



Election Commission of Pakistan

Handbook on

Voter Education and Outreach



TABLE OF CONTENTS

Foreword by Honourable Chief Election Commissioner of Pakistan	2
Message from Secretary, ECP	3
Message from Additional Secretary, ECP	3
CHAPTER I: INTRODUCTION	4
Background, Legal Framework and Objectives	5
CHAPTER II: CIVIC AND VOTER EDUCATION	6
Definitions, Scope and Target Groups	7
ECP's Civic and Voter Education Efforts	8
CHAPTER III: METHODS OF VOTER EDUCATION	9
District Committees	10
• Who Should be Included in the District Committee?	10
• What Roles will District Committees Perform?	11
• How can DEC's Structure Committee Meetings?	11
• Sample Agenda	12
Trainings for School, College and University Staff	12
• Purpose of the Training	12
• Session Topics	13
• Sample Agenda	13
Community Voter Awareness Raising Activities	13
• What are Community Voter Awareness Raising Activities?	13
• What, Where and How can the Activities be Undertaken?	14
Elections Information Sessions at PEC, REC and DEC Offices	15
• What is an Elections Information Session?	15
• Defining the Process	16
• Sample Agenda	16
Development and Dissemination of Information, Education and Communication (IEC) Material	16
• What are IEC Materials?	16
• Defining the Process	17
• Record Keeping	18
Public Service Announcements (PSAs)	18
• What are PSAs?	18
• Airing PSAs	18
• Record Keeping	19
Media Engagement	19
• Defining the Process	19
CHAPTER IV: REPORTING	20
Monthly Report Of Voter Education Activities	21



FOREWORD BY HONOURABLE CHIEF ELECTION COMMISSIONER OF PAKISTAN

The Election Commission of Pakistan has a tremendous responsibility to organise free, fair and transparent elections and this requires our careful attention in many different and complex tasks. However, in carrying out these tasks we should not lose sight of the fact that the voter is one of the most important persons in an election. There can be no election without voters, and there can be no credible election without the participation of voters from all walks of society – men, women, the young and old, minorities, the disabled, rural and urban dwellers. We must ensure that all efforts are made to inform, educate and encourage voters to come out on polling day to cast their vote. This important task lies primarily with our district and regional officers who are at the frontline dedicating themselves untiringly to reach out to voters. To support them in carrying out their vital work I am very pleased that this Handbook and a curriculum for Voter Education training have been developed. I am confident that with this training and the dedication of our district officers the ECP will fulfill its responsibility to voters in the most effective manner.

Honourable Justice (Retd.) Fakhruddin G. Ebrahim,
Chief Election Commissioner of Pakistan

MESSAGE FROM SECRETARY, ECP

I am proud of our district officers who carry our voter education messages and information tirelessly to every nook and corner of our country. Voter information and education delivered in a non-partisan manner to encourage voter turnout from all segments of society is one of our key responsibilities. I commend those who have worked to develop and implement the ECP's Voter Education Plan across all districts and this Handbook and the series of Voter Education trainings will help improve our voter education efforts and help us in achieving our goals.

Ishtiaq Ahmad Khan, Secretary, ECP

MESSAGE FROM ADDITIONAL SECRETARY, ECP

For the first time in its history the ECP has developed a Voter Education Plan to be implemented in all districts and helped Pakistan celebrate its first National Voters Day on 17th October, 2012. The next step is to ensure that our district officers have the guidance they need to conduct an effective voter education campaign. This Handbook will provide them with the information they need and they will participate in a two-day Voter Education training workshop. It is my conviction that after the training they will reach out to a large number of people with their voter education message and turn ECP's goal of increased voter turnout into reality.

Muhammad Afzal Khan, Additional Secretary, ECP

CHAPTER I: INTRODUCTION

BACKGROUND, LEGAL FRAMEWORK AND OBJECTIVES

Goal 13 of the Election Commission of Pakistan's (ECP) Five-Year Strategic Plan (2010-2014) aims to increase voter awareness of and participation in electoral processes through civic and voter education. To help meet this Goal, the ECP has developed a new Voter Education (VE) Plan 2012-2013.¹

There are three primary objectives of the VE Plan:

1. To enhance the understanding of voters of electoral rolls and encourage them to check their details on the Final Electoral Rolls (FER);
2. To enhance participation in the next General Elections and improve voter turnout from 44% to 84%;
3. To share ECP's vision with voters: "To fulfill the Constitutional obligation of holding free, fair and impartial elections in an effective, credible, transparent and independent manner; providing equal opportunity and accessibility to all and meeting the aspirations of the nation for a strong democracy in Pakistan."

FIVE-YEAR STRATEGIC PLAN 2010-2014

STRATEGIC GOAL # 13: ***Participation of Voters/Civic and Voter Education***

To create awareness amongst voters of all ages and all sections of society in order to increase their full participation in the electoral process by undertaking civic and voter education.

Previous voter education efforts relied almost entirely on electronic and print media campaigns, including newspapers, television, radio, billboards, posters, etc. However, their reach was limited, with a 44% voter turnout level in the 2008 General Elections. In contrast, the new VE Plan marks a significant break from the past. It adopts a district centred, grassroots level approach to reach out to voters, particularly women, youth, minorities and people with disabilities and encompasses six broad components:

1. District centered national voter outreach, supported by the provincial government;
2. Participation of GOP ministries/departments;
3. Private sector engagement, civil society and others (academia, women's organisations, etc.);
4. Institutional strengthening of the ECP, training and capacity building of all tiers;
5. Media campaign, electronic and print media;
6. Voter education material development, messages, designs, etc.



As the ECP's direct point of contact with communities, District Election Commissioners (DECs) are envisioned to play a crucial role in the effective implementation of the new district centred VE Plan.

¹ The ECP Voter Education Plan 2012-2013, pg. 1.

CHAPTER II: CIVIC AND VOTER EDUCATION

DEFINITIONS, SCOPE AND TARGET GROUPS

This chapter of the handbook provides definitions of and the differences among civic education, voter education and voter information.² A better understanding of the terms, scope of activities and target groups can help DEC's choose specific, contextually relevant means to engage their respective communities and attain maximum voter outreach.

Civic education is a broad, long term process, usually embedded in the education curriculum and other programmes. Often referred to as citizenship education, it deals with the broader concepts that underpin a democratic society such as the respective roles and responsibilities of citizens, government, political parties and special interest groups, the mass media, and the business and non-profit sectors, as well as the significance of periodic and competitive elections. It is a continuous process, not tied to the electoral cycle. It may be carried out through the school and university system, civil society organisations (CSOs), or other state agencies, not necessarily the election authority. The target groups for civic education are students ranging from primary school to university, children of school going age who are not enrolled in school, community members, etc.

Voter education (VE) includes the education of future citizens, not just people who are already eligible to vote. It may be delivered in schools and/or in conjunction with Electoral Management Bodies (EMBs). It covers various aspects of the elections: how, why, when to vote, etc. VE programmes typically address voters' motivation and preparedness to participate fully in elections. They address relatively more complex types of information about voting and the electoral process such as the link between basic human rights and voting rights; the roles, responsibilities and rights of voters; the relationship between elections and democracy and the conditions necessary for democratic elections; secrecy of the ballot; why each vote is important and its impact on public accountability; and how votes translate into seats. Voter education requires more lead time for implementation than voter information and, ideally, should be undertaken on an on-going basis. It is most often delivered by election authorities and civil society organisations and targets a wide range of groups, including men, women, youth, minorities, people with disabilities and future citizens.

Voter information may be thought of as a subset of VE and is usually disseminated before an electoral event. It provides basic knowledge on facts that enable qualified citizens to vote, including the date, time and place of voting; the type of elections; identification necessary to establish eligibility; registration requirements; and voting mechanisms. The information provided is time bound in its scope and new messages are typically developed for each electoral event. While voter information activities do take a while to prepare, they are usually implemented fairly quickly. Election authorities are typically required to disseminate voter information, although contestants in the elections and CSOs will also do so. Target groups that must be provided voter information include all eligible voters.

² http://www.idea.int/europe_cis/armenia/workshop_civiced.cfm.

Differences among Civic Education, Voter Education and Voter Information are provided below:

Civic education	Concepts of democracy; roles and responsibilities of the state, citizens and others	Continuous and long term	State agencies; CSOs, especially those that work on education and children (both those who are and are not enrolled in school)	School curriculum, starting at the primary level	Students; out of school children; youth
Voter education	Electoral education, i.e., right to vote	Ideally long term, between the elections	Election authorities; CSOs	School curriculum; voter outreach activities	Current and future voters
Voter information	Basic information on the elections: date of elections; time and place to vote; how to vote; etc.	Period before the elections	Mostly election authorities; also CSOs and candidates contesting the elections	Public service announcements; electronic, print and social media; community level outreach activities; etc.	All eligible voters

ECP'S CIVIC AND VOTER EDUCATION EFFORTS

To date, the ECP's efforts have primarily centred on providing Voter Information through traditional print and electronic media, commencing shortly before electoral events and ending immediately thereafter. However, as mentioned earlier, low voter turnout in previous elections highlighted the need for a different approach. To improve participation in electoral processes, the Commission is now moving away from merely disseminating Voter Information to developing more holistic Civic and Voter Education programmes.

The Voter Education Plan 2012-2013 was developed by the ECP in consultation with numerous stakeholders and the Commission's first national level VE campaign was launched on 17th October 2012, National Voters Day. Public institutions, private corporations, NGOs/CSOs, the media and other members of civil society, as well as individuals, have all been encouraged to participate in the campaign and help spread voter education messages. Moreover, the ECP plans to commence a Civic Education programme for students and youth in collaboration with the Ministry of Education, immediately after the 2013 General Elections.

The following chapters of this handbook offer a practical guide for DEC's on the objectives, methods and target groups for Voter Education activities, as envisioned under the ECP's Voter Education Plan 2012-2013. A template that may be used by DEC's to track and report on their efforts is also provided.

CHAPTER III:

METHODS OF VOTER EDUCATION

The ECP's Voter Education Plan 2012-2013 revolves around a district centred approach, where staff at district offices become important actors responsible for implementing grassroots level voter education activities.³

The overall aim of the VE campaign is to directly reach out to all eligible voters, especially the following target groups:

- Youth, both boys and girls;
- Women;
- People with disabilities (men & women);
- Minorities (men & women);
- Men.



The first four voter groups listed above are particularly important because of their number and historical marginalisation in terms of participation in electoral processes. For example, the ratio of women to men registered on the Final Electoral Rolls (FER) 2012, is as low as 0.766, with over 11 million more male than female registered voters.⁴ First time voters, including youth, comprise over 30 million eligible voters. People with disabilities face special challenges in trying to register for a CNIC, getting themselves enrolled on the FER and then turning out to vote on Election Day. Ethnic, religious and other minorities often face obstacles from the dominant majority and others to exercising their right to vote freely. Finally, reaching out to male voters becomes important not only to encourage them to participate themselves but also because they often play an instrumental role in facilitating/obstructing the involvement of female, elderly, youth and other members of their families and communities in electoral processes.

As such, it is imperative that DEC's use a variety of means to approach and educate different categories of voters. The methods provided in this Handbook include:

- District Committees;
- Trainings for School, College and University Staff;
- Community Voter Awareness Raising Activities;
- Elections Information Sessions at PEC, REC and DEC Offices;
- Development and Dissemination of Information, Education and Communication (IEC) Materials;
- Public Service Announcements;
- Media Engagement.

DISTRICT COMMITTEES

The VE Plan 2012-2013 introduces a district centred approach, which endeavours to build a direct relationship between the ECP and voters through DEC offices and staff. A crucial component of the Plan is the formation of District Committees, which will be coordinated by DEC's and supervised by Regional Election Commissioners (REC's).

Who Should be Included in the District Committee?

District Committees will serve as a forum at the district level where two way dialogues can take place between DEC's and multiple stakeholders, to share views, plans and updates, as well as to design and implement joint VE activities that target various voter groups. According to the VE Plan, the Committee can include but does not have to be limited to the following:

³ ECP Voter Education Plan 2012-2013.

⁴ Website of Election Commission of Pakistan (ecp.gov.pk).

- Regional Election Commissioner (Chairperson);
- District Election Commissioner (Coordinator);
- Community Development Department or Social Welfare Department;
- CSOs (including youth, women, minorities and people with disabilities);
- Representatives of political parties;
- Representatives of local government departments;
- Representatives of the Education Department.

In addition to the above, DEC's may develop an extensive list of other stakeholders and potential partners in their respective region, who may be invited to join the Committee as members or occasional observers. They may include but are not limited to:

- Ex and current local councilors;
- Union council secretaries;
- District coordination officers;
- School teachers and college/university lecturers;
- Lady health workers (LHWs);
- Religious leaders;
- Community leaders;
- Tribal leaders;
- Landlords;
- Trade union representatives;
- Members of district press clubs and bar associations.



Before forming the District Committee, DEC's may organise introductory visits to these related stakeholders or invite them to meetings at the DEC offices to present the ECP Voter Education Plan and their intention of forming a Committee.

What Roles will District Committees Perform?

As proposed in the ECP Voter Education Plan, the District Committee can perform the following roles:⁵

- Meet on a regular basis and seek voluntary participation of various stakeholders;
- Engage CSOs registered with the district Social Welfare Department to work on VE;
- Seek voluntary support to disseminate voter awareness materials;
- Focus on reaching out to marginalised voter groups in the district, including women, people with disabilities and all minority groups;
- Seek the support of political parties in increasing voter participation;
- Develop district specific strategies to increase awareness on the importance of the vote and its impact on the country's institutions.

How can DEC's Structure Committee Meetings?

After the identification of and invitation to prospective partners, DEC's must organise, coordinate and arrange Committee meetings. The meetings will be a platform to share information on electoral processes, map the capacities of each partner and develop district specific VE activities and plans with a mutually agreed upon division of responsibilities. Suggested talking points for the meetings include:

- The role of the ECP in administering elections;
- Steps taken by the ECP to ensure free, fair and transparent elections;

⁵ ECP Voter Education Plan 2012-2013, pg.14.

- Codes of Conduct;
- The ECP Voter Education Plan 2012-2013 and District Committees;
- Stages of elections, especially emphasising the voter registration process in the period before the announcement of elections;
- Voter eligibility criteria for men and women;
- Rights and responsibilities of voters;
- Importance of the vote;
- The voting process at polling stations;
- Secrecy of the vote;
- Request to vote (from the ECP to voters);
- Identification of various voter groups by union council of the district and the specific obstacles to their participation in electoral processes;
- Contextually relevant VE activities to engage specific voter groups;
- Strengths and capacities of each Committee member with respect to spreading voter awareness;
- Distribution of responsibilities and target setting.

Sample Agenda

A sample agenda for a District Committee meeting is provided below:

Sr. No.	Activity	Duration (Minutes)
1.	Opening Remarks	10
2.	ECP Voter Education Plan: District Committees	15
3.	Discuss and Propose Voter Education Activities to be Implemented in the Region	30
4.	Draft a District Voter Education Plan and Calendar between the DEC and Committee Members	30
5.	Closing Remarks	10

TRAININGS FOR SCHOOL, COLLEGE AND UNIVERSITY STAFF

These trainings consist of one day awareness sessions for school/madrassa/vocational and technical institute teachers, college lecturers, university faculty, etc., especially for those of them who teach Social Sciences. The DEC will have to approach the Education Department, local schools, colleges and universities to request permission to conduct the activity at either their own premises or at DEC offices and to invite a certain number of faculty members, both male and female to participate (the local cultural context should be considered while determining whether or not a combined gender session is possible). Given the high degree of familiarity with the community and respect that school Headmasters/Headmistresses often enjoy in rural areas across Pakistan, special efforts should be undertaken to train them, so that they may then spread voter education to the broader community and not just to students.

Purpose of the Training

The purpose of this training is to produce able election volunteer trainers, who will be able to deliver sessions on elections in their classrooms and to other community members by

using the participatory learning method. At the end of the awareness session, it is expected that:

- Participants will have a better understanding of the importance of elections and voting;
- Participants will be familiar with and adopt some participatory teaching methods on elections, which they can apply in their classrooms and during community outreach sessions;
- Participants will replicate the awareness sessions in their respective schools, colleges, universities and communities;
- Teachers will encourage students to disseminate information on elections to their immediate family back home.



Session Topics

The sessions to be conducted will depend on the time allotted to the activity by the management and relevant authorities of the institution. Session topics may include:

- Why have elections;
- Voter registration and eligibility;
- Voting at school/college/university.



Sample Agenda

A sample agenda for a training session is provided below:

Sr. No.	Activity	Duration (Minutes)
1.	Opening Remarks	10
2.	Session I: Why Have Elections?	45
3.	Session II: Voter Eligibility	45
4.	Closing Remarks	10

COMMUNITY VOTER AWARENESS RAISING ACTIVITIES

What are Community Voter Awareness Raising Activities?

These are a variety of activities that may be undertaken by the PEC/REC/DEC to directly reach out to and provide information on electoral processes to both current and future voters. Most of them will take place outside the premises of DEC offices. Efforts should be made to reach out to women, first time voters, the disabled and minorities.

What, Where and How can the Activities be Undertaken?

The following activities may be planned and conducted either by the DEC office alone or in collaboration with other partners from the District Committee and/or broader community:

Awareness Raising Walks/Rallies: Walks and rallies present a highly visible and participatory means of disseminating information. They can take place in villages/towns/cities with students, District Coordination Officers, union council offices, CSOs/NGOs/CBOs, rights activists, trade union members, bar association members, press club members, private corporations, local government line departments and other partners. Motivational placards and banners encouraging people, especially voters from marginalised groups, to register and turn up to vote, as well as informational messages, can be developed by DEC's and displayed during the event. Local authorities will have to be approached before the event to obtain permission and agree upon a route that is both safe and visible. DEC's can also distribute voter education materials such as stickers, brochures, etc., to community members, during the event.



Baithak (Community Meetings): Baithaks or community meetings/sittings are very popular in rural areas across Pakistan. DEC's can arrange such meetings at the village level in collaboration with District Committee members to share information, educate voters on electoral processes and disseminate VE materials. Separate meetings may be arranged for women and men, depending on locally acceptable customs. All categories of eligible voters can be invited to these meetings.

Mock Elections: Mock Elections simulate actual voting and counting procedures at the polling station on Election Day. The objective of the simulation is to present voting and counting mechanisms to the intended audience, by involving them in the process through participatory interactions. The target of the simulation is any group of voters and/or future citizens. The activity may be conducted at any site frequented by the target groups, including DEC offices, union council offices, community centres, educational institutions, associations and clubs, basic health units, religious centres, etc.



Interactive Presentations and Q&A Sessions on Electoral Processes: For this activity, DEC's will have to visit sites frequented by eligible voters to provide information on electoral processes and answer related questions from the community. District Committee members and other stakeholders may help organise and deliver these presentations. Target groups cover all eligible voters, particularly those from historically

marginalised groups within the district. The presentations may be oral or conducted with the aid of multimedia facilities (where such facilities are available). Sample topics for the presentations may include:

- The role of the ECP in administering elections;
- Steps taken by the ECP to ensure free, fair and transparent elections;
- Codes of Conduct;
- The ECP Voter Education Plan 2012-2013;
- Stages of elections, especially emphasising the voter registration process in the period before the announcement of elections;
- Voter eligibility criteria for men and women;
- Rights and responsibilities of voters;
- Importance of the vote;
- The voting process at polling stations;
- Secrecy of the vote;
- Request to vote (from the ECP to voters);
- Accepting elections results peacefully.



Debates, Skits and Poetry Competitions on Elections: These activities may most easily be conducted in collaboration with educational institutes. DEC's can send them a request to allow and select students to design and participate in the events. To spread awareness to the broader public, community members may be invited to attend these events at the premises of the institution or students could venture out to conduct the activities at venues frequented by eligible voters from the community, such as arts councils, community centres, government offices, clubs and associations, etc. DEC's may facilitate the events by providing educational material, banners, honourary prizes and certificates (providing the budget allows such tokens), etc. Sample topics for the activities include:

- Significance of the right to vote;
- Why have elections;
- The value of inclusion of marginalised groups in electoral processes;
- Need to accept elections results peacefully.

ELECTIONS INFORMATION SESSIONS AT PEC, REC AND DEC OFFICES

What is an Elections Information Session?

The elections information session is basically a 1-2 hours long elections presentation held at the premises of PEC, REC and DEC offices throughout the country. It aims to provide information on elections to a broad target group that can be reached through an existing network, for example, through members of the District Committee.



Defining the Process

Who Should be Invited?	What Needs to be Done?	Session Topics
<p>Invitees to the sessions may include, but are not limited to:</p> <ul style="list-style-type: none"> • Students; • First time voters; • Political parties; • Candidates; • CSO/CBO/village organisation members, including men, women, people with disabilities, minorities, etc.; • Media representatives and press clubs; • Religious organisations; • Bar associations. 	<p>The following steps are needed to conduct the activity:</p> <ul style="list-style-type: none"> • Mapping of potential invitees to the sessions; • Assessment of the space available at the DEC office and the number of participants that can be accommodated; • Invitation letters will have to be sent at least 3 days before the event; • Relevant educational materials must be prepared to distribute to participants. 	<p>Depending on the audience, the DEC can choose to simulate the Mock Elections, deliver sessions from the one day trainings mentioned earlier, or conduct a meeting on a specific topic followed by a Q&A session. Topics that may be discussed if the latter is chosen include:</p> <ul style="list-style-type: none"> • The role of the ECP in administering elections; • Steps taken by the ECP to ensure free, fair and transparent elections; • The ECP Voter Education Plan 2012-2013; • Stages of elections, especially emphasising the voter registration process in the period before the announcement of elections; • Voter eligibility criteria for men and women; • Rights and responsibilities of voters; • Importance of the vote; • The voting process at polling stations; • Secrecy of the vote; • Request to vote (from the ECP to voters).

Sample Agenda

A sample agenda for the presentation is provided below:

1.	Opening Remarks	10
2.	Session I: Why Have Elections?	30
3.	Session II: Voter Eligibility	30
4.	Closing Remarks	10

DEVELOPMENT AND DISSEMINATION OF INFORMATION, EDUCATION AND COMMUNICATION (IEC) MATERIAL

What are IEC Materials?

IEC materials encompass a range of products that can be informative, motivational and/or help increase the visibility of different causes such as voter education. Specific messages and materials will have to be developed to reach out to each target voter group. DEC's can collaborate with different partners to assess needs and then design, produce and disseminate IEC materials accordingly. Several VE materials (including frequently asked questions on the electoral rolls, brochures, contact details for PEC/REC/DEC offices, posters, stickers, ATM display messages, etc.) are available on the website of the ECP and may be downloaded free of cost to be printed by DEC's and other stakeholders.

Defining the Process

Types of IEC Materials	Developing Messages	Display/Dissemination of Messages
<p>IEC materials may include:</p> <ul style="list-style-type: none"> • Text heavy educational products such as: booklets, brochures and posters; • Visibility products that provide a few informational and motivational lines, such as: hoardings, banners, web banners for websites, streamers, standees, stickers, etc.; • Giveaways with a few motivational lines imprinted on them, such as: caps, t-shirts, buttons, badges, lapel pins, mugs, key chains, bags, ID card covers, stationery items, etc.; • Media campaigns on newspapers, TV, radio, telecom companies and the Internet including: short messages, SMS services, advertisements, commercials, songs, jingles, talk shows, plays, online blogs, Facebook, Youtube, Twitter, etc. 	<p>The following steps are needed to conduct the activity:</p> <ul style="list-style-type: none"> • First, DEC's must collaborate with partners to map different voter groups in the district, preferably by union council/town. • The educational needs of each identified group must be assessed. For example, do eligible voters need information on how to obtain a CNIC and how to check/add/change their details on the FER? Do they need information on which documents to bring to the polling station on Election Day? Do certain regions of the district have low women's participation in electoral processes? Are people concerned about security and rigging at the polling station on Election Day? • Different information, scripts, slogans, visuals, etc. must then be developed in collaboration with partners. • Efforts must be undertaken to develop effective audio-visual messages for segments of the population who cannot read. • Standardised logos and pictures (for example, the ECP's logo and a picture of the ballot box) should ideally be shared with all partners for branding purposes and so that everyone can immediately associate the products with the ECP. 	<p>Display/dissemination of products should ideally take place in spaces frequently visited/observed by the target groups. These may include but are not limited to:</p> <ul style="list-style-type: none"> • Schools/colleges/universities/ madrassas/vocational and training centres and other educational institutions (distributing materials to students, including those who are not of voting age, can help DEC's reach stay at home mothers, people with disabilities, the elderly and other voter groups who do not leave their homes frequently) ; • Members of service industries such as banks, hotels, restaurants, hospitals, basic health units, etc.; • Recreational and entertainment centres such as cinemas, arts councils, clubs, etc.; • Bus stops, train stations and airports; • Markets such as bazaars, Sunday markets, fruit and vegetable markets, shopping malls, etc.; • Places of worship; • Print and electronic media, including newspapers, magazines, TV channels, radio stations, the Internet (including websites of private corporations, government departments, CSOs/NGOs/INGOs, clubs and associations), etc.

Record Keeping

A database should be maintained to keep records of the following:

- All VE materials produced;
- Target audience of messages and products;
- Names and contact details of partner(s) in material development and display/dissemination;
- Quantity of each product distributed;
- Date of distribution;
- Location of distribution;
- Any other relevant details.

PUBLIC SERVICE ANNOUNCEMENTS (PSAs)

What are PSAs?

Public Service Announcements (PSAs) are ready to air audio or audio-visual messages. They consist of both informational and motivational messages that are usually aired free of cost in the electronic media and through other means. Scripts of announcements may also be shared with different stakeholders for them to read out at different occasions through different channels. It is particularly important to develop PSAs that urge the participation of pre-identified marginalised groups of voters within the district. DEC's can design and produce PSAs with the help of the District Committee and other stakeholders.



Airing PSAs

When Should PSAs be Aired?	Where Can PSAs be Aired?
<p>Specific PSAs can be aired during and after electoral events. For example:</p> <ul style="list-style-type: none"> • In the period before the announcement of elections, PSAs can focus on providing information on the Final Electoral Rolls and the means whereby eligible voters can check, add and/or change their details. • In the months after the announcement of elections but before Election Day, motivational messages encouraging people to vote may be aired. • In the few weeks after Election Day, messages may be aired to persuade people to peacefully accept elections results, regardless of whether or not the candidate of their choice won. 	<p>Produced PSAs and/or their scripts may be shared and aired through the following means:</p> <ul style="list-style-type: none"> • TV channels; • Cinemas; • Entertainment systems in buses and airplanes; • ECP website and websites of private corporations, government departments, CSOs/NGOs/INGOs, clubs and associations, etc.; • Computers/TV screens/public announcement systems at airports, hotels, banks, hospitals and clinics, stores, markets and shopping malls, private businesses, government departments, etc.; • Radio stations; • Mosques and other places of worship; • Assemblies at schools/colleges/universities/madrassas/vocational and training centres and other educational institutions.

Record Keeping

A database should be maintained to keep records of the following:

- All PSAs produced;
- Target audience of each PSA;
- Names and contact details of partner(s) that helped produce and air PSA(s);
- Date at which each PSA was aired;
- Means through and location at which each PSA was aired;
- Any other relevant details.

MEDIA ENGAGEMENT

One of the most effective means of reaching out to a large number of voters is through the media. Regular media engagement serves as an avenue for the flow of information from and to the ECP. DEC's can establish a media group comprising of credible and trustworthy contacts that they can share updates with and disseminate VE messages through.

Defining the Process

Who Should be Included in the Group?	Engagement Process
<p>Target members of the media group may include but are not limited to:</p> <ul style="list-style-type: none">• Members of district press clubs;• Independent journalists;• Focal points from community media networks and local chapters of national and international newspapers, magazines, television channels, radio stations, Internet based news sources and blogs, etc. TV and radio, in particular, are especially important to provide information to illiterate populations, a significant proportion of which are usually comprised of marginalised groups.	<p>DECs can use the steps outlined below to form and maintain the media group:</p> <ul style="list-style-type: none">• Map all media agencies, forums and journalists available in the district.• Designate a focal person from the DEC office to communicate with media representatives.• Send a letter of introduction to media agencies, forums and journalists in the district, briefly explaining the VE Plan 2012-2013, inviting them to designate a representative to join the media group and specifying a date for an initial meeting of the group.• Decide the group's working norms (frequency of meetings, type of information to be shared, etc.) during the first meeting.• Request the group to develop and broadcast public service announcements for voters free of cost or at subsidised rates.• Request the group to share clippings, articles, footage, etc., of any news on the ECP so that the Commission remains well-informed, may respond whenever needed and can maintain news archives.• The focal person within the DEC office should maintain records of the number and proportion of positive, neutral and negative stories in the press with respect to the ECP. This database should be shared with the REC/PEC/ECP Secretariat on a regular basis so that appropriate steps may be taken at the district, regional, provincial and national levels, to improve the working of the Commission and build a more positive image.

CHAPTER IV: REPORTING

The reporting template below may be used by DEC's to provide monthly updates to the REC/PEC/ECP Secretariat on voter education activities implemented in the region. Such reporting is essential to keep track of VE activities across the country, explore opportunities for collaboration, share successes and obstacles encountered in the planning and execution of different initiatives with stakeholders and raise further support for voter awareness campaigns.



Monthly Report of Voter Education Activities

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