DGF
Democratic
Governance Facility

EVALUATION OF THE CUMULATIVE RESULTS OF THE VOTER EDUCATION PROGRAMME (JUNE 2015 – MAY 2016).

FINAL REPORT

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Submitted to:

DGF
Democratic Governance Facility

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FOREWORD

The Democratic Governance Facility (DGF) supports state and non-state partners to strengthen democratisatio, protect human rights, improve access to justice and enhance accountability. Eight of Uganda's international development partners (Austria, Denmark, Ireland, the Netherlands, Norway, Sweden, the UK and the European Union) came together in 2011 to establish and support the DGF.

The DGF is governed by a Board, which includes the Heads of Mission of the eight sponsoring governments, a representative of the Government of Uganda, and three Ugandan experts. There is also a Steering Committee with technical staff from the missions involved. A Programme Management Unit (PMU), with Ugandan and international staff, carries out the day-to-day management of the DGF.

DGF does not implement programmes itself, but rather establishes partnerships with a number of state and non-state actors within three interlinked components:

1. Deepening Democracy – promoting democratic values norms and practices;
2. Rights, Justice and Peace – protecting human rights and access to justice;
3. Voice and Accountability – facilitating citizens' engagement for improved service delivery

Civic education towards civic engagement is central to the DGF's efforts to improve democratic governance in Uganda. While the DGF civic education programme is managed by the Deepening Democracy component, informing and empowering citizens are concerns of all three of the DGF components – because knowledge about civic rights and responsibilities are necessary foundation for effective citizens' participation and for responsive and accountable governance structures.

The implementation of voter education programme began in June 2015, and it ended in May 2016. DGF supported 16 civic education projects: a resource centre producing and disseminating civic education materials, a media project producing and broadcasting a radio drama series nationally and community-based projects by 14 CSOs delivering civic education interventions in their respective areas using a variety of methods. The VE programme was implemented in 80 of Uganda's 112 districts. This report is about an evaluation to assess the impact of the VE interventions.

ACKNOWLEDGEMENT

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LIST OF ACRONYMS

CCG	Center for Constitutional Governance
DGF	Democratic Governance Facility
FGD	Focus Group Discussions
EA	Enumeration Area
EC	Electoral Commission
ICC	International Criminal Court
ICD	International Crimes Division within the High Court
IP	Implementing Partner
IGG	Inspectorate of Government
JLOS	Justice, Law and Order Sector
KII	Key Informant Interviews
LC	Local Council
LRA	Lord's Resistance Army
NGO	Non-governmental organization
OPM	Office of the Prime Minister
SACCO	Savings And Credit Copperatives
PRDP	Peace, Recovery and Development Plan for Northern Uganda
RDC	Resident District Commissioner
ToR	Terms of reference
TRC	Truth and Reconciliation Commission
UBOS	Uganda Bureau of Statistics
UHRC	Uganda Human Rights Commission

EXECUTIVE SUMMARY

INTRODUCTION

The Voter education programme under the Deepening Democracy component of the DGF was implemented by 14 partners that were contracted by the DGF to conduct Civic/Voter Education in 80 districts since 2011. The partners transitioned from Civic Education in June 2015 until May 2016 to support the 2016 general elections Voter Education requirements. The purpose of this evaluation was to ascertain the cumulative results of the voter education programme over the one year period, and the objective of the evaluation was to systematically assess progress towards achieving the voter education program objectives, documenting successes, challenges and best practices that can be replicated. Specific evaluation objectives were to:

i. Assess the results achieved by the voter education programme as a whole, and by each of the partner projects, in terms of reaching the outcomes

ii. Identify factors that either facilitated or hindered the achievement of results and document lessons learned during implementation, both at the programme and project level;

iii. Document successful models and/or best practices that can be replicated to enhance the effective delivery of voter education, both at the programme and the project level;

iv. Determine the extent to which the programme as a whole, and each of the partner projects, addressed crosscutting issues particularly gender, youth and use of appropriate learning methodology, particularly related to adult learning techniques.

v. Assess the adequacy of the programme's monitoring and evaluation system, including results framework, reporting, field monitoring and review mechanisms, both at the programme and project level.

vi. Assess whether the programme as a whole, and individual partner projects, adequately identified and effectively mitigated risks linked to the delivery of voter education; and

vii. Provide an assessment of the performance of each of DGF's voter education partners and make clear and focused recommendations for future programming.

The evaluation assignment was implemented through the following methodological steps:

1. Entry meeting	10. Training of research teams
2. Initial document analysis	11. Pilot testing
3. Inception Report	12. Data collection process management
4. First inception phase meeting	13. Data analysis and interpretation
5. Second inception meeting	14. Synthesis of emerging themes
6. Stakeholder analysis and mapping	15. Report writing
7. Sampling design planning	16. Stakeholder Validation
8. Field data collection planning	17. Final Report
9. Design of data collection instruments	18. Exit meeting

The survey population was 600 inclusive of 10% non-response rate and the actual usable returned survey instruments were 588 representing a response rate of 98%. Reliability was confirmed through use of multiple sources of secondary information that supplemented survey findings. The survey data were compared with DGF baseline findings as well as partner mini-survey reports. The respondents were distributed by age, gender, level of education, rural and urban and the analysis of results tended as much as possible to disaggregate data along these variables.

KEY FINDINGS

i. Understanding of the role and purpose of elections is good and most Ugandans were found to have voted during the 2016 elections. The current evaluation found that choosing new office bearers as a reason of voting was now rated at 86% (variance of 42% from the baseline at 44%), allowing people to change government was at 81% (variance of 59%), avoiding dictatorship at 77% and change of government at 75% (variance of 51%). This suggests that the voter education programme had created impact

ii. There was a 42% general increase in knowledge to why voters choose new office bearers every five years. From FGDs and KIIs conducted with selected respondents, there is a positive indication that the knowledge among the targeted beneficiaries significantly increased and influenced their participation in the electoral process.

iii. The evaluation revealed that 90% of the respondents were aware of the qualities to look out for while choosing their leaders and voters were able to make choices of their preferred leaders without being intimidated.

iv. The evaluation found that the methods for raising awareness about civil rights were appropriate and these included use of the radio, talk-shows on radio, road shows, posters/leaflets, community sensitization meetings, community drama/theatre and road shows among others.

v. The evaluation found that radio talk shows was still the most effective channel of awareness (89%) among both the youth in urban and rural areas, and other channels like social media were rated at whatsapp (28%), face-book (29%) and twitter (17%) and other social media (25%).

vi. The survey showed that radio (89%) and candidate agents (77%) party officials (69%) were a prominent reference for political information to the majority of citizens. The evaluation revealed that 81% of respondents remembered content communicated via the different forms of media. The common messages remembered by voters included messages about presidential elections (94%), registration to vote (92%),voting instructions (84%), vote in elections (80%) and party primaries (80%).

vii. The use of social media by CCG to raise awareness among university students was found relevant since this group accesses internet (mainly through the mobile phones) almost on a daily basis. A review of other mini –survey reports written by IPs indicates that at least 60% of the general public had received VE from the radio with almost ¾ agreeing that this channel of communication was suitable.

CONCLUSIONS, LESSONS LEARNT AND RECOMMENDATIONS.

CONCLUSIONS

1. The evaluation concludes that the project focused on an important area of need in Uganda. This was an important step to help the majority of citizens participate in the elections.

2. The DGF funding enabled the 16 projects and 14 implementing partners to prepare materials and disseminate information to a reasonable number of citizens. The funding also assisted the partners for a period of one year to make a substantial contribution to the governance effort of their country. Partners were also able to use this support to build their organizational profile and structures which in future can guarantee leverage to participate in VE initiatives. Their connection with the communities where they operated once nurtured can be an effective sustainability measure of VE initiatives in the long term.

3. The increase in the proportion of people turning up to vote and those indicating to have been influenced by VE, leads to a deduction that VE had a positive impact on the general public with the assumption that the information obtained increased their knowledge and positively changed their attitude towards elections.

4. DGF did contribute to building capacity among partners and developed an effective partnership with the partnering officials and by extension supported local level capacity through support to workshops and other awareness activities. But the evaluators could not find concrete information on how DGF used synergies created by the diversity of the partners beyond provision of funding. The design of the project did also not provide for partnership synergy development among the partners themselves and active involvement of other similar minded organizations in the country who were involved in voter education.

5. The pictorial illustrations and drama skits enabled the targeted beneficiaries to clearly understand what was being disseminated; road shows enabled direct interaction with the communities while community sensitization meetings by Implementing partners and their intermediaries (trained voter educators e.g VHTs, teachers, social groups like Nigina, SACCOs, VSLAs) enabled direct participation by community members who were also able to pass on information to their colleagues within the villages

6. This project might have done more activities and achieved more results than was visible to the evaluators, but without aggregation of its data or tracking of results, it is not possible to know.

7. There were no results framework for each of the partners and this made it difficult for the evaluation team to assess the performance of each of the partners beyond their proxy measures in voter turnover. The evaluation assumed that a partner whose district returned a high voter turnout was effective notwithstanding other factors.

LESSONS LEARNT AND BEST PRACTICES

1. The various implementation partners as expected had different levels of expertise in reporting writing as reflected in the quality of mini-survey reports. DGF introduced a mini-survey concept which is a good practice. It enabled each partner to check how the respondents assessed their services. These reports where they existed helped in validation of the impact study findings.

2. DGF provided an end of project report template to all partners which was a commendable practice and it helped to standardize reporting. In future, this template can be automated to ensure data is electronically entered by partners and analysis is done by DGF.

3. There was extensive publicity by DGF of each partner's project which was a good practice and it increased visibility not only for DGF but partners as well. An attempt by the evaluation team to check the website of each implementing partner often returned the project details about the support by DGF as the first output. This was in a standardized format which helped to increase the visibility of DGF as well as the partners.

4. DGF had government agencies represented on the Technical Working Group and on the Steering Committee which was a commendable practice. These were involved in the planning, developing and vetting the civic and voter education materials. DGF had had a membership of the Civic Education Coalition, which brought together some 20 CSOs with the state institutions (UHRC, EC, Judicial Service Commission, OPM, and Ministry of Information). Its common goal was to promote the implementation of quality civic education in the country. This initiative should however in future include academia, religious and cultural institutional stakeholders.

RECOMMENDATIONS

1. For similar projects in the future, the evaluators recommend that the grantees link with other partners working on the same issues to ensure a more effective VE undertaking. VE should also go beyond activities and provide the follow up and level of effort needed to contribute towards project outcomes.

2. In future, it is recommended that VE initiatives adopt a further downward decentralized implementation approach where more effective use of local communities and networks by providing sub grants and allowing the IPs to engage other community based groups to enable them deliver project activities rather than attempting to do it all directly from a central location should be encouraged.

3. For similar future projects, DGF should ensure all IPs adopt an appropriate performance monitoring plan that collects and aggregates output data as well as tracks their results with appropriate project-level indicators.

4. Future DGF funded initiatives should target electoral commission officials and other government agencies at the central level rather than focusing on direct beneficiaries (citizens). A comprehensive VE should target all direct actors involved in election management. In future VE should be started early to coincide with election planning. A comprehensive VE should target all direct actors involved in election management.

5. DGF supported partners on a project basis few months before elections and few months only after elections. In design of future VE projects, the evaluators recommend that DGF includes post-project supported activities like tracer studies after a period of say 7 months to ascertain the level of public awareness and to measure the impact of the project at a relatively longer period.
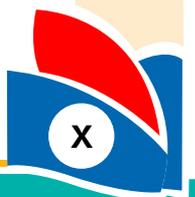
6. While the selection of IPs was done through a competitive process, the marginalized groups like youth and women are likely to be left out of this competition because of the infancy nature of their organizations. In future, special preference schemes for women, disabled and youth groups can be reserved.

7. Centre for Constitutional Governance (CCG) was a key implementation partner that participated in VE within universities. There are several university based associations that bring together students from various tribes and geographical regions and are likely to have a trickle down influence on their members and localities. In future, VE should target university-institution based associations

8. Future interventions should focus on VE activities in other educational institutions like secondary schools whose actors are busy most of the time to participate in VE activities.

9. The use of automated data collection instruments from partners as they undertake their activities should encouraged in future VE. The system can be designed as a central mechanism of collecting instant data on IP activities and it can as well enable a uniform format of reporting.

10. Future VE initiatives should target security agencies with specific messages since Voters feel better when they are allowed to make choices of their preferred leaders without being intimidated; and the public is able to ascertain in time their polling stations; and most importantly the public turn-up in large number to vote.

11. Specific targeted awareness methods should be designed to educate the masses about the need to vote leaders at a local level as compared to the growing trend of turning up in big numbers and in reduced numbers during lower level elections. Yet this is the area which touches the citizens most in terms of service delivery.

1 BACKGROUND AND CONTEXT

1.1. Introduction

The Democratic Governance Facility (DGF)-supported Voter education program involved 16 projects implemented by 14 partners for the period May 2015-2016. The Deepening Democracy's sub-theme 3 which concerns the integrity of democratic process. The voter education initiative targeted creating citizen awareness during the February 2016 general elections in Uganda.

This evaluation report presents findings on the evaluation of the cumulative impact of the initiative at both program and project level. The report uses baseline data obtained from a DGF study as well as mini-survey reports from each of the implementing partners to measure the impact of the voter education awareness efforts across the four geographical regions of the country. The statistics in a number of variables are also computed based on the Uganda National Bureau of statistics housing census report of 2014 as well as results from various observer and Civil society reports.

One specific aim of this Impact Survey was to test whether any changes in awareness and perceptions had occurred among voters since the launch of the voter education initiatives targeting the National Elections of 2016. The current evaluation also was to assess the effectiveness of the voter education campaign in reaching the electorate with apt, effective messages as well as the effectiveness of the channels used to create awareness. This assessment included questions referring to voter education broadcasts and publications produced by the implementing partners with the help of DGF. A third aim of the Impact Survey was to assess some of the challenges that the voter education community may have faced during the process of voter education and the enabling factors that could have facilitated the initiatives. In the process, lessons that could inform future interventions could be identified.

In specific terms, as guided by the client's terms of reference, this evaluation was to:
1. Assess the results achieved by the voter education programme as a whole, and by each of the partner projects, in terms of reaching the outcomes
2. Identify factors that either facilitated or hindered the achievement of results and document lessons learned during implementation, both at the programme and project level;
3. Document successful models and/or best practices that can be replicated to enhance the effective delivery of voter education, both at the programme and the project level;
4. Determine the extent to which the programme as a whole, and each of the partner projects, addressed crosscutting issues particularly gender, youth and use of appropriate learning methodology, particularly related to adult learning techniques.
5. Assess the adequacy of the programme's monitoring and evaluation system, including results framework, reporting, field monitoring and review mechanisms, both at the programme and project level.
6. Assess whether the programme as a whole, and individual partner projects, adequately identified and effectively mitigated risks linked to the delivery of voter education; and
7. Provide an assessment of the performance of each of DGF's voter education partners and make clear and focused recommendations for future programming.

1.2. Evaluation questions and Scope

In assessing the results/outcome of the programme, the evaluation covered the following aspects:-

Relevance:

a.   The extent to which the voter education Partners directly or indirectly influenced the Knowledge Attitude and Practice of the citizens in their areas of operation with voter education.

b.   The relevance of the voter education materials produced and utilized

c.   The relevance of the learning methods applied relative to the circumstances of the target population.

Effectiveness:

a.   The extent to which the programme as a whole, and the individual projects, have been effective in delivering their outputs and realizing their objectives according to their work plans and budgets;

b.   Assess the different modalities of voter education (mass media, dance and drama, community sensitizations etc.) and (Coalitions or single partner implementation) for reasonability of costs visa-vi the results;

c.   The extent to which stakeholders; first among which the intended beneficiaries of voter education, but also national and local authorities, other organizations, effectively participated in design and implementation of the programme and projects;

d.   The effectiveness of the resource centre and of the DGF-convened voter education partners quarterly meetings for purposes of sharing lessons and experiences, documenting good practices, and identifying 'lessons' to improve programme implementation, monitoring and evaluation; and

e.   Assess whether the voter turnout in the specific areas where our Partners are present could be attributed to the work of DGF partners

Efficiency:

a.   'Value for money' from a comparative perspective taking into consideration the context, expected results and available options;

b.   The quality and timeliness of the implementation, both at the programme and project level; and

c.   Models that seem to offer better value for money.

Sustainability:

a.   Prospects for the viability and sustainability of voter education, in terms of the results achieved, the institutional arrangements established and the resources expended and required; and

b.   Review the long-term sustainability of the Programme in terms of availability of national resources necessary/required to continue the efforts begun by the Programme, once DGF's voter education assistance terminates to facilitate ongoing bi-elections throughout the next five years of the elected government.

2 APPROACH AND METHODOLOGY

2.1. Approach to the evaluation

Considering the nature of the subject under evaluation, participatory approach was used. This involved enlisting the views of a number of stakeholders. The complexity of the subject of evaluation, and the expected results was an important factor that necessitated the use of participatory approaches.

In addition to this broad evaluation approach, a mixture of qualitative and quantitative techniques were used to collect, analyze and interpret results. Qualitative information was useful in measuring behavioral change and attitudes during voter education implementation while quantitative information attached some statistical figure to stress the views of respondents during the evaluation as well as measure the impact.

2.2. Evaluation model

The figure below illustrates the evaluation model that was applied to guide the entire study. The findings to be presented in a later chapter should be interpreted in the context of this broad model.
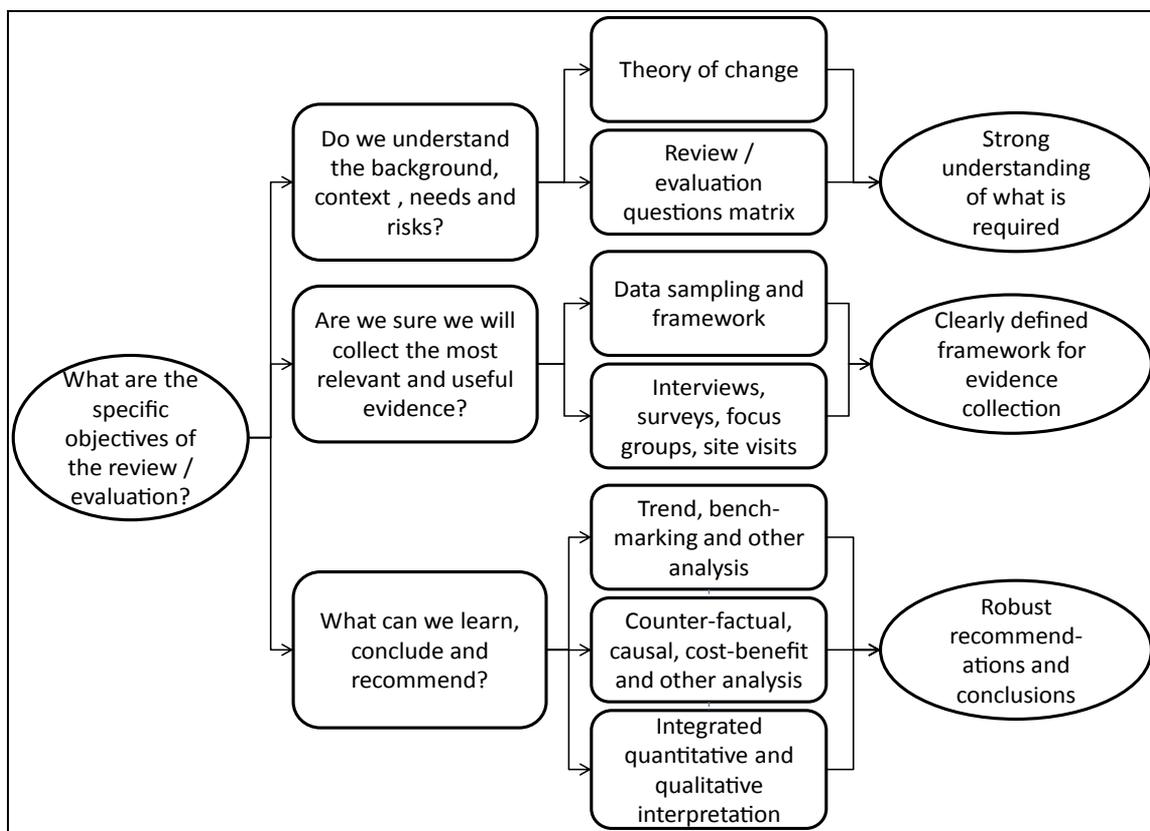
Figure 1: Evaluation Model

The starting point of the assignment involved a careful review of the objectives of the assignment. Once the objectives were clearly understood, we appropriately contextualized the evaluation through background documents review. We reviewed the theory of change and the evaluation matrix as well as baseline data that was set by DGF partners in their results matrix. We then designed the field processes where data was collected and analyzed along each of the evaluation questions.

The analysis was guided by the evaluation questions and led us to drawing appropriate conclusions and making appropriate recommendations.

2.3.   Evaluation Methodology

The evaluation followed detailed logical steps that were characterized by the highest degree of professionalism and flexibility. This included inception phase, literature and document review, evaluation design and sampling, field work, data analysis and report writing. The detailed description of the methodology is illustrated in annex A Table 1. The consultants will have the final exit meeting with the client. The meeting will be used to share some of the emerging observations that affected or facilitated the evaluation exercise. It will be useful for future intervations to learn from such an exit meeting.

3 EVALUATION DESIGN PROCEDURES

3.1. Data collection methods

A variety of methods were triangulated to collect both secondary and primary data. Secondary data was obtained from existing documents while primary data was obtained through a survey of citizens in 17 sampled areas where voter education was conducted. In addition, interviews were conducted with key informants. A thorough review of existing documents and reports on the Democratic Governance-Deepening democracy component and reports submitted by each of the implementing partners was conducted.

3.2. Sampling Procedures

The consultants carried out a beneficiary survey in the four cluster grouped according to geographical positioning of the districts namely; Northern, Eastern, Western and Central in order to ascertain the level of satisfaction with voter education services. The sample for the beneficiary survey respondents per supervision area was determined using the formula below.

$$n = \frac{D*1.96^2 \, pq}{B^2}$$

'n is the desired sample size

1.96 is the z value assuming a normal distribution at 95% confidence level

B is the margin of error set at 5%

P is the indicator value that needs to be measured but obtained from previous studies. At 2011 the voter turn up was at 60%.

D is the design effect which represents the variations from the simple random sampling method (1.5).

'q=1-p

N=600 inclusive of 10% non-response rate.

Table 4: List of districts included in the survey

District	Per-urban areas	Per-rural areas
1. Amuria	10	20
2. Jinja	30	20
3. Kabarole	20	20
4. Kamuli,	10	20
5. Kasese	30	20
6. Kitgum	10	10
7. Koboko,	10	20
8. Kotido,	20	10
9. Lira,	20	20
10. Luwero,	10	20
11. Masaka	30	10
12. Masindi	20	10

13. Mbale	30	20
14. Mbarara,	20	20
15. Pallisa	10	20
16. Rukungiri,	10	20
17. Soroti,	10	20
Total	300	300

Note

- *A sample of 17 districts was selected with consideration of the areas of coverage by the implementing partners in addition to cost and duration of evaluation exercise. At design stage, the sample size was equally distributed among urban and rural areas but the results were weighted based on the population distribution as per UBOS census results 2014.*
- *Each of the districts selected represents where the partners have physical presence and have established offices.*
- *The distribution of the sample by district was done following the criteria below:*
  - ❑ *Lists of enumerations areas within the selected districts (urban and rural) were generated in reference to the Enumeration Area (EA) sampling frame by UBOS.*
  - ❑ *The EAs where then selected using the Systematic Probability Proportionate to Size sampling technique (SPSS)*
  - ❑ *The number of EAs selected indicated the sample size required from each of the districts by Urban and rural distribution. The design was that in each EA (Village) at least 10 interviews/surveyswere conducted*
- *In each of the selected EA, the 10 households were selected using the random walk method which involved identifying a landmark within the EA and the first household selected for interview being 100 metres from the landmark. The next household(s) sampled was the fifth household. The process continued with every 5th household being selected till the sample size of 10 had been obtained.*
- *At the household, one respondent aged 18 and above was selected per household using the Kish grid method which ensures a normal distribution by age and sex.*

3.3.   Quality Assurance

Quality assurance (reliability and validity) were ensured through a variety of ways. The instruments used had previously been used during the mini-survey by implementing partners. Additional questions which were added were extracted from similar evaluations of voter education programmes in other countries which had been confirmed for their reliability. There was a pilot study to ensure all questions were easily understandable in the Uganda. The evaluation used people who knew the local languages and were senior experienced researchers.

The online survey instruments enabled direct entry of data by each researcher and supervisors would automatically check any errors and remedial corrective action would be taken. Before analysis, checking for errors and data quality issues were considered an important step in ensuring quality. The data management systems were designed to ensure there was time to review data and follow up about discrepancies where they were observed; and where appropriate more data would be collected to assure its quality.

In the field, the following data quality assurance procedures were applied:
   i)   Each field enumerator was trained on the approaches to be used in the survey and sampling of the entire set of target population.
   ii)   The enumerators carried out pre-testing of the tools and ensure that all key response areas are considered in the same way in local dialect.
   iii) The different supervisors were supervised by the overall coordinator, while the field supervisor oversaw the research officers. At the end of each day, questionnaire debriefing sessions were held between the supervisor and all field enumerators, to identify any complications and agree on common definitions as well following up all errors that were identified before submission of the day's work.
   iv)   The online questionnaire was programmed in such a way there was no question skipped thereby ensuring completeness and overall accuracy before posting. Field enumerators also checked questionnaire completeness and accuracy while at interview site (at the end of the every interview or observation, as well as during the interview) for KII and FGDs.
   v)   All qualitative interviews were recorded using digital electronic recorders to ensure accurate information is collected. This of course was done after the consent of the respondents.
   vi)   The use of different tools and a combination of sampling techniques within the clusters like the questionnaires (systematic sampling), KII(obtained by purposive sampling), FGDs and Case studies was key in triangulating the findings thereby avoiding the John Henry and Hawthorne effects.

3.4.   Data Analysis

The data were checked for accuracy and any inconsistencies. From an excel sheet, the data was transferred to SPSS software for creation of sampling weights and preliminary analysis. Due to the complexity of the analysis SPSS and Excel software were used for analysis, taking into account the nature of sampling design. Qualitative data collected using KII and FGDs and documents reviewed was organized for transcription. The volume of qualitative data was reduced into themes and some data was organized under codes. Data was then verified using triangulation and finally organized into diagrams and tables from which meaning was drawn.

4 EVALUATION FINDINGS

4.1. Demographic Findings

The evaluation survey was carried out in the Albertine, Central, Northern, Elgon, Karamoja, Teso, Kiira, Rwenrori, South Western and West Nile covering a total of 17 districts of Uganda. These areas were selected to cover the four traditional regions of the country. The demographics were examined in seven different aspects including the Urban/Rural distribution, age group of respondents, their marital , education background and employment status. These demographic variables are presented to show how our sample mirrored the Ugandan voting population as a whole. We also use these demographics to cross-tabulate responses on key variables regarding voter education activities.

The 2014 NPHC Report recorded a 21.43% urban population compared to 79.41% population in rural areas. In this evaluation, the urban respondents were 45% (56 male 335 female) as compared to the rural areas which had 55% (63 male 48 female). Further analysis revealed that while the majority of respondents in both rural and urban were males, there were more females respondents who participated in the rural locale as compared to their counterparts in the urban locality. Any voter education initiative targeting gender should thus concentrate more in rural setups as they tend to house majority females.

The survey found that the youth (18-35yrs) comprised of 47% which was comparable to the baseline data at 41% and national statistics at 40.7%, while the middle (36-55yrs) were 40% (47% during baseline data), the old (55-75yrs) (baseline data had 12% above 55 years) 11%, and the elderly (75+ yrs) 2% as illustrated in figure 4 (Appendix C).

According to the 2014 NHPC, Literacy; the ability for one to read with understanding and to write a simple sentence meaningfully in any language was believed to be associated with an increase in opportunities for an individual. About 72% of the population was found in the 2014 census to be literate, higher than about 70 % in NHPC of 2002). Literacy among females was lower (68 percent) than for males (77 %). Literacy rates were higher in urban areas than rural areas.

As such the impact study considered the respondents' (voting age ≥18) literacy level, both literate and illiterate. The respondents were asked if they had ever attended school with survey results showing that 91% of the respondents had attended school. They thus had adequate knowledge to interpret the questions posed to them during the survey. Both male and female respondents were literate.

Articles 30 and 34 of Uganda's 1995 Constitution make provision for education as a human right, and basic education as an entitlement for all children1995. The survey examined the level of education for the respondents and emerging findings showed that most 27% and 26% respondents who said had gone to school had attained O' Level and Primary education respectively compared to Apprentices at 2% as illustrated in table 6 (Apendix C). Further analysis revealed that Elgon region (Eastern Uganda) had the most (44%) (37% urban, 63% rural) graduates among the survey respondents while West Nile had no graduates and had 24% of respondents without any level of education. The survey found that of the most respondents that attained Primary level (40% urban, 60% rural), Busoga region had the most (48%) respondents at O'level (65% urban, 35% rural). Table 7 (Appendix C) gives a detailed distribution of Education level by region and level of urbanization. A close look at the data, shows that of the respondents were at least literate and able to pick from the different modes of voter education.

The results revealed that most (55%) of the respondents were married with more respondents from the rural areas (63) compared to the urban areas (47). It was found that 26% of the respondents were single with more in the rural areas (31) compared to their counterparts in the urban areas (22). Figure 6 shows (in appendix) the general distribution of respondents.

Analyzed survey data showed that 47% (146 male, 125 female) of the respondents were self-employed,

25% (73 male, 70 female) were unemployed. Figure 7 (Apendix C) shows a detailed employment status for respondents.

4.2. Relevance of Voter education

Civic education is one of the critical components in nation-building, and it has been recognised as such in the 1995 Constitution of Uganda. The state is obligated to make comprehensive commitments to guarantee respect for democratic principles and fundamental human rights – and to fund institutions that promote and protect these rights and develop civic competency. Unfortunately, the the government has not been able, or willing, to provide adequate resources for civic education. Also, a civics programme that was in the school syllabus for years is no longer a subject in the national educational curriculum (DGF Evaluation report, 2015:5).

Moreover, recent legislation, such as the Public Order Management Act (2013), was noted to have curtailed the freedoms to a certain extent. Furthermore, a proposed amendment to the NGO Act, championed by the last cabinet , sought to impose further restrictions on funding for NGOs, their operations and staffing, to 'ensure there is no possibility of resources directed towards fanning instability'. The result has been a growing inclination towards self-censorship among the civic education actors, especially international NGOs, local CSOs and the media. Voter apathy had also been increasingly reported and the citizens were increasingly getting out of their citizenry responsibilities. This is the context within which the DGF-supported civic education programme was designed and implemented.

In order to determine the relevance of the VE activities, the evaluation team assessed the extent to which the program, as designed and implemented, suited the context and needs at the beneficiary, local, and national levels. From documentary sources, it was found that in 2011, 59.28% of the registered voters turned out to vote for the presidential and parliamentary elections. Furthermore, results from the DGF baseline study conducted in 2013 indicated that of the eligible voting population who did not turn out to vote in 2011, 16% failed because they did not register while 17% were simply not interested. The study further revealed that 61% of the general public believed that multi-party democracy led to chaos. These were pointers to the urgency of voter education relevance for the 2016 general elections.

A validated study on the potential risks of election related violence before, during and after 2016 general elections in Uganda, commissioned by DGF revealed that:
- The youth, who comprised of 62% of the jobless and chronically poor population aged 12-30 were deeply frustrated. It was estimated that in 2016, the 7,300,000 youth between the ages of 18-29 years who were eligible to vote; was a volatile target for politicians to exploit and be led to carryout election violence activities, and
- That Ugandan citizens were frustrated over corruption and poor quality services and had gotten into public debates over who is responsible which turned out to be emotional and could potentially turn violent

The survey sought to determine whether the respondents experienced any voter challenges. The absence or low response on the presence of challenges would be an indicator of effectiveness of the voter education initiatives and the high presence of challenges is a pointer to the continuous relevance of voter education.

Note: Further reference can be made in the following documents

European Union Election Observation Mission: Final Report on the Uganda General Elections, 2011, page 40.

Greg Moran, SalimaNamusobya and James Kakande: DGF Baseline Study, 2013, Page 36

Okello Leonard, 2015: A validated study on the potential risks of election related violence before, during and after 2016 general elections in Uganda,2015, page vi-vii

The study revealed that respondents especially in urban (53%) areas feared there would be violence during the elections, explaining the mass urban-rural movement during the election period that even led to an increase in transport fares especially from Kampala. Busoga and Central regions had the highest respondents who feared at 14% and 12% respectively. Indeed, these regions were regarded as hotspots before and during the elections. On the other hand urban dwellers feared more (56%) than their counter parts in rural areas to cast their vote.

Table 9: Responses on Perceptions of fear and fear to cast vote in 2016 elections

	PERCEPTION OF FEAR & DANGER IN GENERAL ELECTIONS				FEARED TO CAST VOTE IN 2016 GENERAL ELECTIONS			
	MALE	FEMALE	TOTAL	%	MALE	FEMALE	TOTAL	%
URBAN	95	85	180	53%	60	64	124	56%
RURAL	90	70	160	47%	56	42	98	44%
WEST NILE	3	2	5	1%	3	2	5	2%
ACHOLI	13	22	35	10%	5	9	14	6%
KARAMOJA	12	8	20	6%	7	5	12	5%
BUNYORO	7	9	16	5%	4	5	9	4%
CENTRAL	28	13	41	12%	22	12	34	15%
LANGO	9	22	31	9%	7	20	27	12%
TESO	11	16	27	8%	9	13	22	10%
ELGON	15	5	20	6%	8	4	12	5%
BUKEDI	12	6	18	5%	10	6	16	7%
BUSOGA	26	23	49	14%	21	16	37	17%
TOORO	13	7	20	6%	6	4	10	5%
ANKORE	21	14	35	10%	10	5	15	7%
KIGEZI	15	8	23	7%	4	5	9	4%

Additionally, a fact-finding mission study conducted by Human Rights and Peace Centre and Kituo Cha Katiba indicated that voter apathy was high in the run up to the 2016. People viewed elections as farcical. Many lacked confidence in the electoral process; public confidence and trust in the Electoral Commission (EC) was lacking and greatly featured. In the past, people felt disenfranchised and frustrated as a result of the long absence of multi-party democracy and the restrictions on the political space, most people did not vote thinking that the elections would be manipulated. These observations made voter education relevant.

Towards the election in 2016, there was a belief that the outcome of the election would be pre-determined and there would not be a peaceful handover of power by President Museveni. Furthermore, some people were skeptical about the voter turn up for the 2016 elections; how the 40% who did not vote in 2011 and how the 3 million new registered voters would be mobilized. People wondered whether their vote could count given the belief that the incumbent was not willing to relinquish power. This fear was a perfect opportunity for the voter education initiatives.

Examined data from our survey showed that generally 48% of the respondents experienced problem of change in voting hours. The most affected respondents were those from Bukedi, Lango, Teso and Elgon (at 77%, 68%,64% and 63% respectively) while West Nile region had the least respondents (3%) who experienced change in voting hours. Bukedi and Teso regions had the most (at 50%, 36%, respectively) respondents who experienced change in voter location while West Nile region had no respondent. Table 4 illustrates a summary of difficulties faced by respondents.

Table 10: Difficulties faced by respondents

REGION	GENDER	CHANGE IN VOTING HOURS (yes %)	CHANGE IN VOTER LOCATION (yes %)	UNTRAINED OFFICIALS (yes %)
WEST NILE	MALE	3	0	0
	FEMALE	0	0	3
ACHOLI	MALE	29	12	1
	FEMALE	21	9	6
KARAMOJA	MALE	21	14	15
	FEMALE	9	4	6
BUNYORO	MALE	16	0	10
	FEMALE	20	6	10
CENTRAL	MALE	26	26	22
	FEMALE	12	9	14
LANGO	MALE	23	8	13
	FEMALE	45	5	23
TESO	MALE	25	11	14
	FEMALE	39	25	29
ELGON	MALE	45	29	38
	FEMALE	18	6	6
BUKEDI	MALE	55	39	55
	FEMALE	22	11	10
BUSOGA	MALE	28	16	20
	FEMALE	23	12	14
TOORO	MALE	16	14	8
	FEMALE	14	11	3
ANKORE	MALE	44	16	21
	FEMALE	33	2	7
KIGEZI	MALE	24	0	12
	FEMALE	24	5	15

With the above scenario it was prudent and logical that there was need to inform the public of their right and responsibility to participate in elections. The fears and probably the misconceptions existing prior to the 2016 elections had to be diffused and the general public needed to be mobilized. The DGF baseline recommended the need to educate and raise awareness about the need for elections and one's responsibility to turn up to vote. Therefore, the VE program was timely and relevant to the targeted beneficiaries.

The relevance of the voter education materials produced and utilized was also assessed. A review of voter education manual published by UPIMAC reveals that the content that was relayed to the targeted beneficiaries was in line with the needs and requirements of the latter. Voter apathy, one of the key barriers to participation by the general public in the electoral process, was effectively addressed through the following topics:

- Duties, responsibilities and rights of citizens in the electoral process (chapter 2 of the VE module)
- Roles and responsibilities of elected leaders (chapter 3 of the VE module)
- The need for elections (chapter 4 of the VE module)

Furthermore the module explicitly described what voters needed to do in order to effectively participate in the electoral i.e. eligibility and registration process, nomination processes, voting procedures and the different electoral malpractices and where to report them.

To make it readable and attractive to the targeted beneficiaries, the information in the module was packaged and presented in different formats. From the FGDs and KIIs, the evaluation team found out that these formats or materials through which VE information was packaged and presented were highly appreciated by the beneficiaries, with the most recalled being the posters or charts with pictorial illustrations. Most importantly was to translate the information into different indigenous languages which made it possible for the general public to feel that it was part of the entire exercise. From the different quotes below, it is evident that posters, charts, stickers and T-shirts were indeed appropriate in raising awareness about one's responsibility to vote since a significant proportion of the general public are illiterate who couldn't read books or manuals with several pages.

> *"Materials used in education programs was fitting and aided learning".* **Returning officer in Masindi**
>
> *"The voter education materials produced namely posters were relevant and properly utilized as they were translated into vernacular and widely circulated to all the areas of operation of the organizations that took part in the voter education".*
> *"Visual – Pictoral materials have been very useful to attract interest, cater for the illiterate and language diversity"* **Field Officer- Implementing partner**
>
> *"Quite a number don't like reading unless its a demonstration poster, sticker or chart, then they pick and study".* **Implementing partner Pallisa**
>
> *"They put up charts guiding voters on how to vote; and even sent out their personnel to the villages to distribute the charts and inform the people about the voting'.* **EC official in Rukungiri**
>
> *"T-shirts bearing key voter education messages 'Are you a Voter, Prepare for the 2016 General Elections".* **Voter in Rukungiri**

The relevance of the learning methods applied relative to the circumstances of the target population were also assessed during the evaluation. Building on the success of the civic education program, the methods adopted were found relevant for VE dissemination. An evaluation report of the DGF's civic education activities had recommended that VE could adopt the methods that were being utilized by implementing partners for the CE programme. The evaluation revealed that the radio and public gatherings / community sensitization meetings were the most effective. However, other methods or channels of communication that were found relevant included theater, road shows and community sensitization meetings. Therefore, VE also adopted these transmittal methods to sensitize the general public about elections.

During the implementation of VE, different methods of dissemination were used by IPs dependent on the characteristics of the targeted group. For example, the use of social media by CCG to raise awareness among university students was found relevant since this group accesses internet (mainly through the mobile phones) almost on a daily basis. A mini survey evaluation report by CCG indicates that 75% of university students interviewed had received VE information through social media and of these 94% found this channel very effective.

In regards to the general public, a review of other mini –survey reports written by IPs indicates that at least 60% of the general public had received VE from the radio with almost ¾ agreeing that this channel of communication was suitable. Similarly, FGDs and KIIs revealed that the radio (talk shows and adverts) played a significant and important role in informing the masses as this method enabled to reach out to a relatively larger proportion of the population compared to other methods.

> *"Radio talk shows in local languages organized by MDNF and RDP (another NGO in Masindi) are the most relevant voter education Methods used".* **Sub county Chairperson from Masindi**
>
> *"Modalities used were good that is the local radio shows and the written materials since many people at least can afford listening to radio"* **District Returning officer**

Given the poor reading culture amongst most Ugandans coupled with the substantial illiterate population, other methods like use of posters, community sensitization meetings, drama and road shows were perceived by respondents to have been relevant in informing the public. The pictorial illustrations and drama skits enabled the targeted beneficiaries to clearly understand what was being disseminated; road shows enabled direct interaction with the communities while community sensitization meetings by Implementing partners and their intermediaries (trained voter educators e.g VHTs, teachers, social groups like Nigina, SACCOs, VSLAs) enabled direct participation by community members who were also able to pass on information to their colleagues within the villages.

> *"They talked to the locals about the qualities to look out for in a good leader; and helped them get over their perceptions of fear and danger during the elections".* **LC 1 official**
>
> *"They concentrated more on educating the voters through radio talk shows and television".* **LC 5 official Rukungiri**
>
> *"They held meetings with the locals from time to time on voter education and encouraged people to register and to vote. Their talks built into the locals, the confidence to vote".* **Program officer LADA**
>
> *"Yes they were relevant especially open meetings face to face"* **Voter in Kamuli**
>
> *"Active Social groups for example, Niginas, Munomukabi, SACCOs, VSLAs meetings, religious and educational institutions were targeted in the voter education drive. They looked for people not people to come to them. Voter educators are community based residents who best knew and understand the people in the community. These were selected from VHTs, Teachers etc".* **Program officer Upimac**
>
> *"By using mobile vans and community mobilization, there was direct interaction with communities".* **Politician from Kamuli**
>
> *"Dance and drama (100% good) is less used yet, if well localized and utilized, will be better than radio talk shows since it involves direct participation of the communities".* **Voter in Kamuli**

Design

The voter education programme was drawn on from the design of the civic education component. The then civic education (CE) programme easily transformed into voter education (VE) because the existing CE modules had the topics that were appropriate for the VE programme e.g. qualities of good leader, multi-partism, understanding the roles and responsibilities of a citizen of which there was an explicit explanation of their roles in participating in elections, voting on the basis of issues and not (only) on personalities, etc.

Survey data revealed that 90% of the respondents were aware of the qualities to look out for while choosing their leaders. Analysis further shows that the youth preferred a leader who was dedicated to serve at all times, while the middle aged preferred a leader who is able to listen and communicate effectively. This also applied to elderly. The elderly also wanted a leader with humility towards other people. The aged on the other had like the youth wanted a leader who was dedicated to serve all the time as illustrated in table 11.

Table 11: Qualities citizens look out for while choosing leaders

QUALITIES OF A GOOD LEADER	GENERAL %		18-35 YRS		36-55 YRS		56-75 YRS		75+ YRS	
	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL	URBAN	RURAL
Being exemplary in executing his or her duties	88	92	92	99	64	92	20	23	5	0
Having proven integrity	88	93	94	104	65	96	19	23	4	2
Being dedicated to serve at all times	92	95	99	103	66	98	18	24	5	2
Having humility towards other people	87	90	96	100	60	92	20	25	5	1
Promote teamwork in every activity	87	90	94	95	62	96	18	24	5	1
Being active and visionary in his or her work	90	92	95	100	66	95	19	23	5	1
Being objective in decision making	87	90	92	99	65	89	18	25	5	1
Being able to listen and communicate effectively	91	95	99	102	67	100	19	26	4	2
Being responsive, assertive and creative in implementing tasks	87	91	93	99	64	93	18	24	4	2
Being accountable for all actions	84	87	92	97	60	84	18	24	2	2

Additionally, the methods for raising awareness about civil rights were appropriate for disseminating information for VE e.g. use of the radio, talk-shows on radio, road shows, posters/leaflets, community sensitization meetings, community drama/theatre, road shows etc. The already existing structures and expertise of the implementing partners were effectively leveraged upon to carry out VE. The only undoing was the lack of clear results frameworks to guide the monitoring and evaluation of the VE program.

In this assessment, we examined the extent to which the voter education Partners directly or indirectly influenced the Knowledge Attitude and Practice of the citizens in their areas of operation with voter education. The proposed outcome of the VE program was 'increased level of awareness and knowledge of voters about the electoral process and their rights and responsibilities to enable them actively participate in elections with key indicators being (a) the number of Uganda women and men who have received relevant voter education directly/indirectly and (b) increased participation of youth, women and men in the electoral process.

From FGDs and KIIs conducted with selected respondents, there is a positive indication that the knowledge among the targeted beneficiaries significantly increased and influenced their participation in the electoral process. It was reported that the turn-up was high for voter registration, checking of register for names and identifying one's polling station.

> *"Voters were equipped with knowledge for elections, their rights and obligations. This changed people's attitude and practices"* **FGD with beneficiaries in Masaka**
>
> *"By and large the material and the method or approach used for voter education influenced the attitude and knowledge towards voting good leader. For instance the majority of the MPs did not make it back to parliament in Teso – Karamoja region."* **Local Leader in Teso Region**
>
> *"They also changed the practice of voters receiving bribes before voting"* **Politician in Kamuli.**

Voters were able to make choices of their preferred leaders without being intimidated; the public was able to ascertain in time their polling stations; and most importantly the public turned-up in large number to vote. Examined data showed that interference from local leaders and security apparatus was minimal for majority of the regions. Bukedi, Teso, Elgon, Lango and Tooro regions experienced interference from security and local leaders (70%, 46%, 33%, 26% and 24% respectively) as illustrated in figure 6 (appendices). The interference of the security and local leaders in Kabarole led to the shooting of the current minister of security in the leg.

Table 12: Respondents views on Interference in elections

REGION	SECURITY FORCES (YES %)	RDC (YES %)	CRIME PREVENTERS (YES %)	AVERAGE (YES %)
WEST NILE	3	0	0	1
ACHOLI	20	5	5	10
KARAMOJA	11	12	15	13
BUNYORO	3	3	0	2
CENTRAL	17	11	15	14
LANGO	41	17	20	26
TESO	33	54	52	46
ELGON	30	31	39	33
BUKEDI	66	81	64	70
BUSOGA	20	18	22	20
TOORO	16	35	22	24
ANKORE	23	11	21	18
KIGEGI	26	12	24	21

Four out of ten (41%) Ugandans say a candidate or someone from a political party offered them food, a gift or money in return for their vote at the general elections in 2011, according to Afrobarometer pollsters. Of the 32 countries in Africa where Afrobarometer conducted their surveys, Uganda topped the poll for vote buying. Survey data revealed that much as voter bribery had come down to an average of (26%) for gifts (23%), money (38%), food (10%), and clothing (13%) it was still high in the East African region recorded by Afrobarometer in 2011 for Kenya (32%) and Tanzania (14%). Therefore the need for voter education. Table 6 shows a selected items used in voter bribery by political parties

Table 13: Voter bribery by political parties

Form of bribe	Yes %	No %
1. Gifts	23	77
2. Money	38	62
3. Food	10	90
4. Clothing	13	87

Source: Consultant

A report compiled by UPIMAC from the districts in which they implemented the VE program, further validates the influence the awareness created among the general public. Table 13 below shows that there was an increase in the turn-up to vote for presidential and parliamentary elections from 57.66% in 2011 to 66.61% in 2016.

Respondents at household level were asked if VE they received influenced their decisions to participate in the recently concluded elections. The majority of 64% of the respondents were influenced with no significant differences observed by sex and among the rural and urban populations.

Table 15: Did voter education influence your decision to participate in the recently concluded elections?

	Total	Respondent's gender		Urban	Rural
		Male	Female		
	529	289	240	263	270
Yes	64%	65%	63%	60%	67%
No	34%	33%	36%	36%	31%
Don't know	2%	3%	2%	3%	1%

Source: Consultant

Therefore, with the increase in the proportion of people turning up to vote and those indicating to have been influenced by VE, it can be deduced that VE had a significant and positive impact on the general public which led to high participation levels in the electoral process, with the assumption that the information obtained increased their knowledge and positively changed their attitude towards elections.

4.2. Effectiveness of voter education program:

This section assessed the extent to which the programme as a whole, and the individual projects, were effective in delivering their outputs and realizing their objectives according to their work plans and budgets.

4.2.1.Participation in the 2016 National Elections

In a democratic society, power rests in the people, according to article 1 of the 1995 Ugandan Constitution. It is not easy however for the people to make individual decisions on all issues that concern them. So they have representatives who make these decisions on their behalf. These representatives are chosen through National elections in which the people are required participate.

The program and individual projects gave voters all the information they needed from registration to balloting including aftermath. According to Masindi District Returning Officer (Ms Onadra Francesco), there was effective sensitization of the masses especially through mass media and open rallies common in urban areas. Voter sensitization changed the perception on voting by the electorate;

1.   There was more voter turn up due to the voter education.
2.   The voters developed voting independence.
3.   Unity of some parties
4.   People used slogans like **"topowa"** this promoted peoples' vigilance
5.   Targeted community became assertive and vigilant

The respondents were asked whether they knew their role as adults to participate in choosing leaders of their choice. During the survey study, 97% of respondents knew their role in elections. The table below compares baseline and survey data on reasons why people participate in elections.

Table 16: Reasons for participating in elections

Reason	Baseline %	Survey %	Variance
To choose new office bearers	44%	86%	42%
To allow people to change the government	24%	74%	51%
To allow people to decide who should rule them	23%	77%	54%
To choose the government	22%	81%	59%
To avoid dictatorship	-	77%	-
Because the law says so	-	87%	-
Because Uganda is a democracy	-	73%	-
Because it is a human right	-	87%	-
Getting new ideas to reform other leaders	-	84%	-
Change in economic status of people	-	74%	-

Note: Blank entries signify absence of baseline data and inability to compute variance respectively.

Reason	Total	urbanity			employment		
		Urban	Rural	Unemployed	Self-employed	Public employee	Private employee
Total	303	125	178	16	254	2	31
To choose new office bearers	80%	82%	78%	56%	82%	100%	68%
To choose the government	37%	42%	34%	56%	37%	0%	32%
To avoid dictatorship	34%	31%	37%	38%	35%	0%	26%
Because the law says so	32%	32%	32%	44%	31%	50%	29%
Because Uganda is a democracy	16%	17%	15%	12%	16%	0%	13%
Because it is a human right	11%	11%	10%	6%	12%	0%	3%
To be able to change the government	7%	7%	7%	0%	7%	0%	6%
Getting new ideas from other leaders	19%	25%	16%	19%	20%	50%	10%

Source: Kabarole Research Centre End line Report (2016)

Analysis showed that 98% (310 male, 261 female) of the respondents understood their role to participate in choosing their leaders while 2% didn't understand their role as illustrated in figure 7.
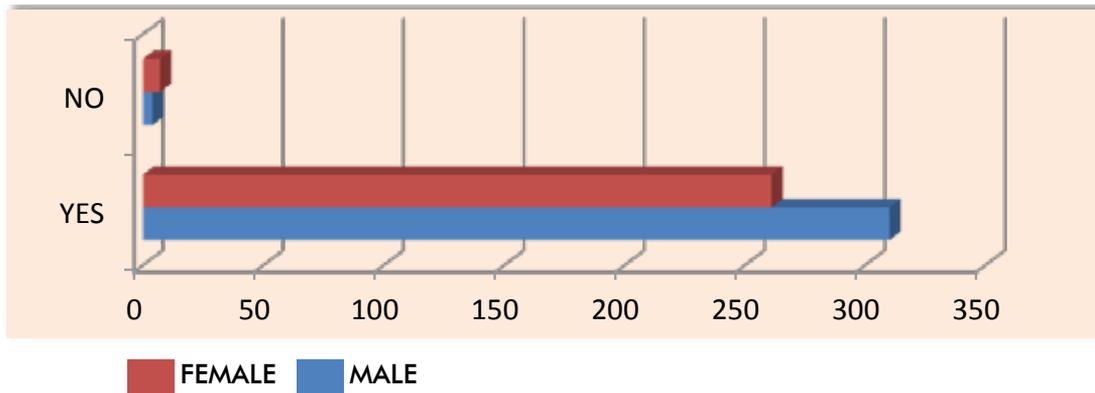
Figure 7: Knowledge of Respondents' Role to Participate in Elections

Source: Consultant

Further examination of the survey data, showed that in general 96% of the respondents participated in the 2016 National elections. In the urban areas, 94% of the respondents participated in the 2016 National Elections compared to 97% of their counterparts in the rural areas. These are indicators of effectiveness of voter education efforts. More males 54% (313) had participated in the general elections compared to 46% (268) of the female. Analysis revealed that 93% of the respondents in the (18-35yrs) participated in the national elections while it was 98% and 97% for respondents between (36-55 yrs) and (56-75 yrs) all 98% respectively and 100% for the respondents in (75+ yrs) age bracket. Figure 8 illustrates general participation of the respondents.
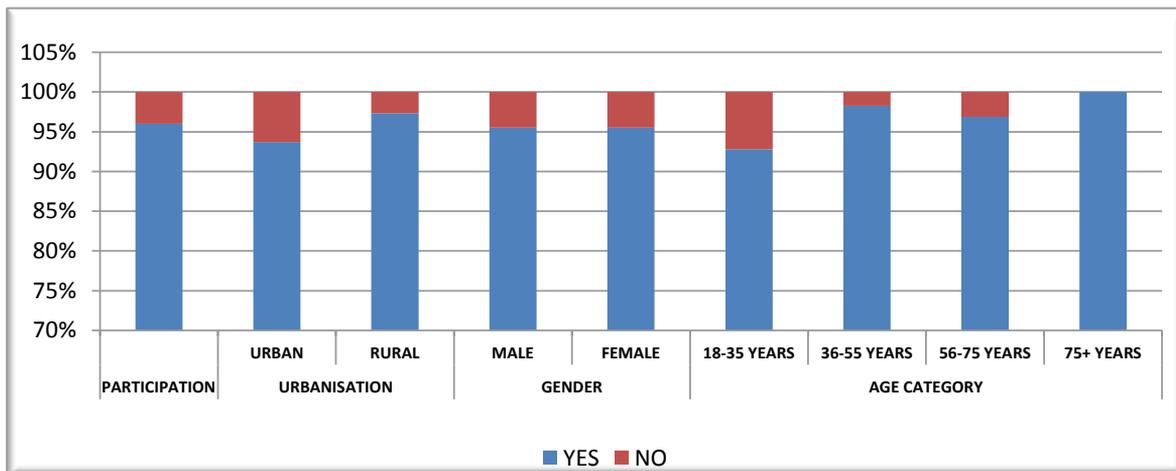
Figure 8: General Participation of Respondents in 2016 National Elections

Source: Consultant

Analysis revealed that overall 35% of the respondents were first-time voters. Out of the first-time voters, 54% were male and 46% were female. Further analysis showed that 43% of the first-time voters were based in urban areas while their counterparts were based in rural areas at 57%. 63% (58 urban, 70 rural) of first-time voters were in the (18-35 years) age category, 2% (18 urban, 33 rural) were in the (36-55 years) age category while 11% (11 urban, 12 rural) and 1% (1 urban) were in the (56-75 years) and (75+ years) age categories respectively as illustrated in figure 9.
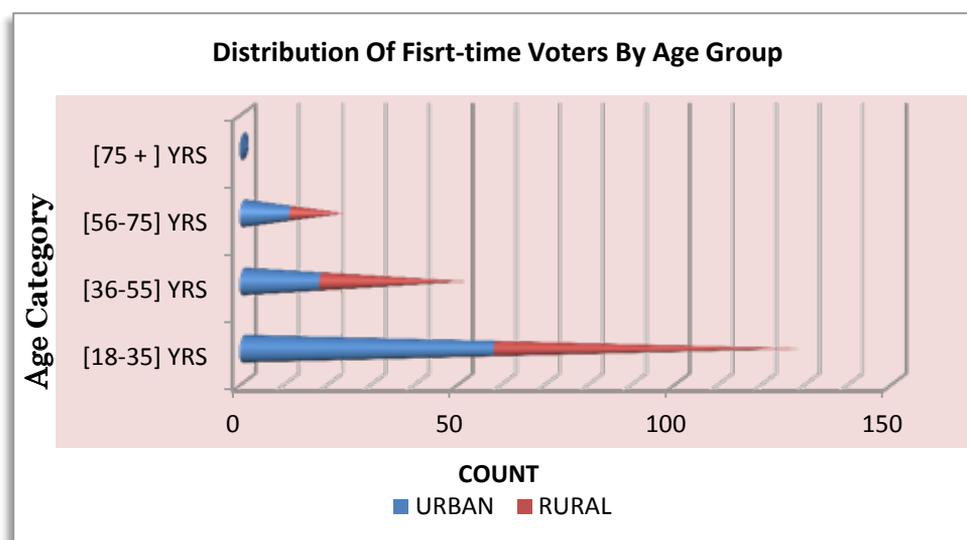
Figure 9: Distribution of first-time voters

A close look at the first-time voters based on the total respondents per (13 main ethnic regions) sub-region in Uganda showed that Eastern Uganda had the highest number of first-time voters at 67%, 56% and 50% for Karamoja, Teso and Bukedi respectively. The DGF partners commendably appear to have done a great job in this area.

Table 18: First-time voters by Region

REGION	YES	NO	TOTAL	FIRST-TIME (%)
WEST NILE	7	23	30	23%
ACHOLI	25	40	65	38%
KARAMOJA	31	15	46	67%
BUNYORO	9	21	30	30%
CENTRAL	31	34	65	48%
LANGO	3	36	39	8%
TESO	20	16	36	56%
ELGON	8	28	36	22%
BUKEDI	14	14	28	50%
BUSOGA	25	60	85	29%
TOORO	15	22	37	41%
ANKORE	12	31	43	28%
KIGEZI	4	37	41	10%

Source: Consultant

On the other hand the respondents were asked how many elections they had participated in. Analysis showed that Karamoja (44%) and Acholi (40%) regions had the most respondents who had participated in just one in an election. Central region had the most (52%) respondents who had participated twice in an election. Table 19 shows the number of time respondents participated in a National election.

Table 19: Number of times Respondents Participated in Elections

REGION	ONCE	TWICE	THRICE	FOUR TIMES	FIVE TIMES	MORE THAN FIVE TIMES
WEST NILE	29%	25%	25%	21%	0%	0%
ACHOLI	40%	33%	23%	0%	2%	2%
KARAMOJA	44%	23%	16%	12%	2%	2%
BUNYORO	0%	13%	25%	25%	13%	25%
CENTRAL	26%	52%	19%	4%	0%	0%
LANGO	0%	48%	36%	12%	4%	0%
TESO	27%	27%	9%	23%	9%	5%
ELGON	19%	44%	19%	7%	7%	4%
BUKEDI	16%	21%	16%	32%	11%	5%
BUSOGA	13%	5%	28%	28%	18%	10%
TOORO	12%	24%	24%	29%	6%	6%
ANKORE	27%	27%	27%	13%	7%	0%
KIGEZI	3%	5%	34%	16%	26%	16%

Source: Consultant

Asked why the respondents participated in the 2016 National election, the respondents gave a wide range of reasons. Among the most notable reasons include:

- Peaceful change of government
- Because it was their responsibility to express their human right
- To select a good leader for Uganda
- To see peace in the country, no war
- My vote count
- First time to be eligible to vote

Respondents were aware of the qualities of a free and fair election. This is possibly attributed to the kind of awareness they received as such messages were part of the VE initiatives. Moreover, this same question had been asked during the mini-survey studies.

Table 20: Respondent's views on qualities of a free and fair election

Parameter	Survey (%)
1. Freedom of speech and expression	95%
2. Freedom of assembly and association	92%
3. Credible electoral commission	89%
4. Fair representation and competition among different parties	91%
5. Inclusion of women and disadvantaged groups	90%
6. Absence of violence	93%

In its mini-survey which covered a total of 333 respondents (58% male and 42% female), the Centre for Constitutional Governance Report (2016) found that the highly ranked characteristics included a credible independent election commission (56%), peace and absence of violence (49%), and freedom of speech and expression at 48%. In a similar survey, the Kapchorwa Civil Society Organizations Alliance (KACSOA) found out that according to most respondents, elections are free and fair if there is freedom of assembly and association, absence of voter bribery and intimidation, as well as when their candidate wins.

4.2.2. Knowledge of Registration and Balloting

To test the respondents' background of knowledge of registration and balloting, respondent were asked if they acquired their knowledge of registration and balloting through voter education. It was found that 51% (86% yes, 14% no) of respondents were from urban areas and 49% (89% yes, 11% no) from rural areas.
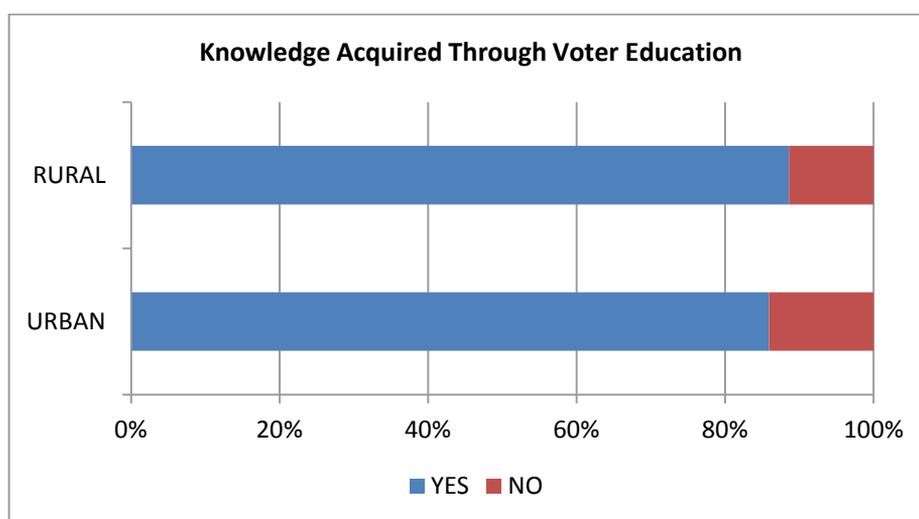
Figure 11: Knowledge acquired through Voter Education

The survey showed that respondents had improved their knowledge of why leaders are elected every after five years. The improved knowledge is attributed to the work of the voter education the DGF partners did in their respective areas to a bigger extent. There was a 42% general increase in knowledge to why voters choose new office bearers every five years. Table 21 gives a detailed insight of the increase in voter knowledge.

Table 21: Voter Knowledge of Periodic Elections

		DGF Baseline Data (%)	Survey Data (%)	Percentage increase (%)
1	Choose new office bearers	44	86	42
2	Choose their government	22	81	59
3	Avoid dictatorship	23	77	54
4	Change of government	24	75	51

Source: Consultant

The Masindi NGO forum End line Report (2016) notes that over 66% of the respondents had at least heard information on voter education in the previous 12 months. Of these, over 87% were from the rural areas while only 13% were from the urban areas. Also, the study revealed that other citizens were found

to be aware of voter related information though they could not attribute it to voter education disseminated to them. This was partly attributed to the nature of the means used to disseminate the voter education information specifically radio being more appealing to the rural areas than to the urban areas. The study noted that more men had accessed information (55%) than 45% females.

4.2.3. Voter secrecy and Involvement of Marginalized Groups

According to Masindi District Returning Officer, Ms Onadra Francesco, "Little effort was done in rural areas and the time frame that the exercise took was too short. Materials used for voter education were delivered late ; in some areas a week to the voting day and in some three days and in some areas that very day for voting; something that did not bring out a great impact on the beneficiaries' attitude". The survey showed that the respondents were aware that the elections would be carried out by secret ballot (95% in the urban areas and 96% in the rural areas). The survey data revealed that there was still intimidation of the marginalized groups.

The respondents were asked if their spouses had voted for the same candidates. The male respondents in particular said their spouses had voted for same candidates though this was more pronounced in rural areas at (52%) compared to (36%) in the urban areas. To qualify intimidation among the youth and female voters during balloting, respondents were asked if the men had instructed their wives and children (in Ugandan setting, a parent still calls the aged sons and daughters children) on whom to vote. Analysis showed that 50% of the respondents in urban areas agreed to this fact compared to their counterparts in rural areas at 49%. On the other hand, 60% of the respondents in urban areas agreed they had observed women and youth seeking for advice for voting while 67% of respondents did observe the same in rural areas.

4.2.4. Voter Bribery

Masindi District NGO Forum (MDNF) Edward Mbiheebwa (Executive Director) and Onek Bosco (Field Officer) agreed during the interview that there is "Evidence of bribe rejection by some members of society". This was confirmed, according to a Mini survey report on voter education in Bunyoro sub region in the four districts of Buliisa, Masindi, Hoima and Kiryandongo by Masindi District NGO Forum; 48% of the respondents agreed they could take a bribe and 45% of the respondents wouldn't take a bribe.

A report on a fact finding mission, "The Road to 2016: Citizens' perception on Uganda's 2016 elections Conducted by Human rights and peace centre and Kituo cha Katiba noted that "bribery of voters is a common phenomenon associated with both the opposition and ruling party politicians". In their Final Report, Uganda Presidential, Parliamentary and Local Council elections February 18th, 2016; the European Union Election Observation Mission observed that although voter bribery is prohibited by the PEA and PPEA, it is widespread in districts with greater poverty. Voters expect to receive money, food, refreshments, or other goods at campaign events. While both giving and receiving bribes is illegal, distribution of food, refreshments and T-shirts does not constitute bribery.

Survey data showed that generally 26% or respondents (46% urban, 54% rural) agreed to take a bribe. The youth and middle aged together accounted for (86%) with each age category at (46%) and (41%) respectively. There was a reduction in voter bribery compared to the figures from the general elections in 2011 where the Afrobarometer pollsters put voter bribery at 41%. The survey confirmed that the majority of the bribery cases were from party agents (72%), followed by party officials (69%) and religious leaders at 62%.

The evaluation assessed the different modalities of voter education (mass media, dance and drama, community sensitizations etc.) and (Coalitions or single partner implementation) for reasonability of costs visa-vi the results. In order to assess the different modalities of voter education, the respondents were asked to mention the sources of information by which they had learned of the general elections. Examined household survey data showed that radio (89%) and candidate agents (77%) party officials (69%) were a prominent reference for political information.
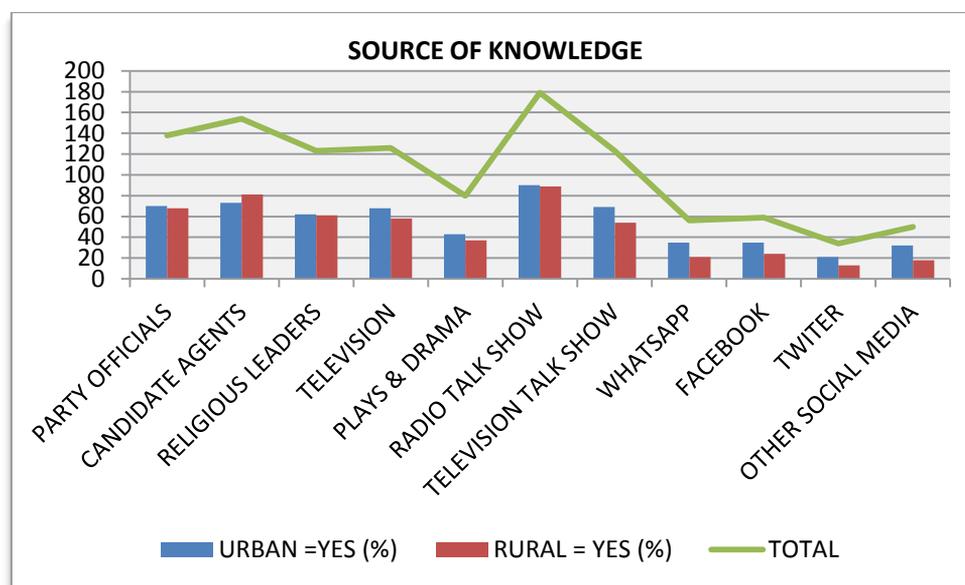
Figure 12: Respondents common source of information

Source: Consultant

Further analysis showed that radio talk show was more (89%) appealing to both the youth in urban and rural areas. , social media altogether (whatsapp(28%), face-book (29%) and twitter (17%) and other social media (25%) were the lowest media used as source of voter knowledge as illustrated in table 10.

Table 22: Source of information by Age Group

	URBAN				RURAL			
	18-35 YRS	36-55 YRS	56-75 YRS	75+ YRS	18-35 YRS	36-55 YRS	56-75 YRS	75+ YRS
PARTY OFFICIALS	101	69	22	6	94	81	21	2
CANDIDATE AGENTS	108	72	20	6	106	104	26	3
RELIGIOUS LEADERS	78	70	21	4	81	73	24	1
TELEVISION	91	77	20	4	84	69	17	2
PLAYS & DRAMA	56	45	15	4	46	47	13	3
RADIO TALK SHOW	129	97	26	5	117	111	31	3
TELEVISION TALK SHOW	92	79	19	5	76	70	12	2
WHATSAPP	41	46	8	8	30	23	6	2
FACE BOOK	43	45	9	3	34	27	6	2
TWITTER	26	27	5	1	19	15	1	2

Table 23: Source of information effectiveness

Source	Survey
Party officials	69%
Candidate agents	77%
Religious leaders	62%
Television	63%
Plays and drama	40%
Radio talk show	89%
Television talk show	61%
Whatsup	28%
Facebook	29%
Twitter	17%
Other social media platforms	25%

The study examined the respondent's memory of information passed to them through the different forms of media. Analysis revealed that overall 81% of respondents remember content communicated via the different forms of media. However, notably, was presidential elections at 94% which partly explains the increase in the voter participation 2016 general election at 67%. On the other hand youth elections was not easily recalled. Table 24 shows the media content recalled by respondents.

Table 24: Media content Recalled by respondents

Media issue	Frequency	Percentage (YES)
Vote in elections	458	81
Voting instructions	489	84
Registration to vote	526	92
Party primaries	464	80
Message against intimidation	402	70
Youth elections	387	68
Women elections	440	77
Directly MP elections	458	79
Presidential elections	536	94

Analysis shows that the common messages remembered by voters included messages about presidential elections (94%), registration to vote (92%),voting instructions (84%), vote in elections (80%) and party primaries (80%).

The evaluation was expected to assess the extent to which stakeholders; first among which the intended beneficiaries of voter education, but also national and local authorities, other organizations, effectively participated in design and implementation of the programme and projects. According an evaluation of the civic education programme of the DGF March 2015, DGF had government agencies represented on the Technical Working Group and on the Steering Committee. These were involved in the planning, developing and vetting the civic education materials. DGF had also membership of the Civic Education Coalition, which brought together some 20 CSOs with the state institutions (UHRC, EC, Judicial Service Commission, OPM, and Ministry of Information). Its common goal was to promote the implementation of quality civic education in the country.

The evaluation further was expected to assess whether the voter turnout in the specific areas where DGF Partners were present could be attributed to the work of DGF partners. District Development Agency a civic education program aimed at equipping voters and youth with good governance was implemented in Teso and Karamoja regions covering 5 Districts and it ended in June 2015. In July the same year it shifted from civic education to vote education code named "Teso-karamoja voters progam". Since then it picked up and its impact is now visible and can be felt. Mr. Ebiru Nathan as its Executive Director says Vote buying and selling reduced drastically, Candidates without money or without bribe were elected in big numbers, High voter turn-up was realized at 76% against the National average of 67%, Election malpractices drastically reduced in both primaries and National voting, there was completely no vote staffing in national election with exception of few during primaries, Generally all election related positive changes are attributed to ADDA/DGF partnership.

Though multiple stakeholders did conduct voter education, the mention of the Electoral Commission and Masindi District NGO Forum was common. The study was informed that the lead method employed by the organisation was radio and forum theatre. The use of face to face civic education was less popular. An example from the Bunyoro sub=region is presented below:-

Table 25: Organisations that Conducted Voter Education in Bunyoro

Organisation	Frequency	Percentage
Asiimwe MDD	3	2%
CEDU	5	4%
Electoral Commission	18	13%
Human Rights Commission	1	1%
Masindi District NGO Forum	41	30%
MICOD	15	11%
Political Party	5	4%
Politicians	14	10%
Radio	33	24%
RDP Uganda	2	1%
Total	137	100%

Source: Project End Line May 2016

The study showed that 30% of respondents that could ably mention their source of voter education information had received it from Masindi District NGO Forum. Also, 24% had received it from the radio. It should be noted that the work on radios was supported by CEDU and credit should go to them.The use of radio as a channel of voter education was also highly embraced by the voter education project by both Masindi District NGO Forum and the Mid-western Region Centre for Democracy and Human Rights – MICOD. These two NGOs implemented in Masindi and Kiryandongo as well as Hoima and Buliisa districts respectively. Other respondents could also mention both radio and the organisations. The other sources of voter education information were the Electoral Commission (13%), Political Parties (4%), politicians and candidates 10% as well as other NGOs such as RDP Uganda (1%) and CEDU (4%).

The study could recall the TOPOWA campaign especially relating to radio talk shows. The use of forum theatre was particularly outstanding according to the study. Over 2% could mention the name of the drama group called Asiimwe MDD that was contracted by Masindi District NGO Forum to perform theatre sessions during the process of conducting voter education in the region. The Electoral Commission accredited only two NGOs to provide voter education in Bunyoro sub region . Its in this respect that MDNF and MICOD conducted the citizen mobilisation and sensitization under the voter education arrangements.

In Rukungiri, according to Literacy Action and Development Agency (LADA) through an interview, there was more voter turn up due to the voter education. The voters developed voting independence. It was indicated that if the facilitation had come in earlier they would have done more field visits on voter education.

Survey data confirmed Masindi District Returning Officer, Ms Onadra Francesco's remarks as seen earlier above. Analysis showed that urban dwellers saw more (64%) of the Voter Education Organisations as compare to their counterparts in rural areas at 58%. The respondents recalled many the voter education organizations individuals. A selection of some such organizations included LADA, UPIMAC, ADDA, PAC, PLACA, ACORD, SWICCO, CCEDU, CODI among others. Individuals included MPs and LC chairperson. There were slightly more election observers in urban (68%) areas than rural (63%) areas. More rural dwellers (55%) could recall messages from DGF partners. The survey data revealed that respondents attributed voter education as the catalyst to voter participation in the 2016 general election.

4.3. Efficiency:

This section deals with the subject of 'Value for money' from a comparative perspective taking into consideration the context, expected results and available options. The review of documents showed that the DGF partners had results on ground to asses as was expected of them. A look at UPIMAC; one of the biggest recipient of DGF funding, managed to utilize 90% of its annual budget as illustrated in table 26. During the period 2014/15 9 key sub-themes namely: protecting and defending human rights; access to justice; peace, conflict management and rehabilitation; civic rights and responsiveness; promoting media freedoms and electoral democracy; and transformational leadership were done. UPIMAC also shares results on their implementing partners' contribution to public accountability and community vigilance, natural resource governance as well as the cross cutting themes of youth and gender empowerment.

Table 26: UPIMAC 2014/15 Annual Expenditure

Financial Statement 1/7-2014 - 30/6-2015 Currency UGX	Disbursements From Donors	Annual Budget 2014/15	Expenditure 2014/15	Utilized 2014/15	% Variation
Component 1: Deepening Democracy	13,762,941,444				
Political Responsiveness and Accountability		13,328,927,788	16,225,716,063	(2,896,788,275)	122
Democratic Culture		8,006,023,811	7,072,832,312	933,191,499	88
Democratic Culture Integrity of Democratic Processes - Elections		6,277,998,160	1,622,641,159	4,605,357,001	26
Subtotal Component 1: Deepening Democracy	13,762,941,444	27,562,949,759	24,921,189,534	2,641,760,225	90

UPIMAC, ACORD, and CDFU were the biggest recipients of DGF funding and were among the partners that offered services all over the country as illustrated in figure 14.

On the quality and timeliness of the implementation, both at the programme and project level; and Models that seem to offer better value for money, document analysis and survey data showed;

- That radio was the most effective mode of community sensitization. Therefore, for meetings were considered effective in disseminating voter education information, future programming should prioritise these channels with more focus on the female as they seem to be less advantaged towards access to these channels. However for effective participation of the female using such channels would requirement empowerment in terms of ownership and access especially to the radio at household level.

- There is need to build the confidence of the citizens to ensure that election related votes malpractices are reported to the relevant authorities. This will enable citizen to protect their while ensuring the rightful winners hold the offices in which they have been voted for.

- There is need for the voter education to start earlier. This is partly because most communities were mixed up and confused with the mixture of politics and voter education. The period of election voter education was engulfed in a period of active electioneering.

- There is need to employ multiple media while mobilizing citizens to embrace civic processes like elections. The use of radios was dominant though supported by other means as forum theatre performances.

- There is need to increase the period in which voter education is conducted. Whereas one year for the conduct of voter education seemed sufficient, it did not cater and cover all the processes in the electoral cycle. Thus, voter education should be undertaken as a protracted process particularly with partnership with the electoral commission as a role that should commence much earlier in the EC road map but not as an event.

UPIMAC was in charge of designing voter education material and distributing it to its partners in time for Voter Education. This evaluation could not find sufficient information to assess the efficiency and effectiveness of the processes.

4.4. Sustainability:

This section demanded the evaluation team to assess the prospects for the viability and sustainability of voter education, in terms of the results achieved, the institutional arrangements established and the resources expended and required; and to also review the long-term sustainability of the Programme in terms of availability of national resources necessary/required to continue the efforts begun by the Programme, once DGF's voter education assistance terminates to facilitate ongoing bi-elections throughout the next five years of the elected government.

The context under which DGF conceived the voter education programme was based on a realization that the Government was not willing to invest in money for this exercise. Yet, voter education remained an important ingredient for a credible election. Without DGF funding, the awareness which was created would not have been viable. Partners had established structures for the voter education exercise under the support of DGF. Most of these structures will not be sustainable without funding. The evaluation found that partners in Kamuli, and Kitgum were already closing their offices and this certainly had an effect on the sustainability of the initiative in such regions.

Overall, the survey found 81% of respondents remembered content communicated via the different forms of media. However, notably, was presidential elections at 94% which partly explains the increase in the voter participation 2016 general election at 67%. On the other hand youth elections was not easily recalled. This momentum can only be maintained when there is continuous awareness which itself requires funding. This funding activity can be linked to the overoll civic education interventions or specific project post election activities are included.

4.5. Future focus of VE intiatives:

This evaluation noted that the VE intiatives did not specifically focus on the secondary education and vocational sector. Statistics from Uganda Bereau Of Statistics (2015) suggest that 14% of the total of the children enrolled in secondary schools accounted for the total voter turnup general election 2015. Voter Education should be extended to this category considering that in the next general election all the children will be 18 years and eligible to vote. The increased trends in secondary enrolment is indicated in appendix.

5   CONCLUSIONS, LESSONS LEARNT AND RECOMMENDATIONS

5.1. Conclusions

1. The project focused on an important area of need in Uganda and reached the grass roots which many electoral support programs did not otherwise reach and which was important to help ensure that these marginalized groups were informed on and able to participate in the processes as voters and candidates.

2. The DGF valued contribution for the democratization agenda in Uganda was that through this project a numbers of actors including the partners and citizens were enabled to support the national efforts to get Ugandans elect leaders of their choice. The funding enabled the 16 implementing partners to prepare materials and disseminate information to a reasonable number of citizens. The funding also assisted the partners for a period of one year to make a substantial contribution to the governance effort of their country. Partners were also able to use this support to build their organizational profile and structures which in future can guaranteeleverage to participate in VE initiatives. Their connection with the communities where they operated once nurtured can be an effective sustainability measure of VE initiatives in the long term.

3. The increase in the proportion of people turning up to vote and those indicating to have been influenced by VE, leads to a deduction that VE had a positive impact on the general public with the assumption that the information obtained increased their knowledge and positively changed their attitude towards elections.

4. DGF did contribute to building capacity among partners and developed an effective partnership with the partnering officials and by extension supported local level capacity through support to workshops and other awareness activities. But the evaluators could not find concrete information on how DGF used synergies created by the diversity of the partners beyond provision of funding. The design of the project did also not provide for partnership synergy development among the partners themselves and active involvement of other similar minded organizations in the country who were involved in voter education.

5. The centralized nature of project implementation marginalized the usefulness and contribution of local actors towards the full implementation of project activities. Inputs and implementation approach were not adequate for the scope of activities contemplated in the project design with efforts dispersed over a wide area and in different activities and given the subject of voter education. This resulted in the one-off activities and communities were only invited as part of the 'observers' rather than actual participants in the whole implementation.

6. DGF supported partners on a project basis and this support started slightly less than 7 months before elections since projects started in May 2015. The support also extended few months after elections. The project was essentially for only one year yet voter education is a long term activity whose sustainability can be ascertained after a relatively longer period. There were no-post-project implementation activities for the partners. The mini-survey reports appeared to be the last project activities.

7. The pictorial illustrations and drama skits enabled the targeted beneficiaries to clearly understand what was being disseminated; road shows enabled direct interaction with the communities while community sensitization meetings by Implementing partners and their intermediaries (trained voter educators e.g VHTs, teachers, social groups like Nigina, SACCOs, VSLAs) enabled direct participation by community members who were also able to pass on information to their colleagues within the villages

8. This project might have done more activities and achieved more results than was visible to the evaluators, but without aggregation of its data or tracking of results, it is not possible to know.

9.   There were no results framework for each of the partners and this made it difficult for the evaluation team to assess the performance of each of the partners beyond their proxy measures in voter turnover. The evaluation assumed that a partner whose district returned a high voter turnout was effective notwithstanding other factors.

5.2.   Lessons learnt and best practices

1.   The various implementation partners as expected had different levels of expertise in reporting writing as reflected in the quality of mini-survey reports. DGF introduced a mini-survey concept which is a good practice. It enabled each partner to check how the respondents assessed their services. These reports where they existed helped in validation of the impact study findings.

2.   DGF provided an end of project report template to all partners which was a commendable practice and it helped to standardize reporting. In future, this template can be automated to ensure data is electronically entered by partners and analysis is done by DGF.

3.   There was extensive publicity by DGF of each partner's project which was a good practice and it increased visibility not only for DGF but partners as well. An attempt by the evaluation team to check the website of each implementing partner often returned the project details about the support by DGF as the first output. This was in a standardized format which helped to increase the visibility of DGF as well as the partners.

4.   DGF had government agencies represented on the Technical Working Group and on the Steering Committee which was a commendable practice. These were involved in the planning, developing and vetting the civic and voter education materials. DGF had had a membership of the Civic Education Coalition, which brought together some 20 CSOs with the state institutions (UHRC, EC, Judicial Service Commission, OPM, and Ministry of Information). Its common goal was to promote the implementation of quality civic education in the country. This initiative should however in future include academia, religious and cultural institutional stakeholders.

5.3.   Recommendations

1.   For similar projects in the future, the evaluators recommend that the grantees link with other partners working on the same issues to ensure a more effective VE undertaking. There is need to develop a collective vision for the various partners regarding VE project and synergy in use of resources be strengthened. The involvement of local communities in the design and implementation of the VE initiative is recommended. VE should also go beyond activities and provide the follow up and level of effort needed to contribute towards project outcomes.

2.   Decentralize implementation through a more effective use of local communities and networks by providing sub grants and allowing the IPs to engage other community based groups to enable them deliver project activities rather than attempting to do it all directly from a central location. Concentrate efforts programmatically as well as geographically when resources are limited so that the activities can be developed into more than one-off events. Provide more capacity building, transfer of knowledge, and development of leadership skills for those who want to advocate and run for office.

3.   Projects should ensure they adopt an appropriate performance monitoring plan that collects and aggregates output data as well as tracks their results with appropriate project-level indicators. Ensure DGF-funded grantees are aware of other DGF-funded projects within a country and encourage synergies between them, especially if they are working in the same sector.

4. Future DGF funded initiatives should target electoral commission officials and other government agencies at the central level. A comprehensive VE should target all direct actors involved in election management.

5. DGF supported partners on a project basis few months before elections and few months only after elections. In design of future VE projects, the evaluators recommend that DGF includes post-project supported activities like tracer studies after a period of say 7 months to ascertain the level of public awareness and to measure the impact of the project at a relatively longer period. This will also address the issue of IPs shifting offices immediately after elections which puts sustainability into question. The immediate shift could be related to funding, and the design of the project which could have catered for post-post-election period. The number of election petition results demand VE but most of the partners do not have funding beyond their one year project.

6. DGF supported future initiatives should as a matter of priority emphasis the results framework for each of the IPs with clear indicators agreed at input, process, output and outcome levels. . This will allow easy measurement of performance of partners and tracking of changes that have been a directly contribution of the supported projects.

7. In future VE should be started early to coincide with election planning. A comprehensive VE should target all direct actors involved in election management.

8. While the selection of IPs was done through a competitive process, the marginalized groups like youth and women are likely to be left out of this competition because of the infancy nature of their organizations. In future, special preference schemes for women, disabled and youth groups can be reserved.

9. Centre for Constitutional Governance (CCG) was a key implementation partner that participated in VE within universities. There are several university based associations that bring together students from various tribes and geographical regions and are likely to have a trickle down influence on their members and localities. In future, VE should target university-institution based associations

10. Future interventions should focus on VE activities in other educational institutions like secondary schools whose actors are busy most of the time to participate in VE activities. Most secondary students do not get acess to radio and TV shows yet these appear to be the most effective methods of VE. Social media is also restricted in most of these schools yet they have a significant number of voting age group in every election cycle.

11. The use of automated data collection instruments from partners as they undertake their activities should encouraged in future VE. The system can be designed as a central mechanism of collecting instant data on IP activities and it can as well enable a uniform format of reporting.

12. Future VE initiatives should target security agencies with specific messages since Voters feel better when they are allowed to make choices of their preferred leaders without being intimidated; and the public is able to ascertain in time their polling stations; and most importantly the public turn-up in large number to vote.

13. Specific targeted awareness methods should be designed to educate the masses about the need to vote leaders at a local level as compared to the growing trend of turning up in big numbers and in reduced numbers during lower level elections. Yet this is the area which touches the citizens most in terms of service delivery.

APPENDICES

APPENDIX A : APPROACH AND METHODOLOGY

Table 1: Evaluation logical steps

Activity/step	Description of what is involved
1. Entry meeting.	The first step involved an entry meeting with the client attended by 5 core staff of DGF. The meeting was used to make initial contacts and also seek final clarifications on the assignment. Key documents were also requested to provide initial details the inception phase.
2. Initial document analysis	The consultants reviewed key documents to identify any issues that needed further scrutiny during the inception stages and evaluation data collection exercise.
3. Inception Phase	Based on the outcomes of the entry meeting and the preliminary literature review, the consultant prepared an inception report with a detailed methodology of how the evaluation was to be conducted from the start to the end. The structure of the evaluation report was also covered.
4. Second inception phase meeting	The second inception meeting involved client team and consultant agreeing on the instruments for data collection and other inception report structural issues.
5. Secondary data collection	The consultant embarked on a rigorous collection of information from secondary sources. The reports from the election observers, the implementing partnersand the DGFs PMU were useful sources of this secondary data.
6. Stakeholder Analysis and mapping	The mapping considered the critical objective of DGF and the partners taking the lead. The local leaders in each partner organization's area of jurisdiction were considered key stakeholders as well as partner staff. This stakeholder mapping exercise facilitated the sampling design and data collection decisions.
7. Sampling design plan	The sampling design structure and plan were scientifically decided and applied by the consultants. This entailed how the survey respondents were to be selected in such a way to allow generalization of findings.

8.	Field Data collection plan	The field data collection plan which entailed how data would be collected, analyzed and interpreted for the different evaluation questions was designed. The process involved specific strategies that ensured reliable and trustworthy people were used to collect and manage the data. All teams had the appropriate experience and academic qualifications.
9.	Data collection instruments	The survey instrument and interview guide were finalized. The survey questionnaire survey was mirrowed on the baseline study questionnaire to allow comparison of impact although additional questions to measure specific variables were included.
10.	Training of Research teams	As part of the quality assurance system for this evaluation, all teams were taken through a half day training. The training covered not only the data collection process requirements but generic best practices in collecting evaluation information for a politically sensitive area like Voter education. The training also took the research teams through the evaluation data collection instruments. They were taken through how the online questionnaire would be used although as a precautionary measure, hard copy questionnaires were also used.
11.	Pilot Testing	A pilot testing exercise of the computer-enabled instruments was carried out in Kampala and Wakiso before actual field exercise.. Their usability was confirmed before the full scale field work.
12. Data collection process and management		Data collection was managed at three levels. First, there was an overall coordinator of the evaluation. Second, each supervisory area had a supervisor. Third, there were researchers who were assisted by local research assistants. For the survey instrument, the electronic version was used and data entered was centrally controlled and monitored on a daily basis. The evaluation used researchers who were highly experienced and this partially accounts for a high response rate reported in the evaluation report.
13.	Data analysis and interpretation	A team of specialists were used to check and clean the data and conduct summary analyses which were shared and discussed with core supervisory teams to interpret their meaning. For data that had been received through the electronic system, an automatic data base wascreated and later exported to SPSS for further management.

14.	Emerging observations	We made key expert observations on emerging results based on the analyses. The data needed to be disaggregated by rural and urban setting as well as other demographic characteristics. The experts also agreed on interpretation of selected questions and their implications
15.	Report Writing	Based on the assessment of the key issues above, the consultants prepared a draft report whose lengths was 50 pages as client highlighted in the TORs.
16.	Stakeholder validation	The report that contains the key findings and recommendations based on the evaluation will be presented to stakeholders for validation. The stakeholder validation workshop will be organized and facilitated by the client except for consultants that will be presenting the findings.
17.	Final report and Recommendations	A final report with recommendations isproduced and submitted to the client.
18.	Exit meeting	Finally, there will be an exit meeting with the client. The meeting will be used to share some of the emerging observations that affected or facilitated the evaluation exercise. It will be useful for future interventions to learn from such an exit meeting.

APPENDIX B : LIST OF DOCUMENTS REVIEWED AND KEY STAKEHOLDERS

Table 2: List of Documents reviewed

S/N	List of Key Documents
1.	The DGF Project document and Voter Education Concept Note
2.	The Monitoring and Evaluation Matrix for partner organizations
3.	The Election observer reports for the 2016 general elections.
4.	The Mini-survey reports conducted by the different implementing partners
5.	DGF semi-annual GDF reports for 2015/2016
6.	DGF 2014-2015 Annual Report
7.	DGF and Partner Financial Reports for 2015/2016
8.	The 1995 Constitution of Uganda
9.	The National Development Plan of Uganda
10.	Vision 2040 of Uganda

Table 3: List of Key Stakeholders

Category	Description
1. Project Partners	CEOs of the implementing partners
2. Project partner staff	1 Key voter education coordinating staff in partner organization
3. Electoral Commission staff at district	Election commission officials in each of the sampled districts
4. Local Leaders	1 Elected local leader in each of the urban and rural areas
5. Citizens	These were selected from each district area surveyed

APPENDIX C : DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

AGE GROUP PYRAMID 2014 NHPC AGAINST SURVEY DATA (%)
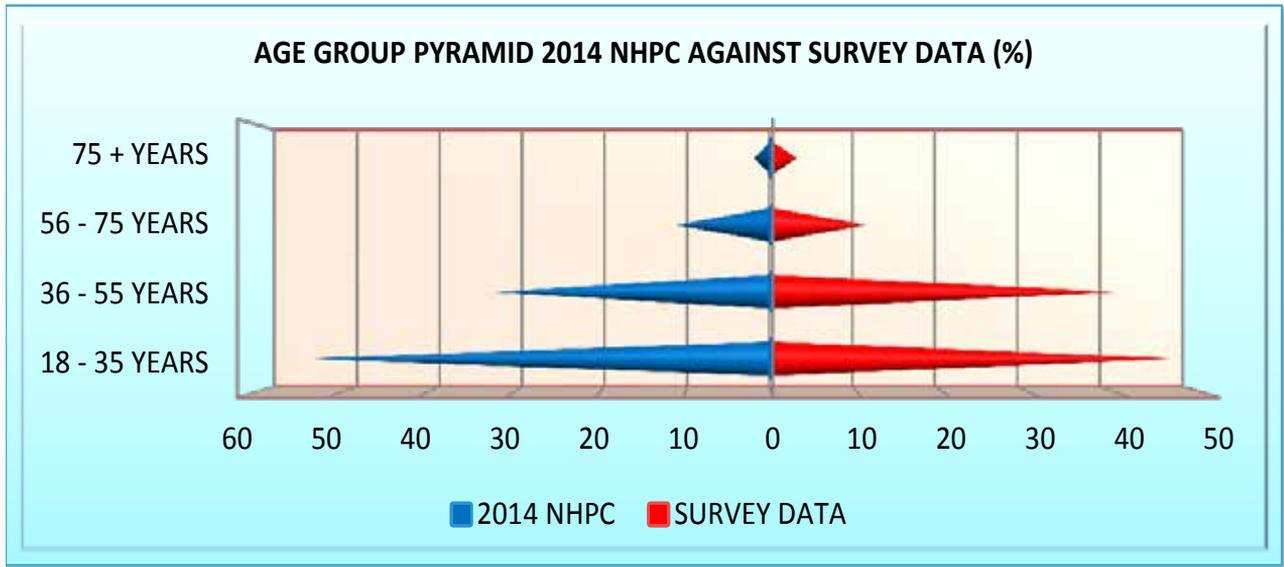
Figure 3: Age Group 2014NHPC against Survey Data

Literacy Level for a Select Age Groups
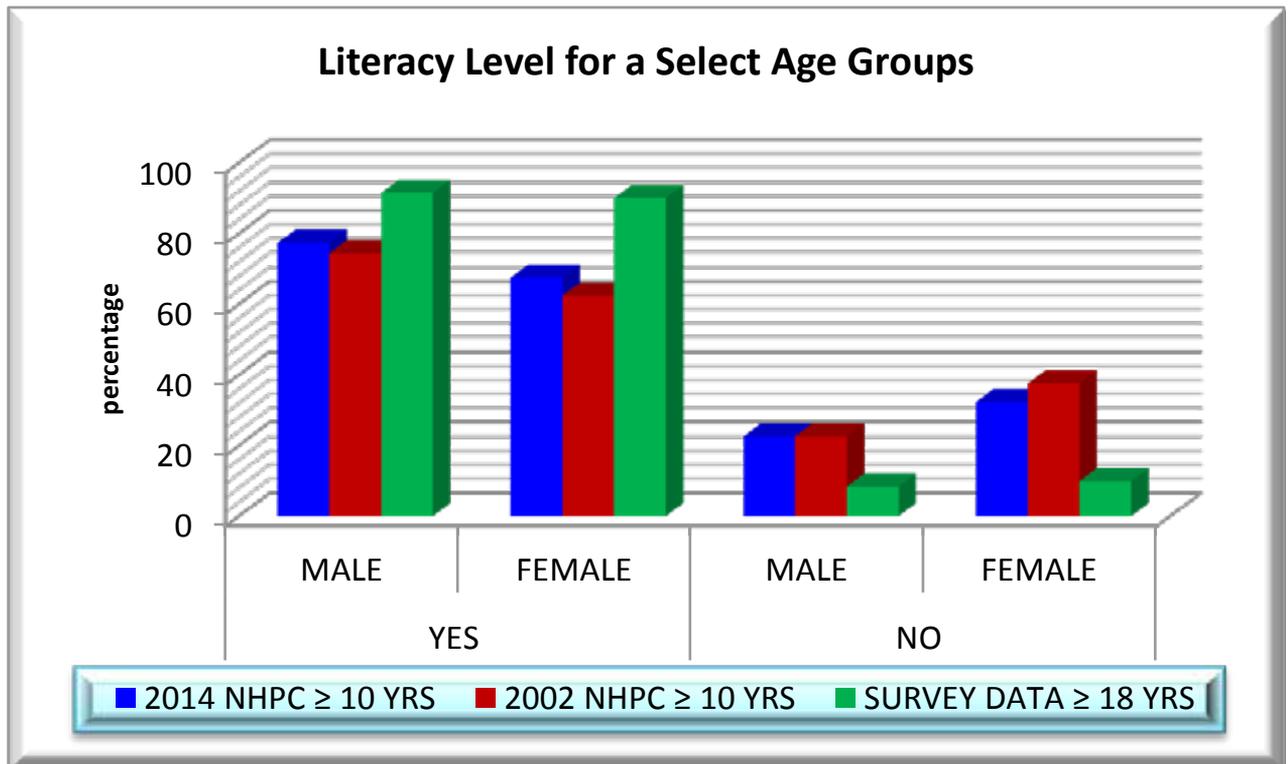
Figure 4: Comparison of data from the 2014 NHPC to the survey data.
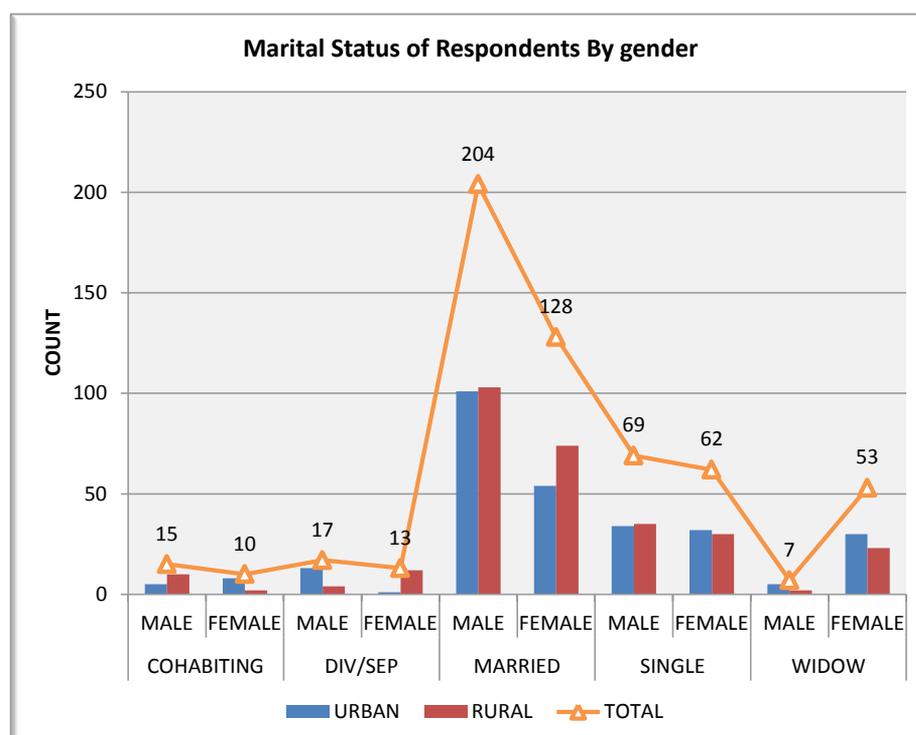
Figure 5: Marital Status of Respondents

Table 6: Respondents' level of Education

Respondent's Gender	Level Of Education Survey (Count)						Total
	PRIMARY	O LEVEL	A LEVEL	APPREITANCES	DIPLOMA	BACHELOR	
MALE	49	77	43	11	41	60	281
FEMALE	86	61	25	4	30	33	239
Total	135	138	68	15	71	93	520
%	26	27	13	2	14	18	100

Source: Consultant

Table 7: Distribution of Education level by region and level of urbanization

Level of Education By Region									
REGION	URBANISATION	NONE	PRIMARY	O LEVEL	A LEVEL	APPREITANCES	DIPLOMA	BACHELOR	TOTAL
WEST NILE	Urban	0	8	2					10
	Rural	7	12	0					19
	Total	7	20	2					29
ACHOLI	Urban		3	6	5		5	7	26
	Rural		5	9	8		4	13	39
	Total		8	15	13		9	20	65
KARAMOJA	Urban		7	1	5		2	1	16
	Rural		6	8	6		2	1	23
	Total		13	9	11		4	2	39

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Region	Type								Total
BUNYORO	Urban		1	6	5		7	2	21
	Rural		3	3	0		0	0	6
	Total		4	9	5		7	2	27
CENTRAL	Urban		10	4	6	1	5	4	30
	Rural		2	10	2	2	6	3	25
	Total		12	14	8	3	11	7	55
LANGO	Urban		11	4	4		5	5	29
	Rural		7	1	0		0	0	8
	Total		18	5	4		5	5	37
TESO	Urban		0	5	0	2	4	0	11
	Rural		5	9	1	1	2	5	23
	Total		5	14	1	3	6	5	34
ELGON	Urban		2	3	3		1	6	15
	Rural		1	2	2		6	10	21
	Total		3	5	5		7	16	36
BUKEDI	Urban		0	1	5	1	0	3	10
	Rural		1	3	3	2	6	4	19
	Total		1	4	8	3	6	7	29
BUSOGA	Urban		9	26	5		6	5	51
	Rural		8	14	5		2	4	33
	Total		17	40	10		8	9	84
TOORO	Urban		3	2	0	1	3	4	13
	Rural		5	3	2	1	5	4	20
	Total		8	5	2	2	8	8	33
ANKOLE	Urban		5	3	2	1	1	3	15
	Rural		8	7	3	0	1	2	21
	Total		13	10	5	1	2	5	36
KIGEZI	Urban		3	4		4	0	4	15
	Rural		11	6		1	2	3	23
	Total		14	10		5	2	7	38

Table 9: Responses on Perceptions of fear and fear to cast vote in 2016 elections

	PERCEPTION OF FEAR & DANGER IN GENERAL ELECTIONS				FEARED TO CAST VOTE IN 2016 GENERAL ELECTIONS			
	MALE	FEMALE	TOTAL	%	MALE	FEMALE	TOTAL	%
URBAN	95	85	180	53%	60	64	124	56%
RURAL	90	70	160	47%	56	42	98	44%
WEST NILE	3	2	5	1%	3	2	5	2%
ACHOLI	13	22	35	10%	5	9	14	6%
KARAMOJA	12	8	20	6%	7	5	12	5%
BUNYORO	7	9	16	5%	4	5	9	4%
CENTRAL	28	13	41	12%	22	12	34	15%
LANGO	9	22	31	9%	7	20	27	12%
TESO	11	16	27	8%	9	13	22	10%
ELGON	15	5	20	6%	8	4	12	5%
BUKEDI	12	6	18	5%	10	6	16	7%
BUSOGA	26	23	49	14%	21	16	37	17%
TOORO	13	7	20	6%	6	4	10	5%
ANKORE	21	14	35	10%	10	5	15	7%
KIGEGI	15	8	23	7%	4	5	9	4%

APPENDIX D : THE SURVEY INSTRUMENT

Objective: The objective of this tool is to collect feedback on the Voter Education process in Uganda. in order to document and replicate best practices and improve where there are still gaps. Your views will not be attached to your name (there is no space for you to record your name) therefore feel free and provide genuine/unbiased feedback

	SECTION: BACKGROUND VARIABLES		
No	EVALUATION QUESTION	OPTION	RESPONSE
A1	Respondent's Gender	1. Male 2. FEMALE	
A2	Age category (Tick ppropriately)	1. (18-35 yrs) 2. (36-55yrs) 3. (56-75yrs) 4. (76 + yrs)	
A3	What is your Current Marital Status	1. Married 2. Divorced/separated 3. Widowed 4. Single 5. Cohabiting	
A4		1. Head of household 2. Spouse of household head 3. Daughter/son 4. Grand child 5. Sister/brother 6. Others (specify)	
A5	Have you ever attended school? (if no go to A7)	1. Yes 2. No	
A6	What is the highest level of education you have attained?	1. Primary 2. O Level 3. A level 4. Diploma course 5. University 6. Apprenticeship 7. Others (specify)	
A7	Can you read and write in any language?	1. Neither able to read nor write 2. Able to read only 3. Able to read and write	
A8	What is your current employment status? (single response; do not read out)	1. Unemployed 2. Self-employed 3. Public employee 4. Private employee 5. Others specify	
A9	What is your current occupation?	1. Unemployed 2. Self-employed 3. Public employee 4. Private employee 5. Others specify	

	SECTION B: VOTER CIVIL AWARENESS		
B1	Do you know your role as an adult to participate in choosing leaders of your choice? (MUST ENTER)	1. Yes 2. No	
B2	Did you participated in the 2016 general elections as your citizen responsibility? (MUST ENTER)	1. Yes 2. No	
B3	Did you have good knowledge of registration and balloting through voter education? (MUST ENTER)	1. Yes 2. No	
B4	Did you experience some difficulties in this election from registration to elections? (MUST ENTER)	1. Yes 2. No	

	SECTION C: VOTER CHALLENGES			
	Did you encounter any of the following during your encounter within the last elections? (TICK A SINGLE OPTION)	YES	NO	I DON'T KNOW
	Problem documents			
	Technical defects			
	Impolite treatment			
	Change in hours			
	Change in location			
	Unclear information			
	Uncourteous officials			
	Political influence			
	Payments required			

	SECTION E: VOTER FEAR			
E1	Did you have perceptions of fear and danger during elections?	1. Yes 2. No		
E2	Did you have fear to go and cast your vote during the last 2016 elections?	1. Yes 2. No		
	Did you experience any of the following difficulties during voting?	YES	NO	I DON'T KNOW
E3	Change in voting hours			
E4	Changes in voting location			
E5	Untrained officials			
E6	Armed personnel nearby			
E7	Authorities nearby			
E8	Bribery by candidate's agents			

	SECTION F: VOTER SECRECY AND INVOLVEMENT OF MARGINALIZED GROUPS		
F1	Did you experience any of the following difficulties during voting?	1. Yes 2. No	I
F2	Did you observe whether there were women and youth who sought advice for voting?	1. Yes 2. No	
F3	Do you think your spouse voted for the same candidate(s) in the last elections?	1. Yes 2. No	
F4	Did some men in your locality instruct their wives and children on whom to vote for during elections?	1. Yes 2. No	

	SECTION G: VOTER BRIBERY		
	Did you receive any gifts listed below from political parties during the concluded elections? **(MULTIPLE CHOICE)**	Yes	No
G1	Gifts		
G2	Money		
G3	Food		
G4	Clothing		
G5	Campaign materials		
G6	Were you under obligation to vote for a party of which you are a member? 1. Yes, 2.No 3. I don't know		
G7	Name any national leader who was elected in your constituency	………………………………… ………………………………… ………………………………… ………………………	
G8	Do you think there is any benefit your community obtained as a result of the recent elections?	………………………………… ………………………………… ………………………………… ………………………	

	SECTION I: SOURCE OF INFORMATION AND MEDIA EFFECTIVENESS			
	During the concluded elections, which of the following were source of information's	YES	NO	I DON'T KNOW
I1	Party officials			
I2	Candidate agents			
I3	Religious leaders			
I4	Television			
I5	Plays and drama			
I6	Radio talk show			
I7	Television talk show			
I8	WhatsApp			
I9	Facebook			
I10	Twitter			
I11	Other social media platforms			
	Which of the following media programs are most memorable about the 2016 elections in Uganda	Yes	No	I don't know
12	Seminars			
I13	Round table discussions			
I14	Speeches			
I15	Implementing partner Meetings			
I16	Election related songs			
I17	Campaign rallies			
I18	Community meetings			
	What content in media do you recall?			
I19	Vote in elections			
I20	Voting instructions			
I21	Registration to vote			

I22	Party Primaries			
I23	Against intimidation			
I24	Youth Elections			
I25	Women elections			
I26	Directly elected MPs			
I27	Presidential elections			
	SECTION J: DGF PARTNERS			
	During the concluded elections:-	Yes	No	I don't know
J1	Do you remember any DGF partner or individual who did voter education			
J2	Do you remember any particular messages from the partners? (IF NO/I DON'T KNOW SKIP TO J4)			
J3	If yes what particular message do you remember from the partners?	1. .... 2		
J4	Did voter education influence your decision to participate in the recently concluded elections?			
J5	Were the IEC materials effective In delivering their outputs and realizing their objectives			
J6	In your view which strategy was most effective	....		

APPENDIX E : VOTER TURN-UP IN DISTRICTS COVERED BY UPIMAC

Table 14: Voter turn-up in districts covered by Upimac

District	2011			2016			Variance (%)
	Registered Voters	Voter Turn-Up	%	Registered Voters	Voter Turn-Up	%	
Buyende	90,728	61,952	68.28	117,618	80,757	68.66	0.38
Iganga	205,411	108,168	52.66	222,276	144,910	65.19	12.53
Jinja	236,506	117,184	49.55	233,848	136,926	58.55	9.01
Kaliro	74,636	51,362	68.82	93,753	69,983	74.65	5.83
Kamuli	170,672	104,523	61.24	200,257	129,611	64.72	3.48
Luuka	87,410	49,826	57	96,706	63,624	65.79	8.79
Namutumba	88,779	57,163	64.39	103,296	71,027	68.76	4.37
Total	954,142	550,178	57.66	1,067,754	696,838	66.61	8.95

Source: Upimac

APPENDIX F: LIST OF IMPLEMENTING PARTNERS

N.O	ORGANIZATION	DISTRICTS
1.	Agency for Cooperation and Research in Development (ACORD) - Acholi	1. Agago District (Lapono, Parabongo, Patongo Kal, Omot, Lira-Palwo, Kalongo Town council, Lukole and Adilang sub counties) 2. Amuru District (Amuru and Atiak Sub Counties and Amuru Town council) 3. Nwoya district (Anaka, Koch Goma and Alero sub counties) 4. Kitgum District:- Orom and Mucwini sub counties) Lamwo District:- Lokung, Padibe West, Palabek Gem, Palabek Kal and Palabek Ogili sub counties)
2.	Agency for Cooperation and Research in Development (ACORD) - West Nile	Adjumani, Koboko, Moyo and Yumbe Districts (21 sub-counties)
3.	Public Affairs Centre (PAC	Soroti, Kumi, Ngora, Kaberemaido and Serere districts (Teso) and Kotido, Moroto & Kaabong districts (Karamoja), 52 sub-counties
4.	Community Development and Child Initiatives (CODI)	Luwero, Nakaseke, Nakasongola, Kayunga, Buikwe and Mpigi
5.	Kabarole Research Centre (KRC)	Kabarole, Kyenjojo, Kyegegwa, Kamwenge, Bundibugyo, Ntoroko and Kasese districts (23 sub-counties)
6.	Development Network of Indigenous Voluntary Associations (DENIVA)	Rakai, Kalungu and Masaka districts (Buddu region), Rukungiri, Kabale and Kisoro districts (Kigezi region), total of 24 sub-counties
7.	Uganda Project Implementation & Management Centre (UPIMAC Community)	Jinja, Kamuli, Buyende Kaliro Iganga, Luuka and Namutumba districts (68 sub-counties)
8.	Uganda Project Implementation & Management Centre (UPIMAC Community)	National level with resource centre
9.	Communication for Development Foundation Uganda (CDFU)	Countrywide through 22 radio stations and with Civic Education Platforms (listening groups) in 20 districts of Northern, Central, Western, Eastern and North-western regions
10.	Western Ankole Civil Society Forum (WACSOF)	Bushenyi, Sheema, Mitooma, Rubirizi, Buhweju, Ntungamo, Mbarara, Isingiro, Kiruhura and Ibanda districts (30 sub-counties and 3 municipality divisions)
11.	Masindi District NGO Forum (MDNF)	Masindi, Kiryandongo, Hoima and Buliisa districts, Bunyoro sub-region (14 sub-counties)
12.	Platform for Citizenship Participation And Accountability (PLACA)	Apac, Lira, Amolatar, Dokolo, Oyam, Alebtong, Kole and Otuke districts (Lango sub-region) and Pader district (Acholi sub-region)
13.	Amuria District Development Agency (ADDA)	Amuria, Katakwi, Bukedea (Teso region), Abim and Napak (Karamoja region
14.	Pallisa Civil Society Organizations Network (PACONET)	Pallisa, Kibuku, Budaka, Mbale and Butaleja Districts in Eastern Uganda.
15.	Kapchorwa Civil Society Organizations Alliance (KACSOA)	Kapchorwa, Kween and Bukwo
16.	Centre for Constitutional Governance CCG	National operating in 25 Universities

APPENDIX G : SECONDARY SCHOOL ENROLMENT TRENDS IN UGANDA

Secondary school Enrolment by class

Year	81	82	83	84	86	88	Total
2008	291,797	271,816	198,797	176,836	77,746	71,752	1,88,744
2009	296,400	280,026	258,130	193,158	87,014	79,726	1,194,454
2010	324,487	277,345	256,385	220,341	78,688	68,446	1,225,692
2011	320, 273	279,267	230,989	222,226	84,036	74,079	1,210,870
2012	317,286	296,297	259,003	216,754	87,549	74,618	1,251,870
2013	346,537	305,501	284,919	250,274	85,760	89,448	1,362,439
2014	348,701	327,016	289,219	268,253	76,649	81,412	1,391,250

Source: UBOS statistical abstracts 2015

The Disclaimer Statement

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