



Puntland
Development &
Research Center

VOTER EDUCATION NEEDS ASSESSMENT REPORT

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VOTER EDUCATION NEEDS

ASSESSMENT REPORT

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ACKNOWLEDGMENT

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EXECUTIVE SUMMARY

This report presents the outcome of a voter education needs assessment, which PDRC conducted in June 2022 in Puntland. It is a part of the "Advancing the Democratization Process in Puntland Project", which the German Federal Foreign Office had financed through ifa and Interpeace. The assessment follows the recently held Early Local Government Elections in three of Puntland's Districts. As a result of the success of local elections, the international community agreed to further fund similar local government elections to be organized in the remaining districts of Puntland to set a precedent for the rest of federal Somalia. Consequently, this assessment targeted identifying contextual voter education needs to guide impending elections and maximize citizens' participation.

In delving into the level of citizen's knowledge of their fundamental rights enshrined in the Puntland and Somalia Constitutions, the assessment found out that, while a good percentage of the interviewees were equipped with relevant information, the majority were unaware of most of their inalienable rights, particularly the significance and virtues of holding periodic elections. Youth and women demonstrated a great interest in One-Person-One Vote elections because, they felt, the representatives that the elders select in the current clan system were unaccountable to the public but were loyal to the elders, whom they owe their nomination and hope for their future support. They hoped that the elected representatives would be accountable to the electorate and would perform better to address the needs of the people.

Besides, most ordinary citizens could not articulate who was responsible for the implementation of public and civic education programmes. However, some knowledgeable participants pointed out that TPEC, first and foremost, is mandated with the task, while the Ministry of Interior and civil society organizations were also obliged to partake in the venture. Furthermore, a large percentage could not spell out where to address complaints relating to the election. They informed that they would approach the police or the district authority for complaints on election issues. Only a few expounded the right answer by confirming that complaints would be directed to the TPEC office.

Assessment participants were articulate in defining the requisite qualifications of political leaders. They believed that political leaders should be elected on merit and should possess good leadership qualities, academic qualifications, and objectivity. Although commonly practiced, they admitted, the practice of electing leaders on clan affiliation proved futile. Accordingly, they viewed a priority need for extensive voter education campaigns to raise the awareness of the public on the necessity of electing their representatives on merit. They proposed that voter education programmes should start early on before elections.

Conclusively, the assessment identified that the Puntland public was enthusiastic about the coming elections and had high expectations. Nevertheless, the interviewees articulated a number of issues that call for utmost attention by TPEC and the voter education programme. Among these are: a) possibility of the scarcity of financial resources that might limit the number of districts where elections could be carried out and the scope of the voter education programme b) the prevailing drought conditions, which might undermine voter participation in elections, c) illiteracy of the majority of the electorate, and d) the public ignorance that a citizen living outside his/her native district can travel to, register and vote at his/her district

Key Recommendations

Out of the assessment findings, the study proposes the below recommendations:

TPEC

- Design and implement a comprehensive voter education programme and commence it well before the upcoming elections.
- Ensure the appropriateness of the voter education materials and TPEC should strictly review all voter education materials/programmes implemented by various civil society groups (Media, CSOs, government public media, etc.)
- Provide adequate training to TPEC and other implementing voter education staff including gender-sensitive training
- Develop a special voter education programme for the disadvantaged, particularly, the nomadic communities, women, the illiterate, handicapped, minorities, IDPs, and youth who had not previously participated in elections or marked ballots
- To dispel misconception, TPEC and the voter education implementing civil society organizations should resolutely affirm to the public that the summative results of the upcoming local government elections and previous early elections will determine the ultimate winners, which will graduate to political parties
- TPEC, the voter education implementing civil society organizations, as well as the political associations should also explain to the public that every Puntland citizen has the right to travel to and register in his native district, irrespective of where that person lives during the registration and voting cycles. The person can even travel from abroad to Puntland to register and then vote as long as the person is a Puntlander
- TPEC should collaborate with civil society organizations on voter education programme implementations and establish a solid coordination, monitoring and evaluation mechanisms to ensure quality control, avoid overlapping in geographic coverage, and should designate organization to precise zones or locations

- Voter education, registration, and voting/election schedules should adjust to the climatic conditions to avoid coinciding with drought seasons when nomadic pastoralists are unavailable to participate in the elections. As such, conduct these activities, particularly elections, during the Gu rainy season when the nomadic community is free to move around

International Actors

- Provide sufficient financial support to the voter education programme as well as the whole election project
- Support TPEC in the design of the voter education programme and other relevant issues
- Accelerated disbursement of funds allocated for voter education programmes to start it early
- Provide technical assistance to the nascent political organizations in voter education programming

Local Authorities/Government

- Continue the government's commitment to holding elections
- Allocate sufficient financial resources to TPEC to enable it to succeed in its mission
- Puntland State media should provide sufficient free airtime to TPEC and even civil society organizations to air voter education messages and related public service announcements
- Establish an Independent Districts' Boundaries Commission (IDBC) to delimit electoral district borders well before the election process commences
- Allocate sufficient security to districts to enable maintenance of security during elections

Civil Society Organizations

- The civil society organizations should participate exclusively in civic and voter education and coordinate TPEC with the programmes that they are implementing
- Media owners should train their personnel assigned conduct voter education and maintain a high level of professionalism, accuracy, and impartiality in their coverage on election issues
- Media houses should regularly post Voter education messages, videos, and clips on their Facebook and Instagram sites to reach more people

Political Associations

- Comprehensively engage in voter education during public campaigns
- Adopt simple and understandable symbols to enable illiterate voters to easily mark ballots.

CHAPTER 1:BACKGROUND

Puntland Development Research Centre (PDRC) had contracted and is implementing the “Advancing the Democratization Process in Puntland Project” under the sponsorship of the German Federal Foreign Office through ifa – Institut für Auslandsbeziehungen, and Interpeace. This voter education assessment is a component of the project and particularly addresses Output 1.1 of Outcome 1 of this project, specifically: “Assessment of the voters’ education needs, (especially among women, youth and minority groups in the rural locations) to inform the development and implementation of the voter education forums”. The assessment covered 5 sample districts with distinct socio-economic features and represented the 9 regions of Puntland State.

Puntland Democratization

Puntland state has eventually taken the road to democracy after successive turbulent endeavours during the last decade. 8 months ago, on 25 October 2021, Puntland registered a historic milestone when it pioneered and succeeded in organizing early local government elections in three districts, namely Eyl, Gardho, and Ufeyn. International non-governmental agencies, donor representatives, UN agencies, and IGAD countries monitored the process and witnessed the event on election day in Gardho and Eyl districts. This demonstrated that a one-person-one-vote (OPOV) electoral system can take place in the Somali Republic's current context, despite the prevalent despair and misgivings that many political analysts built against the possibility of holding elections in Somalia. It also set an example and a learning precedent for the other Somali Federal States, which are aspiring to hold elections.

As a result, the international community in the aftermath of the elections approved funding for convening elections in the remaining districts of Puntland giving a go-ahead gesture to the Transitional Puntland Electoral Commission (TPEC). Thus, in order to facilitate and fully prepare for the upcoming all-Puntland elections, a number of surveys and studies were commissioned to pave the way for the task ahead, derive lessons learned from the early elections held, and scrutinize perceived challenges to the planned elections. As an example, The Second Phase of the NED Grant titled: “Public Perception Survey on the Democratization Process in Puntland, challenges, and Opportunities”, PDRC, identified, as lessons learned, insufficiency of civic education during the preparation for the early elections, particularly the voter education campaigns TPEC, on its part, prepared itself for the upcoming elections for implementation of the Second Phase of Puntland Elections, which are expected to take place in December 2022. It reviewed all available literature on elections as well as the input delivered by the various studies conducted after the elections. In consequence, TPEC reviewed its strategies regarding the elections and produced a number of documents. “The Transitional Puntland Election Commission Awareness Strategy” and “Voter Education

Guide Document" are among these. The two documents focus, specifically, on enhancing the voter education programme.

Purpose of Assessment

The main Ultimate goal of the voter education initiative is to facilitate the voters, especially those who reside outside the major towns and in rural/remote areas, access to accurate voter information on the upcoming local council elections, and to actively participate either as voters or candidates, and make informed decisions. The assessment will help diagnose critical areas to be prioritized in the development and implementation of the voter education programme. The assessment will support the Zivik project to develop an applicable strategy for delivering voter education programmes in the remaining electoral districts of Puntland. It will reinforce citizens' knowledge to significantly increase, in the end, the overall voter participation, principally, the eligible voters of the rural and nomadic communities, as well as the large internally, displace people (IDPs) living in Puntland.

Methodology

The assessment methodology employed a participatory approach involving relevant stakeholders in all the phases of the exercise. Initially, PDRC carried out a desk study of secondary data reviewing existing literature on the issue and consulting TPEC and other research institutions. In compliance with the ToR, while the duration of this assessment was 23 days, the fieldwork extended 13 days covering the 5 districts of Armo, Bender Beila, Burtinle, Galdogob, and Bo'ame. These districts were selected on their differing socio-economic variations. In these locations, the team convened key informant interviews and focus group discussions to appraise people's perceptions and general public outlook on holding elections, legible voters' knowledge of election processes, and apt implementation approaches, as well as to investigate the prevalent opportunities and challenges to the election process.

Key informant interviews

The assessment targeted key informants selected from the social groups of Women, Youth, pastoralists, Minority groups, Business people, IDPs, elders and religious leaders, and community-based organizations (CBOs). Key informant discussions proceeded in one-on-one mode. The selection of the key informants from each of the five districts was rigorous and community leaders were engaged in the identification process while ensuring inclusivity. Particular emphasis was put on the involvement of target districts' marginalized communities such as minority groups and nomads. In addition, representatives from TPEC, polling staff, PDRC, PUNSAA, and other informed intellectuals were interviewed. The assessment utilized semi-structured questionnaires (See Annex A)). Key informant

interviews extended a duration of between 45 and 60 minutes (distributed as Bender Beila-4, Armo-3, Burtinle-4, Galdogob-5, Bo'ame-4). In all, 20 key informants, with due consideration to gender representation, were met.

Focus group discussions

For further in-depth research, the assessment engaged in 11 focus group discussions in the five target districts (Bender Beila-3, Armo-2, Burtinle-2, Gadogob-2, Bo'ame-2). To ensure inclusivity and full participation in each discussion, the number of each focus group ranged between 6 and 10 members with regard to gender and social stratum. Local community leaders and civil society organizations assisted in the identification of these groups. Checklists that guided the focus group discussions are presented in Annex A. During the fieldwork, the team carried out a continuous observation of the general public responsiveness to elections and the security situation.

Data Analysis

The assessment initially gathered secondary data from existing literature relating to voter education needs. However, prior data on this issue was scant. Additionally, though the neighbouring region of Somaliland held successive elections during the last two decades, nevertheless, the assessment was unable to find consequential literature on civic and voter education programmes. Thus, the assessment had to rely on the limited data and information available from TPEC voter education strategy document, and the lessons learned from the last Puntland early local council elections and neighbouring countries.

Validation Workshop

PDRC organized a validation workshop where the assigned team presented the voter education needs assessment findings, recommendations, and conclusions to the invited participant stakeholders. Among these were stakeholder representatives from PDRC, TPEC, Puntland Government, political associations, target district authorities, traditional and religious leaders, funding agencies, civil society organizations (including women and youth groups), Interpeace, funding agencies, and other concerned actors.

Assessment Limitations

- Some of the constraints that this assessment encountered are summarized below:
- Limited literature on civic and voter education needs in Somalia/Puntland
- Limited timeframe for the assessment duration
- Incidence of drought in Puntland, particularly in 4 of the 5 assessment target districts. This impacted migration and unavailability of a significant number of the respective districts' nomadic communities, on the one hand, and their lack of interest in the

discourse on elections due to their preoccupation with safeguarding the survival of their remaining livestock, on the other hand.

- Renewed tensions between conflicting sub-clans in the area connecting between Garowe and Bo'ame districts, which restricted access by some of the assessment team to visit Bo'ame target district. This resulted in changing these members of a team to prevent potential physical threats

Contents of the Report this report divides into three chapters:

Chapter One: Background (this current chapter) Chapter.

Two: Assessment Findings, which presents the outcome of the assessment, which was carried out in Puntland in June 2022, regarding the exploration of the electorate's level of knowledge on their basic rights, benefits of periodic elections, and generic election processes.

Recommendations, which propose essential guidance to undertake in future civic and voter education programmes.

CHAPTER 2: ASSESSMENT FINDINGS

Experts define "voter education" as: "a term generally used to describe the dissemination of information, materials, and programmes designed to inform voters about the specifics and mechanics of the voting process for a particular election. They explain that "Voter education focuses on providing information on who is legible to vote, where and how to register, how electors can check the voter lists to ensure they have been duly included, what type of election is being held, where and when and how to vote, who the candidates are and how to file complaints. Primarily, the responsibility of civic and voter education falls on the government and its election management organ. However, other stakeholders share these responsibilities with the government. The mass media, civil society organizations, universities, and political associations should participate in civic and voter education by conveying information and electoral messages to the public. In order to ensure standardization, accuracy, and conformity, it is important that the election management body vets the civic and voter education materials that are being utilized and considers the generational issues.

General Outlook

The assessment probed into the Puntland citizens' knowledge of their fundamental rights, which are enshrined in the Puntland and Somalia Constitutions. While few fairly demonstrated their understanding of the topic, most of the assessment participants were

not knowledgeable about the benefits accrued from elections. They were not aware of the existence of the prevailing constitutions at state and national levels. Neither had most of them felt their inalienable right of voting, nor the significance of participation in elections to choose their political leaders. A small number of the educated women and youth could articulate their basic rights and figure out that elections were important because elected representatives would be accountable to the public rather than to a few elders, who constituted an insignificant number of the overall population. They emphasized that elected representatives will perform effectively to score achievements so that they are appreciated by the public to be re-elected.

The youth and women groups, most of whom had only basic education, felt enthusiastic about the initiation of a one-person-one-vote system because they argued, they detested the clan leaders' defunct selection system, which marginalized the youth and women who are the majority of the population and negated them to participate in the leadership. Youth also added that competing candidates in a multiparty system will contest in political programmes, which will reflect the needs of the people. However, they informed, that in the clan system, selected representatives were accountable only to the traditional elders who brought them to the office, and the urgent needs of the people were often left unattended to. Many elders, which the assessment interviewed showed apathy to the elections because they felt deep in their hearts that by introducing OPOV elections, they will lose their political power, which they wield at the moment. It was evident that the youth and women's political campaigns were gaining popularity among the populace in contrast to the elders' wishes.

Responsibility of the Civic and Voter Education Programmes

On the question of who has the responsibility for executing the civic and voter education programmes, interviewed citizens were not sure of the right answer, but the key informants and some of the youth stated that, in the first instance, TPEC is responsible for organizing and supervising the voter education programme. However, they added, the Ministry of Interior and the district authorities, as well as the community leaders, share the responsibility of supporting the programme and providing overriding assistance, in the second instance. Civil society organizations including the media were also ascribed as key actors in the implementation of the civic and voter education programmes. As to whom to file a complaint related to elections or voting, respondents' opinions varied. The majority of ordinary people opted to go to the police and/or the district authorities. However, the elite and some educated youth gave the right answer by revealing that they will be submitting their complaints to the TPEC office in the location or the district.

Qualifications and Requirements of Leaders

The assessment measured the extent of citizens' understanding of the qualifications and requirements of those who should be elected as people's leaders. While some were hesitant, a good number of them asserted that, in general terms, citizens should elect representatives, who have the qualities of good leadership, have academic qualifications, and are known to be virtuous, impartial, and objective. They warned against electing candidates simply on clan affiliation/preference, which, they insisted, Somalis had tested enough and proved its unworthiness.

Importance of Voter Education in the Somali Elections

Knowledgeable participants viewed voter education as a priority need to raise the awareness of the public on the consequence of elections and to encourage as many as possible to participate in elections and cast their votes. They suggested that voter education has to start at an early stage and well before the elections' schedule, and should continue until the election day. They voiced that only through civic and voter education can the citizen be made aware of their basic rights, the importance of their individual votes towards selecting among competing candidates

Public Perceptions on Upcoming Elections

The assessment identified that the Puntland public was enthusiastic about the coming elections and had high expectations. Despite this, the interviewees revealed a number of issues that need attention which TPEC and the civic and voter education programme had to address:

- The possibility of the scarcity of financial resources that might limit the number of districts where elections could be carried out and the scope of the voter education programme
- Due to the prevailing drought conditions, some are concerned that a considerable portion of the rural nomadic community may not be able to participate in the pending elections
- Because the public has no experience in earlier universal suffrage, a large proportion of the population does not know that a citizen not living in his native district but in another location can travel back to register and vote in his/her native district.
- Limited knowledge of the importance and benefits of elections. Low civic and voter education
- A large percentage of those eligible to vote are illiterate

- Apart from urban centres, competing political associations have not so far established offices in the electoral districts and their activities are minimal. This reinforces doubts about the practicality of holding elections.
- The security forces in most districts are limited in number

Challenges to the Disadvantaged Groups towards Participation in elections

Many interviewees believed that, if sufficient civic and voter education is provided to the nomadic community, they will voluntarily travel long distances to reach polling sites. Despite this, interviewees underlined the following prevailing challenges to civic and voter education:

- Inaccessibility of nomadic communities due to their frequent movements
- Lack of public knowledge on election processes and rampant illiteracy, which both hamper proper marking of ballots and differentiating between political organizations' symbols
- Public ignorance on the merits of periodic elections
- Remote rural and coastal localities have limited media accessibilities
- The current widespread drought has displaced the nomadic community, which is posing a great challenge to the participation of nomadic communities in elections.
- Minimal participation of political organizations in the civic and voter education

The relevant options for the above challenges that the interviewees proposed is enlisted in the following Recommendation Section

RECOMMENDATIONS

TPEC

- Design and a comprehensive voter education programme and commence it well before the upcoming elections.
- Develop a special voter education programme for the disadvantaged, particularly, the nomadic communities, women, the illiterate, handicapped, minorities, IDPs, and youth who have not previously participated in elections or marked ballots
- TPEC bears the full responsibility of ensuring the appropriateness of the voter education materials and therefore should strictly review all voter education materials/programmes implemented by various civil society groups (Media, CSOs, government media, etc.)

- Ensure that voter education materials are context-sensitive and accurate. Voter education materials should include criteria for good leaders/qualities of good leaders so that voters can evaluate competing candidates and cast an informed vote
- Include voter education literature on how and to whom to submit complaints regarding voting and elections
- TPEC should collaborate with civil society organizations on voter education programme implementations and establish solid coordination, monitoring, and evaluation mechanisms to ensure quality control, avoid overlapping in geographic coverage, and should designate organizations to precise zones or locations
- Provide adequate training to voter education staff including gender-sensitive training
- To dispel misconception, TPEC and the voter education implementing civil society organizations should resolutely affirm to the public that the summative results of the upcoming local government elections and previous early elections will determine the ultimate winners, which will graduate to political parties
- TPEC, the voter education implementing civil society organizations, as well as the political associations should also explain to the public that every Puntland citizen has the right to travel to and register in his native district, irrespective of where that person lives during the registration and voting cycles. The person can even travel from abroad to Puntland to register and then vote as long as the person is a Puntlander
- Since most of the electorate is illiterate, the voter education programme should repeatedly demonstrate to voters the correct way of marking the ballot paper. This should be done continuously through videos, clips, illustrations, etc.
- Voter education campaigns should engage in grassroots mobilization to reach peripheral local community members (youth, elders, educationists,). Special emphasis should be focused on traditional leaders and elders, who enjoy the utmost public confidence, to pass voter education messages to the public
- Voter education, registration, and voting/election schedules should adjust to the climatic conditions to avoid coinciding with drought seasons when nomadic pastoralists are unavailable to participate in the elections. As such, conduct these activities, particularly elections, during the Gu rainy season when the nomadic community is free to move around
- Assign mobile teams to conduct comprehensive voter education campaigns at locations where nomads are concentrated to explain election participation merits, election procedures, and schedules
- Conduct assessment before election day and establish polling sites at nomadic gathering sites, water points, and camps. In each election event, a survey must be carried out to identify the concentration locations of nomads to determine polling sites
- Allocate an adequate timeframe for the voter education programme

- Maintain unitary ballot paper during voter education programmes and at the polling stations

International Community

- Provide sufficient financial support to the voter education programme as well as the whole election project
- Support TPEC in the design of the voter education programme and other relevant issues
- Accelerate disbursement of funds allocated for voter education programmes to start it early
- Provide technical and financial assistance to the nascent political organizations in voter education programming

Local Authorities/Government

- Continue government's commitment to holding of elections
- Allocate sufficient financial resources to TPEC to enable it to succeed in its mission
- Puntland State media should provide sufficient free airtime to TPEC and even civil society organizations to air voter education messages and related public service announcements
- Establish an Independent Districts' Boundaries Commission (IDBC) to delimit electoral district borders well before the election process commences
- Allocate sufficient security to districts to enable maintenance of security during elections. Likewise, the government is responsible for the security of political associations' agents, youth helpers, civil society organizations that are engaged in voter education, and domestic and international observers

Civil Society Organizations

- The civil society organizations should participate exclusively in civic and voter education and coordinate TPEC with the programmes and adopted relevant strategies
- The media constitutes one of the main pillars of civic and voter education and, therefore, has to play a vital role in civic and voter education with neutrality and professionalism.
- Media owners should train their personnel assigned conduct civic and voter education and maintain a high level of professionalism, accuracy, and impartiality in their coverage on election issues
- Media houses should regularly post civic and Voter education messages, videos, and clips on their Facebook and Instagram sites to reach more people.

Political Associations

- Comprehensively engage in voter education during public campaigns
- Adopt simple and understandable symbols to enable illiterate voters to easily mark ballots.
- Open offices in the electoral districts as soon as possible to dissipate the notion that elections may not be held

ANNEXURE

Annex 1: Proposed Curriculum for Civic and Voter Education Programme

This chapter proposes the content of the relevant civic and voter education curriculum for the Puntland electorate. It considers the level of education of the people under the prevailing perspective.

Fundamental Rights of the Citizen and Values

- Meaning Puntland and Somalia Constitutions
- Fundamental Citizen's rights enshrined in the Puntland/Somalia Constitutions
- Ways in which citizens express their will and representation
- Types of elections in Somalia
- National values and principles of governance

Citizens' Political Rights

- Meaning of political rights
- Political rights and responsibilities of citizens
- Political rights and responsibilities of women, youth, elderly, marginalized, persons with disabilities, and people in correctional facilities.

Political Parties

- Meaning of a political party.
- Role of political parties in the electoral process
- Requirements of becoming a member of a political party.
- Importance of participation of women, youth, elderly, marginalized and persons with disabilities in the activities of political parties

Leadership and Good Governance

- Responsibilities of leaders
- Qualities of a good leader
- Role of citizens in electing good leaders
- Values and principles of public service

Electoral Cycle

- Activities during the pre-election period
- Activities during the election period
- Voting and marking the ballot
- Activities during post-election period

Election Offences

- Meaning of an election offence
- Election offences and their penalties
- Causes of election offences
- Ways of preventing election offences

Disadvantaged Groups in the Electoral Process

- Rights and responsibilities of disadvantaged groups in the electoral process
- Needs of special groups in the electoral process
- Importance of participation by disadvantaged groups in the electoral process

Voter Registration

- Meaning of voter registration
- Importance of registering as a voter
- Qualifications for registering as a voter
- Documents used to register a voter
- Places for registration of voters
- Commission offices
- Procedure of registering as a voter
- Procedure of updating the voter register
- New registrations
- Corrections
- Deletions
- Importance of inspection of the voter register by the public
- Importance of auditing the voter register

Annex 2: Mechanisms for Dissemination of Civic and Voter Education

Means that can be utilized in civic and voter education include:

Social media TVs, (TV/Radio drama Audio/Visual) message stickers, posters, records broadcasting stations (radio scripts and messages aired before news) Demonstrations, Role plays, Illustrations, visits to villages, water points, and camps, mobile moving microphones mounted on cars, oral transmission person by person, open mass meetings, Songs and dances, Roadshows mobile messaging and Audiovisuals through telecommunication companies to install civic and voter education messages in personal mobiles.

Annex 3: Civic and Voter Education Implementing Partners

- TPEC
- Civil Society organizations such as PDRC and PUNSAA
- Local media such as radio and TV stations
- Rural village committees
- Committees established out of nomadic community members to convey voter information to nomads
- Secondary school students
- Political organizations

Annex 4: Stakeholders in The Electoral Process

- Electorate
- Political parties
- Office of the Registrar of political parties
- Judicial bodies
- Security agents
- Observers
- Agents
- Media
- Political party candidates
- Independent candidates
- Parliament
- Traditional and religious leaders
- Development partners
- Civil Society Organizations

Media in the Electoral Process

- Accreditation procedure for media officials
- Code of conduct for media in elections
- Role and responsibilities of media in elections
- Rights and privileges of media during coverage of elections
- Role of media in reporting issues relating to disadvantaged groups
- Importance of accurate and responsible reporting in the electoral process

Annex 5: Comparative Data

Table1: Data on Somaliland Administration's Parliamentary and Local District Elections of May, 2021

Item	Figure
# of clusters:	4
# of electoral districts:	23
# of polling stations	2,709
# of polling staff	Over 30,000 individuals
# Registered voters:	1,065,847
The overall voter turnout	65%
Total Election cost	\$21.8 Million with 70% paid by government. The rest contributed by EU, Sweden, Taiwan, and UK

Sources: <https://slnec.com> 2021 Somaliland parliamentary election - Wikipedia

Somaliland decides Report 2021

Annex 6: Assessment Questionnaires

TPEC, Government and Civil Society Representatives

- How far was the Puntland public aware of the early local council elections? How do you rate public acceptance?
- How far was the public informed of the election schedules, sites, and benefits?
- In the recent early elections, voter participation was low, in your view, why was it so?
- Why did so many registered voters not come up to take the voter cards and participate in the voting?

- What were the major challenges to the implementation of the recent local council election?
- In your view, which voter education approaches/communication means are necessary for future elections? Which topics should be focused on most?
- How can we facilitate nomadic communities' participation in future elections?
- Which means of communication are most appropriate to reach the nomadic communities in order to raise their awareness on the necessity to participate in future elections
- How can we ensure that nomadic communities have easy access to cast their votes? Please elaborate best approaches.
- What relevant options can be adopted to assist the illiterate to cast their votes?
- How was women's participation or turnout in the early election? why?
- What do you recommend to strengthen women's participation in future elections and their political representation?
- What are the major lessons and best practices learned from the recent early elections?
- In future elections, what do you recommend to replicate from this early election and what do you recommend to be sustained, or reviewed/improved?
- How can the disadvantaged individuals be assisted in participating in the voting? (Women, handicapped, marginalized)
- What is the most appropriate time to start voter education campaigns?

Ordinary Citizenry

- In your view, do you have a right to elect the person who is governing you? If yes, why?
- Which steps you should take to participate in an election?
(Registration, card delivery, voting)
- On what criteria should candidates for public managerial and political posts be elected and voted for?
- Who is eligible to vote?
- What type of information do you need in order to participate in elections?
- How do you ensure/check you are enlisted to vote?
- How do you file a complaint related to election or voting?
- Please demonstrate practically how would you mark the ballot.
- In your view, which messages are vital for the voters
- How can we encourage women groups to participate in elections and their candidacy for political posts?
- How can we ensure that nomadic communities have easy access to cast their votes? Please elaborate best approaches.
- What relevant options can be adopted to assist the illiterate to cast their votes?

Key Informants and Focus Groups

- Who is responsible for implementing civic and voter education?
- To ensure accuracy and appropriateness, who is responsible for vetting the voter education materials?
- Which communication means/approaches should be utilized to disseminate civic and voter education awareness-raising campaigns?
- How important is it to maintain the neutrality of education materials?
- What is your view on family voting? Is it legally permissible?
- In your view, which messages are vital for the voters?
- How can the disadvantaged groups be assisted in participating in the voting? (Women, handicapped, marginalized)
- How can we encourage women groups to participate in elections and their candidacy for political posts?
- What is the most appropriate time to start voter education campaigns?
How long should it continue
- How can we ensure that nomadic communities have easy access to cast their votes?
Please elaborate best approaches?
- What relevant options can be adopted to assist the illiterate to cast their votes?

Annex 7: Bibliography

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ABOUT PDRC

Puntland Development & Research Centre (PDRC) is a successor body of former War-torn Societies Project International (WSPI), which operated in Puntland during 1997-99. On October 30, 1999, the center was founded as an independent, nonpartisan, nonprofit research institute dedicated to peacebuilding, promotion of democracy and respect for human rights.

Contact with us

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