

Training Schedule

Objective	Topic/Content	Methodology/Trainer's Guide	Reference/Materials	Duration
	Introduction to the Training	ACTIVITY 1 <i>The trainer introduces the sponsor organization/s (i.e. IPER and partner/s), the objectives and contents of the training, and gives a background on IPER's YOUR VOTE. OUR FUTURE Module.</i>	IPER Brochure, Profile of Partner Organization, Course Objectives and Contents	5 mins.
<i>At the end of this session, the participant shall be able...</i> ...to understand the basic right of suffrage and gain knowledge on the history of elections.	The Right of Suffrage History of Elections	ACTIVITY 2 Lecture <i>The trainer discusses the provisions of UDHR, ICCPR, and the 1987 Constitution pertaining to the right to vote.</i> ACTIVITY 3 Lecture <i>The trainer briefly presents elections in the Philippines during the pre-colonial, colonial, pre-martial law, martial law, post martial law, and the current periods. Emphasis should be given on the major political and election events and contenders in each period.</i>	Matrix of Article 21, UDHR; Art.25, ICCPR; and Art. V, 1987 Philippine Constitution Matrix of Elections in the Philippines; Reading on History of Elections Visual Aids	5 mins. 10 mins.
...to gain insights on the concepts of election and democracy and on the particular mechanisms for participation in political exercises.	Elections and Democracy	ACTIVITY 4 Lecture-Discussion <i>The interrelation of the main concepts of sovereignty/sovereign people, consent of the governed, free and informed political choice should be stressed. The trainer also discusses the specific mechanisms of political participation available to the citizen-voters.</i>	Reading on Elections and Democracy	15 mins.
...to learn the basic government structure in terms of the elective positions and their corresponding powers and functions.	Government Structure	ACTIVITY 5 Workshop-Game <i>The trainer asks the participant to count in 2s to break them into two groups. The trainer then introduces the mechanics of the game: Group 1 is instructed to identify</i>	Game Materials Matrix of Powers and Functions of Elective Officials	40 mins.

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<p><i>At the end of this session, the participant shall be able...</i></p> <p>...to reflect on the performances of past national and local officials</p>		<p><i>the different executive positions from the national to the local level and what functions they perform in government; while Group 2 is instructed to identify legislative positions from the national to the local level and identify functions in government. The groups will be given 30 minutes for the activity, after which, they will be asked to report on the discussions.</i></p> <p>Lecture-Discussion <i>If necessary, the trainer then discusses the other executive and legislative positions and corresponding functions not mentioned in the groups' reports.</i></p>		
<p>...to learn/review the election process, new developments/initiatives in the process, and the areas which need the attention of citizen-voters in the actual exercise of the right of suffrage.</p>	<p>Election Process</p>	<p>ACTIVITY 6 Lecture-Discussion <i>The trainer will discuss the qualifications and disqualifications of a voter and will trace the election process with the aid of a diagram of the usual election process and introduce new developments in the process using the proposed process for the 2004 elections, that is incorporating the extent of automation in the counting and canvassing of votes. In each step of the process, the trainer discusses important procedures to be followed by the citizen-voters in the exercise of right of suffrage. The new system and procedures (i.e. automated counting and canvassing, absentee voting, etc.) should also be highlighted.</i></p>	<p>Diagram and Reading on Election Process Visual Aids</p>	<p>35 mins.</p>
	<p>Break</p>			<p>10 mins.</p>

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<p><i>During this session the participants shall be able...</i></p> <p>...to share and reflect on their observations of voting behavior and observations/ views/ experiences of elections and governance in their locality.</p>	<p>Voter Behavior and Elections</p>	<p>ACTIVITY 7 Workshop/Role Playing <i>The trainer breaks the participants into 3-4 groups and asks them to come up with a short skit portraying an "election period" scenario that they will pick by drawing lots. Each group will then be asked to do the role playing in front of all the participants.</i></p> <p>Feedback <i>The trainer then facilitates the group in identifying the scenario portrayed and the various characteristics and practices commonly observed during election period. He/She then discusses other practices, which have not been brought up in the activity.</i></p> <p>or Lecture-Discussion <i>The trainer gives inputs on voter behavior and election, which will serve as segue to the workshop on guiding vision.</i></p>	<p>Reading on Voter Behavior and Elections Workshop Guide</p>	<p>40 mins.</p>
<p>...to draw up visions of their ideal government, ideal leaders and ideal citizen-voters.</p> <p>This portion aims to provide the participants with some guidelines in looking/choosing/building a good government, good leaders, and good citizen-voters.</p>	<p>Guiding Vision</p>	<p>ACTIVITY 8 Workshop-Small Group Sharing The trainer divides the participants into 3 groups. These groups will then reflect on and discuss their ideas of the characteristics of ideal 1. government, 2. leaders, & 3. citizen-voters. Each group will be assigned one topic (e.g. group 1 will discuss vision of an ideal government, etc.) The trainer will give out copies of guide questions for the groups. Groups will then assign a facilitator and a scribe. <i>The groups post the results of their group sharing and the plenary discusses them.</i></p>	<p>Workshop Guide Writing Materials Reading on Guiding Vision</p>	<p>40 mins</p>

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		<p>or</p> <p>Brainstorming <i>The trainer gives out meta cards and markers and asks the participants to write (or draw) their ideas on what makes up the ideal government, ideal leaders, and ideal citizen-voters. The trainer posts 3 sheets labeled as 1. government; 2. leaders; and 3. citizen-voters, then asks the participants to post their cards to the corresponding sheets.</i></p>	<p>Manila Paper/Cartolina labeled as: 1. government; 2. leaders; 3. citizen-voters Meta cards Writing Materials Reading on Guiding Vision</p>	
<p>This portion aims to provide the participants action points before, during and after elections.</p>	<p>Action Points for Citizen-Voters</p>	<p>ACTIVITY 9 Lecture-Discussion <i>The trainer gives out action points that may be followed by the participants in their exercise of the right of suffrage.</i></p>	<p>Reading on Action Points for Citizen-Voters Visual Aids</p>	<p>10 mins.</p>
<p>Here, the participants shall be able to clarify and thresh out issues (with the trainer/s as well as with the other participants) that may have arise from the lectures, discussions, and sharing. Also, the participants shall be able to draw up post-training action points.</p>	<p>Open Forum</p>	<p>ACTIVITY 10 Open Forum <i>The trainer opens the floor for any clarifications, questions, and comments on the various concepts from the training.</i></p> <p>Post-training Action Points for the participants</p>		<p>20 mins</p>
<p>The participants and the trainer shall be able to assess the training, which has just been conducted.</p>	<p>Closing/Evaluation</p>	<p>ACTIVITY 11 <i>The trainer closes the training session and hands out evaluation forms to the participants. The participants then assess the activity by answering the evaluation forms.</i></p>	<p>Evaluation Forms</p>	<p>10 mins.</p>