical and technical capacity needs in order to be able to make informed and peaceful decisions and hold duty bearers accountable.**

Training Content

The 2 days comprehensive trainings shall be conducted focusing on the following areas among others;

- Tenets of democracy and good governance
- The role of key state and non-state actors and the general citizenry in the multiparty political dispensation
- Understanding and appreciating the values of bridging dialogue and nation building, peaceful and non-violent participation in the electoral process.
- Alternatives to violence such as reconciliation, bridging dialogue and peace building during and after elections.
- Root causes of violence and the role of the youth in mitigating electoral violence before, during and after elections.

Objective of the training

The objective of the training is to produce an enlightened, tolerant and civic competent class of young people who through their various structures can benchmark these best practices to the wider public. The trainees are expected to acquire significant skills and knowledge that will enable them to conduct civic and voter education premised on ensuring that young people and indeed the general citizenry positively participate in the electoral activities while appreciating the values of tolerance and bridging dialogue.

Course Description

1.1 Course Title

Training of Thirty (30) Youth Peer Educators in Dialogue for Peace & Nation Building: Young People as Ambassadors and Promoters of Peace and Non-violence in the Electoral Process

1.2 Course Objectives

The overall objective of this course is to assist young people to appreciate and embrace the values of bridging dialogue, nation building, peaceful and non-violent participation in the electoral process. This will prepare them to take over a central role and responsibility in promoting peace before, during and after the elections as peace promoters and peace ambassadors. The overall objective shall be realised through the following specific objectives:

- a) Deepen young peoples' understanding of the meaning, causes and dangers of electoral violence
- b) Educate young people on a variety of mechanisms that can be employed to mitigate electoral violence
- c) Equip young people with sensitisation and dissemination skills to enable them pass the knowledge and values of peaceful electoral participation to fellow youth and other actors there by them contributing to the conduct of peaceful and violence free elections in Uganda.

- d) Learn the values of bridging dialogue, nation building, peaceful and non-violent participation in the electoral process

1.3 Course Out-put

The training course will result in a total of 30 Youth Peer Educators trained in dialogue for peace and nation building. The training will involve equal participations of youth both males and females including representative of Persons with Disability.

1.4 Summary of Course Content

On the overall, the youth peer educators to participate in this course will be trained to get a deeper understanding of electoral violence, its causes, forms and consequences. They will especially be trained about the several mechanisms that can be employed to mitigate electoral violence when it happens and/or when it is suspected to happen. Essentially, the course draws emphasis on the need to embrace dialogue as peaceful ways to promote nation building, peaceful conflict resolution, and tolerance as an alternative to violence in elections. The overall course design cherishes the value that “prevention is better than cure”. In order to enable trainees to act as multipliers and pass on the knowledge acquired to their peers and communities, the course shall equip participants with sensitisation skills and also assist them to undertake action planning so that they can systematically be able to translate the knowledge gained into practical actions to promote peace and non-violence during elections.

1.5 Course Duration and Indicative Timetable

The non – residential training course is designed to last a period of 2 days. The schedule below gives an indication of how the training programme could run.

Time	Activity	Responsibility
Day 1:		
08:00 am – 09:00 am	Arrival and registration of Participants	UYONET
09:00 am – 10:00 am	Session 1: Introductory Session. Introductions of participants, organisers and facilitator; overview of training objectives, discussion of participant expectations, setting of ground rules	Facilitator
10:00 am – 10:10 am	Welcome Remarks	Executive Director UYONET
10:10 am – 10:20 am	Official Opening Remarks	TBD
10:20 am – 10:50 am	Tea/Coffee Break	Hotel
10:50 am – 1:00 pm	Session 2: Understanding Electoral Violence, Bridging Dialogue, Meaning, Causes and Dangers/Consequences, ways in which young people are involved in violence. This session will focus on identifying the types, causes and manifestations of electoral violence, the impact these have on Uganda’s democratization process and to explore strategies that may strengthen Uganda’s multiparty democratic system.	Facilitator
01:00 pm – 02:00 pm	Lunch Break	Hotel

02:00 pm – 04:00 pm	Session 3: Mitigating electoral violence and promoting peace in elections: Bridging dialogue as alternative to conflict resolution. The role of young people, state and non-state Actors.	Facilitator
04:00 pm – 04:30 pm	Session 3 continued: Group presentations and discussions	Facilitator
04:30 pm – 05:00 pm	Wrap Up, Feedback Round and departure	Facilitator
Day 2		
08:00 – 09:00 am	Morning Exercise, Recap of Day 1	Facilitator
09:00 – 10:45 am	Session 4: Mitigating electoral violence through informed legal frameworks Understanding the legal provisions, key actors and their roles	Facilitator
10:45 – 11:15 am	Tea/coffee break	Hotel
11:15 – 01:00 pm	Session 4 continued	
01:00 – 02:00 pm	Lunch	Hotel
02:00 – 04:30 pm	Session 5: ToT skills and Action planning	All Participants
04:30 – 05:00 pm	Wrap-up, feedback, official closure, administrative issues, departure	UYONET/Invited Guest

1.5 Training Sessions in Detail

1.6 Session 1: Introductory session

Content

- Introduction of participants, facilitators and organisers
- Briefing participants about the training objectives
- Discussion of participants' expectations, fears and other concerns
- Setting of ground rules

Session objectives

- a) To facilitate team building by enabling all participants, facilitator and organisers to get to know each other
- b) To link participants' personal objectives in attending the training to the course objectives defined within the project framework
- c) Begin the process of participatory learning by allowing each member to play an active part in the introductory process
- d) To commit participants to an effective training by setting ground rules

Duration: 1 hour

Methodology/Steps

- Paired Interviews
- The facilitator asks participants to group in pairs, the two members of a pair are called partners. The partners interview each other in turn. The interview and responses are made as the rest of the participants watch and listen. The following questions are asked:
 1. *What is your name?*
 2. *What is your marital status*
 3. *Where do you work and what position do you hold where you work?*
 4. *How many times have you participated in an election?*
 5. *Have you ever experienced/witnessed Electoral violence*
 6. *Mention one expectation you have for this workshop?*
 7. *Mention one thing that interests you?*
- Responses to question 4 and 5 are recorded on the flip chart
- Brainstorm with participants to come up with ground rules
- Organisers discuss participant expectations in relation to training objectives
- Organisers clarify on administrative and any other issues

Note:

In order to achieve the session objectives, the facilitator should make this exercise participatory and lively.

The facilitator should make sure that at least the following basic ground rules are adopted:

- Participants should keep their phones switched off during the training period or at least have them in silent mode
- All participants must attend all sessions
- Respect for each others views and opinion
- All participants must avoid unnecessary movements during the training sessions
- Time management shall be observed strictly during the entire training programme
- All contributions during the training shall be orderly
- All participants to attend all training sessions

Session 1: Understanding Electoral violence; meaning, causes and dangers

Content

- Definition/meaning of electoral violence
- Forms and stages of electoral violence
- Common causes of electoral violence
- Dangers/consequences of electoral violence
- Ways in which young people have been involved in electoral violence
- Contextualising electoral violence: sharing of experiences by participants

Session objectives

By the end of this session, participants should be able to:

- a) Define the concept electoral violence
- b) State and explain the different forms of electoral violence
- c) Outline the common causes of electoral violence
- d) State and explain the dangers of electoral violence

- e) Cite practical examples of incidents of electoral violence and outline different lessons drawn with regard to: how does electoral violence normally start, what sparks it off, at what stage do the youth get involved and how, what are the effects?

Duration:

4 hours

Methodology/Steps

- Methods to be used include brainstorming, lecture, discussion and story telling

Step one

- Brain storm with participants by asking them to give their contributions to different aspects in turn. Start with definition of electoral violence, causes, forms, consequences/effects/dangers, ways in which young people are involved
- Fill in the gaps with a power point presentation

Step two

- Request for three volunteers who should have the following characteristics:
 - a) Have had an experience of electoral violence before by either having participated in it or having witnessed it
 - b) Are willing to honestly share what they experienced with fellow participants
 - c) At least one volunteer shall be either female or male
- Ask the volunteers to share their experience with participants along the following lines
 - a) When did they get involved in Electoral violence?
 - b) Who (if any) mobilised/incited them to get involved in that violence?
 - c) Why did they get involved?
 - d) How (what role they play or which actions did they undertake) in that violence?
 - e) What effects (negative and positive) did their participation in that violence have to them and their community?
- Allow a few minutes for discussion

Reference Points/Overview of Content to be delivered

<i>Definition/meaning of Electoral violence</i>	<p><i>There are several definitions of Electoral violence that can be drawn. One such definition is::</i></p> <p>“Electoral conflict and violence can be defined as any random or organised act or threat to intimidate, physically harm, blackmail, or abuse a political stakeholder in seeking to determine, delay, or to otherwise influence an electoral process”. (Jeff Fischer, 2002)</p> <p>Violence is the extreme of conflicts which may result into the use of confrontation to settle misunderstanding with one side hoping to assert itself over the other. It can result into murder, assault, destruction of property, arson, deprivation of liberty, coercion etc.</p>
<i>Forms and stages of Electoral violence</i>	<p><i>Violence generally and so does electoral violence can take different forms. It can it:</i></p> <ul style="list-style-type: none"> - Verbal, in form of abuse and/threats of engaging in physical confrontation or harm, blackmail and political intimidation. In this case, the violence can also be otherwise communicated in written form e.g. through anonymous messages written and

	<p>disseminated, letters etc. This stage is normally called the threat to violence</p> <ul style="list-style-type: none"> - Physical violence involves physical confrontation e.g. through fighting/beating/inflicting physical harm, destruction of property etc <p>There are several stages during which electoral violence can occur, arising out of disagreements or dissatisfaction with how certain aspects of the election or as a deliberate decision by a political side to use violence to manipulate a particular electoral process. These stages include:</p> <ul style="list-style-type: none"> - During the registration process and display of voter registers - During campaigns when political rivals may seek to disrupt campaign activities/programmes of their competitors, to intimidate voters and candidates or to use violence to influence participation in the an outcome of the electoral process - During the polling days when rivals conflict on the day of casting ballots - After the polls with conflicts normally arising out of disagreements over the electoral results <p><i>Electoral violence can be:</i></p> <ul style="list-style-type: none"> - Between voters and the state in which case the voter challenges certain electoral decisions by the state e.g. the question of reappointment of the electoral commission in Uganda in 2010. or sometimes the voters may challenge outcome on an election - Political rivals conflicting with each other. It can be between candidates or parties and/or their supporters - It can also involve both scenarios and this is the case normally experienced in Uganda
<p><i>Common causes of Electoral violence</i></p>	<p>Election violence usually occurs as a result of several electoral offences. Specific electoral offences that may result to violence include; bribery, procuring prohibited persons to vote, publication of false statements as to illness, death or withdrawal of candidates, obstruction of voters, misconduct at campaigns, failure by presiding officers to furnish election returns, unauthorised voting or multiple voting, making wrong returns of an election, impersonation, defacement of notices and posters, obstruction of election officers, delays in voting, etc.</p> <p>Summarily, some causes of electoral violence can be stated as follows:</p> <ul style="list-style-type: none"> - A deliberate ploy by political competitors to use violence to influence participation in or out comes of an election – in this case, violence can be used to scare those considered as rivals from participation in an election or into voting a certain candidate. It can be used to create conditions favourable for rigging an election. It can used to scare competitors (candidates) out of the race etc - A mechanism by political competitors to demonstrate strength and gain control of the political process - Dissatisfaction with electoral decisions e.g. the reappointment of the electoral commission in Uganda in 2010 – used as a way of expressing discontent or as a means of conflict resolution - Disagreement over of election results - Deep rooted conflicts in society e.g. over tribe, property ownership etc. These differences create divisions in society and a slight difference during elections can

	be a spark of violence
<p><i>Dangers/consequences of Electoral violence</i></p>	<p><i>Like any other violent situation, electoral violence has several consequences and dangers. Most of these consequences have already been experienced in cases of election related violence that has happened in Uganda including in the recent past. These consequences include:</i></p> <ul style="list-style-type: none"> - Loss of life and injury among participants and non participants - Destruction of property - Disruption of peace - Arrest and imprisonment – breaking the law - Builds a bad political reputation for an individual, group/party within the community – loss of supporters - Misrepresentation of a genuine concern - Disruption of the electoral process – an election can be delayed, rigged or stopped because of violence - Grounds for future litigation over electoral results – results not accepted by the losing side - Danger to democratic governance – can lead to total failure of an election which may result for example of the incumbent illegally holding on to power or in military takeover of government
<p><i>Ways in which young people have been involved in Electoral violence</i></p>	<p><i>Because of their energy and numbers, young people are normally a target for political opportunist to engage them in Electoral violence. In the case of Uganda, the following are the ways in which the youth normally get involved in election related violence:</i></p> <ul style="list-style-type: none"> - Mobilised into illegal militias e.g. youth brigades which fight each other or other political competitors - Recruited as security personnel/guards for candidates/parties and sometimes being misguided about their functions in that capacity - Mobilised to hurl insults to political competitors which in turn provokes physical violence - Mobilised to interfere in programmes of political competitors e.g. attempting to disrupt campaign rallies/matches/convoys

The part on sharing experiences shall be delivered through story telling by participants. The facilitator, however, should ensure that the points below are answered to.

Note: *This part is designed to strengthen the understanding of electoral violence and the involvement of the youth. Therefore, any overlap in this part and the rest of the session are expected*

<p><i>The Genesis of Electoral violence</i></p>	<p>Who according to the participants starts the election related violence, Is it the youth or are they simply mobilised by political opportunists?</p>
<p><i>The motivation for Electoral violence</i></p>	<p>Why do the young people get involved in violence, do they do it as an obligation they feel they have for their political sides, do they have hidden interests e.g. looting, is it response to peer influence and mobilisation by political opportunists, etc? How can the young people overcome these negative motivations</p>

<i>The ways of Electoral violence</i>	How exactly do the youth involve in violence? By fighting, throwing stones, looting, blocking roads, destroying property etc? What are the consequences of these acts? And how can the young people be made to appreciate that these are wrong acts
<i>The result of electoral violence</i>	The practical consequences of electoral violence as once experienced by participants. E.g. destruction of property, bodily injury and loss of lives, imprisonment – one for example can be imprisoned and miss to vote for the side he/she supports

Session 2: Mitigating electoral violence by young people: promoting peace before, during and after elections

Content

- Understanding the concept mitigation of electoral violence
- Ways to mitigate electoral violence
- How to intervene and prevent violence in a situation likely to result in violence
- How to intervene when violence is already taking place
- Promoting peace as an alternative means of conflict resolution

Session objectives

By the end of this session, participants should be able to:

- Explain the concept mitigation of electoral violence
- State and describe the ways that can be used to mitigate electoral violence
- Explain how to intervene in a situation likely to result in electoral violence
- Describe how to intervene and control a situation where electoral violence is happening
- Outline their roles as peace ambassadors and describe how they will perform the function of promoting peace and non-violent participation in elections

Duration:

3 hours

Methodology/Steps

- Methods to be used include brainstorming, question and answer, and group work

Step one

- Start the session by asking participants to define the term mitigation of electoral violence and ask them to suggest ways in which electoral violence can be mitigated.
- Write participants contributions on a flip chart
- Facilitators fills in gaps with power point presentation, always relates participants contributions to points in the presentation.

Step 2

- Ask participants to form 4 groups of (in as far as it is possible) equal numbers, each group representing both males and females.

- Assign each group one of the following exercises:

Exercise 1: Assume and Identify a situation that you would consider likely to result in electoral violence and explain the following:

- a) Why do you consider such a situation likely to result in electoral violence?
- b) What steps you would take in intervening to ensure that the likely violence is prevented?
- c) Why would you consider your strategy in b) above as one which will be successful?

Exercise 2: Assume and Identify a situation where electoral violence is taking place and explain the following:

- a) What are the causes of that violence?
- b) What steps would you take in intervening to ensure that the violence is mitigated/stopped?
- c) Why would you consider your strategy in b) above as one which will be successful?

Exercise 3: As a peace ambassador/promoter, explain the following:

- a) How would you engage the young people in your community to embrace the values of peaceful election engagement?
- b) How would you engage/handle elements who are noted to be perpetuating electoral violence within the community?

Exercise 4: You have been invited to a village meeting where youth, women, men elders etc will participate. You have been asked to give a short speech on peace and non-violence in elections. As young peace promoters;

- a) Outline the main points that would comprise your speech
- b) Write the speech
- c) Choose amongst yourself one person, prepare him or her to deliver your (group) speech to the meeting

Reference Points/Overview of Content to be delivered

<p><i>Understanding the concept mitigation of electoral violence</i></p>	<p>Minimising/alleviating electoral violence. Mitigation as a term can be considered a more realistic goal because sometimes it can be difficult to completely prevent something like electoral violence from happening. We can however successfully mitigate it.</p>
<p><i>Ways to mitigate Electoral violence</i></p>	<p>There are several ways in which electoral violence can be mitigated. Some of these are the ways are generally those that we use to promote peace in society. Examples include:</p> <ul style="list-style-type: none"> - Conducting civic education that inculcates among citizens the values of peaceful co-existence and tolerance with each other. Civic education is a continuous process which does not end in formal training meetings/seminars. It can for example be done when you chat with a friend, when you talk with your family over occasions like dinner, in discussions with peers during usual interaction. The important aspect in civic education is passing on the right message - Still within the framework of civic education, promoting alternative means to conflict

resolution in particular encouraging and facilitating open and honest dialogue between conflicting parties.

- In the event the conflict seems irreconcilable between the parties themselves, measures such as seeking redress before the courts of law, enlisting the intervention of local authorities e.g. the LCs, the police, arbitration by respected elders, religious leaders etc can be employed
- Engaging with the responsible authorities while appealing and advocating that they handle citizen conflicts appropriately, for example, to restrain from use of excessive force etc. In Uganda, for example, there are quite several incidences where violence that has occurred following the way in which the security forces have handled citizen conflicts.
- It is also very necessary that as young people, we ensure that all political activities and programmes in which we engage fall within the ambit of the law – in order not to attract the usual intervention of the security in stopping those activities which normally results in violence
-

How to intervene in a situation likely to result in violence

- First understand the factors you consider likely to result in violence
- Identify the parties involved
- Identify the ring leaders
- Engage with each of the parties (especially the ring leaders) to understand their concerns
- Show appreciation of the parties' grievances
- If one side seems to be planning violence just to get control of an electoral process, expose the plan
- Always inform the parties of the alternative means to solving their conflicts other than violence – inform them also of the dangers of violence
- Establish the possibility of facilitating a dialogue between the parties
- If possible hold a dialogue between the conflict parties (normally between the ring leaders)
- Inform other actors of the situation e.g. the police and local leaders
- Always be and ensure your perceived to be an impartial arbiter who can win the confidence of all sides in the conflict – you should not be perceived to have ill intentions or to favour any one side

Intervening in a situation where violence is already taking place

- Establish where the violence is taking place
- Establish what has caused that violence
- Identify the parties involved
- Identify the ring leaders
- Your goal is to demobilise the violence
- Assess the possible intervention strategies weighing clearly to identify which is most

	<p>appropriate. For example, in some cases, it can be possible to deal with the violence by talking to the parties involved while in some cases, it is completely impossible to come in and talk to the parties as not only will the tempers be too high for them to listen, the process to can expose the peace promoter to possible injury and endangers ones life</p> <ul style="list-style-type: none"> - Inform the relevant authorities e.g. the police giving them all the details you have established. Appeal to the authorities to use appropriate means to contain the violence
<p>Promoting peaceful alternatives to conflict resolution other than violence</p>	<ul style="list-style-type: none"> - Emphasis is that prevention rather than cure – because when something occurs, some of its (negative) consequences can never be reversed e.g. when electoral violence leads to loss of life etc - There are several mechanisms to promoting peaceful conflict resolution e.g. dialogue, tolerance, mutual respect (for each others views and values), advocating for fair policies and laws, advocating and appealing to authorities to use appropriate means in handling conflicts, promoting understanding of the law etc

Session 3: Mitigating electoral violence: understanding the legal provisions, key actors and their roles

Course Content

- The legal provisions on common areas of political conflicts, provisions concerning citizen expression of discontent, and the provisions on engaging in violence
- Identifying key stakeholders in the mitigation of electoral violence
- The role of individual stakeholders in the mitigation of electoral violence

Session objectives

By the end of this session, participants should be able to:

- State the legal provisions concerning electoral violence and activities the usually result in electoral violence
- Outline the key actors responsible for controlling electoral violence
- Explain the roles of different individual actors in the mitigation of electoral violence

Duration:

3 hours 30 minutes

Methodology/Steps

- The methods to be used include question and answer, brainstorming, lecture, expert input, individual exercise

Step one

- Start the session by emphasising to participants that in an organised society, human behaviour is regulated by established laws. Uganda is a society governed on laws. There are laws that regulate engagement in actions including those that can result in electoral violence or engaging in electoral violence itself.

Step two

- Invite an expert to speak make a brief presentation to participants highlighting the legal provisions regarding electoral violence and activities likely to cause. The presentation will also cover the role of key state authorities in the control of electoral violence e.g. the police, the army, the courts, the local councils etc
- Allow a few minutes for questions and feedback

Step three

- Administer the following individual exercise to participants:
 - a) List the key actors in the mitigation of electoral violence
 - b) Outline the roles of each of the individual actors
 - c) Briefly state how a youth peace promoter can engage with one of the actors to promote peace and non-violence in the elections
- Allow 5 – 10 for participants to write down the responses. For ease of marking, ask participants to present responses on not more than one page
- Move around to keep checking on responses being generated by participants
- Randomly pick on five participants to present their responses
- In the plenary, discuss with participants the role of key actors in the mitigation of electoral violence and how young people can coordinate with individual actors
- Fill in gaps with power point presentation
- Collect all participants responses – facilitator will quickly comment on each during break, or they can be pinned within the training hall on the wall for participants to view during break

Reference Points/Overview of Content to be Delivered

<i>Mitigating electoral violence, a shared responsibility</i>	No individual, group or institution can solely handle electoral violence on its own. There is need for the involvement of all actors. All actors need to appreciate the importance of peaceful electoral engagement
<i>The legal provisions regarding electoral violence and activities likely to cause it</i>	<ul style="list-style-type: none"> - There are several legal provisions that have been put in place to mitigate electoral violence and activities likely to cause it. These include, the Presidential Elections Act, 2005, The Political Parties and Organizations Act, 2005, The Parliamentary Elections Act No. 17/2005, The Local Government Act CAP 243, 2009, The Penal Code Act, etc and penalties. - For example, Section 72 of the Parliamentary Elections Act, 2005 establishes punishments for any person who commits an illegal practice under section 68(5) or (6) or 69, 70, or 71 commits an offence and is liable to a fine not exceeding forty eight currency points or imprisonment not exceeding two years or both.
<i>Actors in managing electoral violence</i>	<p>Besides the youth, there are several other actors in the mitigation of electoral violence. These include among others:</p> <ol style="list-style-type: none"> a) The community in general, elders, religious and cultural leaders, and elected leaders e.g. LCs b) The security agencies; the police and the army c) The Courts of Law d) Political parties

	<ul style="list-style-type: none"> e) Civil society f) The Electoral Commission g) The youth
<p><i>The Role of individual actors in mitigating electoral violence and how can young people work with these actors</i></p>	<ul style="list-style-type: none"> a) Police <ul style="list-style-type: none"> The general role of the police is enshrined under section 212 of the Constitution. - Protection of life and property - Detection and investigations of offences- crime intelligence - Prevention of crime- patrols, guards, community policing, regulation of assemblies - Cooperation between the population and other security agencies b) Electoral Commission <ul style="list-style-type: none"> - Organise peaceful, fair and free elections - Delivering materials in time - Sensitisation of communities about elections and related issues - Proper and accurate declaration of results - Having polling officials in time c) Courts <ul style="list-style-type: none"> - Timely adjudication of cases d) Civil Society <ul style="list-style-type: none"> - Sensitisation of the public about elections and electoral violence, including informing people about the dangers of electoral violence and promoting the values of peace and tolerance in elections - Mitigation of electoral offences that may result into violence - Conflict arbitration - Observers of the electoral process - Coordination with other actors e.g. security agencies, the electoral commission etc - Watch dog role over the conduct of authorities e.g. security agencies e) Media <ul style="list-style-type: none"> - Accurate coverage and reporting about the electoral process - Public education through reporting and other general educative programmes - Investigation and reporting of electoral malpractices - Responsible reporting – desist from inciting the public f) Community <ul style="list-style-type: none"> - Participants - Report cases

	<ul style="list-style-type: none"> - Involve in monitoring of counting etc <p>g) The Role of the Youth</p> <ul style="list-style-type: none"> - Be active participants in the electoral process - Monitor all potential violent cases - Work hand in hand with security agencies - Work with political parties - Take all complaints to courts of law - Avoid being used to perpetrate violence - Avoid being recruited in militia and brigades - Conduct civic education to fellow youth - Engaging in dialogue other than confrontation - Demobilise violence - Promoting other peaceful means such as arbitration, tolerance, mediation, use of elders, reconciliation etc
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Session 4: Sensitisation skills, action planning and generating resolutions

Content

- Basics and methods of community sensitisation
- Drawing up plans as peace ambassadors for sensitising other young people and communities about peace and non-violence during elections

Session objectives

By the end of this session, participants should be able to

- a) List various methods that can be used to sensitise communities about peace and non-violence in elections
- b) Demonstrate how the methods in a) above can be used
- c) Illustrate clearly how they will use these methods to sensitise other young people and communities about peace and non-violence in the elections

Time

3 hours

Methodology/Steps

- Methods to be used include brainstorming, presentation, role play, world café
- Conduct the session in two parts, one on sensitisation skills and the other on action planning

PART ONE

Step one

- Begin the session by asking participants to list the several methods or ways in which they sensitise follow youth about peace and non-violence in the elections
- Write participants contributions on a flip chart
- Fill in gaps with mini lecture/power point presentation

Step two

- Ask two volunteers (1 male, 1 female to each demonstrate how they would use any one of the methods given

Step three

- Conclude part one of the session by making a summery power point presentation of the points to consider while sensitising communities about peace and non-violence in the elections

PART Two

Step four

- Introduce participants to the world café method⁶
- Request for 5 volunteers (considering both males and females)
- Ask all the remaining participants to break into 5 groups of equal numbers
- Each of the five volunteers becomes a table host and will moderate the discussion on a specific table
- Ask each single group to choose a table hosted by one of the volunteers from where they are to discuss the following:
 - a) What are they as young people going to do to promote peace and non violence during the elections and how?
 - b) What to they as young people want other actors to do in the promotion of peace and non-violence during the elections?
- The table host (volunteer) moderates the discussion and takes the notes
- All 10 – 15 minutes for discussion round 1
- Ask group members to leave a given table and move to another (round 2) – they should ensure that they spread out to different tables. In as far as it is realistic, not more than two members of a group should go to the same (other) table
- The table hosts remain unchanged and are simply joined by new participants
- In round two, the table host starts by summarising to the new table members the ideas of the fist group from which the second group starts to build
- Repeat the process (of spreading participants around tables) for five rounds to all each participant to reach and contribute to all tables
- In the plenary, ask the table hosts to each present their final notes
- Allow time for discussions and final consensus building
- The finally agreed upon points shall be areas for the action plans and will be translated into resolutions for young people in the promotion of peace and non-violence during elections

Reference Points/Overview of Content to be delivered

<i>Ways in which we can</i>	
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⁶ The world café is modern method of workshop facilitation and discussion which gives all participants an opportunity to share ideas in and through different groups allowing each participant to participate in each group. It allows for building consensus in group work

<i>sensitise communities about peace and non-violence in elections</i>	
<i>Points to consider while sensitising communities about peace and non-violence in elections</i>	
<i>Possible components of youth action plans and resolutions to promote peace and non-violence during elections</i>	

General points to note

1.7 Training approach

While the workshops target the youth who are considered young people, an adult learners approach shall primarily be used in the training. The adult learning approach emphasises high respect for participants and appreciating that they too know something about the content of the training – the trainer only assists as a facilitator to enable learning from one another. Facilitators should allow a highly interactive learning process with participants contributing as much as possible and being assisted to identify problem solutions on their own. Adequate preparation shall be required on the part of the facilitators and the workshop organisers. All lecture aspects of the training are to be delivered through power point presentations.

1.8 Use of this guide

As indicated, this is a training guide. It is highly recommended that facilitators follow this guide, however, a room for flexibility is allowed. The facilitator may according to his/her judgement and resulting from other factors such as time, background/context of the trainees etc alter some of the methodology proposed in this guide. The topics however shall remain unchanged across all workshops

1.9 Workshop Materials:

The following material have at all times to be available at the workshop

- Flip charts and markers in different colours
- Masking tape
- Laptop
- LCD projector
- All necessary handouts and other necessary documents

1.10 Steps before the workshop

Organisers should ensure that the following steps are undertaken before the workshops are held

Task/step	Recommended completion period before the workshop
Define workshop dates, inform the respective facilitators and confirm their availability	2 weeks
Book hotel	1 week
Generate participant lists. Contact target organisations to nominate and send names of participants	2 weeks
Send written invitations to participants (email or letters) follow-up with sms or phone call	2 weeks
Confirm participants	3 days to the training
Send reminder to facilitators	3 days to the training
Communicate names of participants and programme to hotel to ease check in and registration issues	1 day before the training
Assemble all the workshop materials and handouts	2 days before the training
Confirm staff team travelling for the workshop	1 day before the training
Travel for the workshop	2 days

Annexes

Annex I: Workshop Evaluation form

Evaluation after the Workshop

Please fill in this form yourself without consulting other participants.

Demographic profile

(Please circle the correct option)

Sex

Male	1
Female	2

Age

18-24	1
25-30	2
30-35	3

Highest educational level attained

Primary	1
Post primary	2
Secondary	3
Post Secondary	4
Diploma (HND)	5
University Degree	6
Post University Degree	7
None	8

Employment: please specify

Workshop assessment

1) What is your general comment about this training programme?

2) Do you find the workshop or any particular aspect of it.....?

...very useful	1
...useful	2
...not useful	3
Others (please specify):	

3a) Do find the training relevant in empowering you to mitigate election violence in your area?

YES	1
NO	2

3b) Give reasons for your answer in a) above

4) What one thing did you like most about the training?

5a) Which topics (or methods) did you consider particularly interesting/useful?

5b) Which topics (or methods) did you consider less interesting/useful?

5c) Which topics would like to have added on the workshop content?

6a) What knowledge and skills did you acquire during the training?

6b) How do you intend to utilise the knowledge and or skills gained?

8) What recommendations would you like to make about improving this training?

9) Do you see the need for follow-up activities? If yes, what kind of future activities would you consider useful?

10) Which other stakeholders/target groups would you suggest for similar trainings?

11) Detailed rating of the workshop

Please rate by circling the most appropriate answer as indicated in the key below.

1) **Detailed rating of the training workshop**

Please rate by circling the most appropriate answer as indicated in the table below

Key: 1 = Poor, 2=Fair, 3-average, 4=good, 5=very good

a)	Training methods (e.g. lectures; documents; slides; games, workshop cafe and role playing, Exercises and group work)?	1	2	3	4	5
b)	Participants' involvement	1	2	3	4	5
d)	Time allocated	1	2	3	4	5
e)	Sequencing of sessions	1	2	3	4	5
f)	Linkage with local context	1	2	3	4	5
g)	Length/duration of the course/training	1	2	3	4	5
h)	Meals and refreshments	1	2	3	4	5
i)	Facilities at the venue e.g hall	1	2	3	4	5
j)	Meeting your expectations	1	2	3	4	5
k)	Training content	1	2	3	4	5
l)	Your level of knowledge about the training content before the training	1	2	3	4	5
m)	Your level of knowledge and skills after the training workshop	1	2	3	4	5
n)	The quality of the training facilitator	1	2	3	4	5

2) Any other comments you may wish to make?

Thank for taking time to complete this evaluation form. We appreciate