



निर्वाचन आयोग, नेपाल
ELECTION COMMISSION, NEPAL

Electoral Education and Information Centre

- EEIC -



*Empowered lives.
Resilient nations.*



CONTENTS

1.0	INTRODUCTION AND BACKGROUND.....	1
2.0	STRATEGIC GOAL OF THE EEIC.....	2
3.0	OBJECTIVES OF THE EEIC.....	2
4.0	STRATEGIC PLAN OF THE ECN.....	2
4.1	THE ELECTORAL CYCLE MODEL.....	3
5.0	PROGRAMS AND ACTIVITIES OF THE EEIC.....	4
5.1	INFORMATION AND EDUCATION CENTRE.....	4
5.1.1	MINI THEATRE.....	5
5.1.2	INTERACTIVE ZONE.....	5
5.1.3	POLLING CENTRE.....	7
5.2	MUSEUM/DISPLAY AREA.....	7
5.3	LIBRARY/RESEARCH CENTRE.....	8
5.3.1	PHYSICAL LIBRARY.....	8
5.3.2	E-LIBRARY AND E-LEARNING.....	8
5.3.3	ARCHIVES AND RECORDS MANAGEMENT.....	8
5.4	TRAINING CENTRE.....	8
6.0	AUDIENCES FOR THE EEIC.....	9
6.1	AUDIENCES FOR THE INFORMATION CENTRE.....	9
6.1.1	SCHOOL/COLLEGE STUDENTS.....	9
6.1.2	NON-SCHOOL VISITORS.....	10
6.2	AUDIENCES FOR LIBRARY/RESEARCH CENTRE.....	10
6.3	AUDIENCES FOR THE TRAINING CENTRE.....	10
7.0	MEDIA.....	11
8.0	SPECIAL CONSIDERATIONS.....	11

8.1	GENDER AND SOCIAL INCLUSION.....	11
8.2	ACCESSIBILITY.....	11
9.0	OUTREACH.....	12
9.1	REPURPOSING CONTENT DEVELOPED FOR THE INFORMATION CENTRE.....	12
9.2	USING COMMUNITY LEADERS.....	12
9.3	USING THE EDUCATION SECTOR NETWORK.....	13
9.4	USING THE ECN NETWORK.....	13
9.5	USING THE NGO AND CSO NETWORK.....	13
9.6	MOBILE PUBLIC OUTREACH.....	13
9.7	ENSURING CONSISTENCY – DEVELOPING THE ECN BRAND.....	14
10.0	PROMOTION OF THE EEIC.....	14
11.0	INTERACTION WITH STAKEHOLDERS.....	14
12.0	ORGANISATIONAL, MANAGEMENT AND STAFFING FRAMEWORK.....	15
12.1	PROPOSED EEIC ORGANISATIONAL STRUCTURE (Phase 1–4).....	15
12.2	Phase 1: (2011) ESTABLISHMENT OF THE EEIC AT THE ECN HQ IN KATHAMANDU.....	16
12.3	Phase 2: (2012/2013) EXPANSION TO REGIONAL CENTRES.....	17
12.4	Phase 3: (2013/2014) EXPANSION TO FEDERAL UNITS.....	17
12.5	Phase 4: (2014) PROSPECTS ONWARDS.....	17
13.0	SUSTAINABILITY.....	18
	ANNEX I: ELEVATION AND FLOOR PLAN.....	19
	ANNEX II: ENDNOTE.....	25

1.0 INTRODUCTION AND BACKGROUND

In April 2008, Nepal conducted the election for a Constituent Assembly (CA) which as a first step, proclaimed the country a Federal Republic. The CA was mandated to draft a new constitution and establish the framework for the first post-conflict general election and possibly, for local government elections. The United Nations Development Programme (UNDP) and the international donor community remain committed to assisting the Election Commission of Nepal (ECN) to continue to deliver its mandated functions. The CA election was a noteworthy test for the institutional, managerial and organisational capacities of the Election Commission of Nepal. For the first time in Nepal's history, the legal framework provided for an inclusive process and the elections allowed for a broad and diverse representation of traditionally marginalized groups and women, a fundamental element for the advance of Nepal's democratic culture and institutions. Notwithstanding the success of the CA elections, the ECN and electoral stakeholders identified a number of recommendations leading to the development of a 5 year ECN Strategic Plan highlighting the need to shift international technical assistance and financial support from an event-driven process to a long term and broader approach. This new approach encompasses the entire electoral cycle while addressing election administration weaknesses and systemic deficiencies.

Recognising that the election of the CA was only the first crucial step of the peace process in Nepal, UNDP engaged through assistance to the ECN in conducting participatory, peaceful and credible elections and in further consolidation of itself as a permanent, professional and independent institution of governance. In August 2008 UNDP initiated a three year Electoral Support Project (ESP) aimed at institutional strengthening and professional development of the ECN. One of the planned activities of ESP was the establishment of the Electoral Education and Information Centre (EEIC). The centre's strategic goal was set to increase capacity, skills and knowledge, and to promote values that establish democracy and enable political participation.

As part of the ECN's 5 year strategic plan (2009-2013) and given the high importance placed on sustainable professional capacities, information dissemination, voter education, outreach and research and development, the ECN prioritized the development of an Electoral Education and Information Centre at its headquarters in Kathmandu. Following the distribution of a concept paper designed by ESP and the ECN to various donors, stakeholders and agencies, the Australian Development Agency, AusAID, agreed to provide funding for the EEIC building construction. Thus, the construction of the EEIC commenced in January 2011. The USD 1.2 million project, funded by AUSAID, was implemented by UNDP Nepal's Electoral Support Project on behalf of the Election Commission of Nepal. Additional Electoral Education and Information Centres will be established at decentralized levels throughout Nepal over the course of the next 5 years to enable ECN staff and other stakeholders to have access to relevant information and resources regarding elections, electoral processes and democracy.

2.0 STRATEGIC GOAL OF THE EEIC

The strategic goal of the EEIC is to increase skills and knowledge and promote values that encourage the people of Nepal to be informed and active citizens in their democratic society through political participation.

3.0 OBJECTIVES OF THE EEIC

1. To provide an educational environment that equips Nepali citizens, present and future, to be engaged citizens.
2. To increase the capacity of key players (educators, media, Civil Society Organisations (CSOs)) to deliver civic education in their sphere of influence.
3. To enhance the capacity of the ECN and other stakeholders to deliver electoral events.
4. To be a centre for resources and expertise in civic education and the custodian of Nepal's electoral history.
5. To raise the profile of the ECN as a respected, active promoter of Nepali democracy.
6. To raise computer skills of Nepali population by giving access to technology in a friendly and supported environment.
7. To train election officials of the ECN and election stakeholders and allow participation in training programmes, presentations and events to increase knowledge and skills on electoral processes.

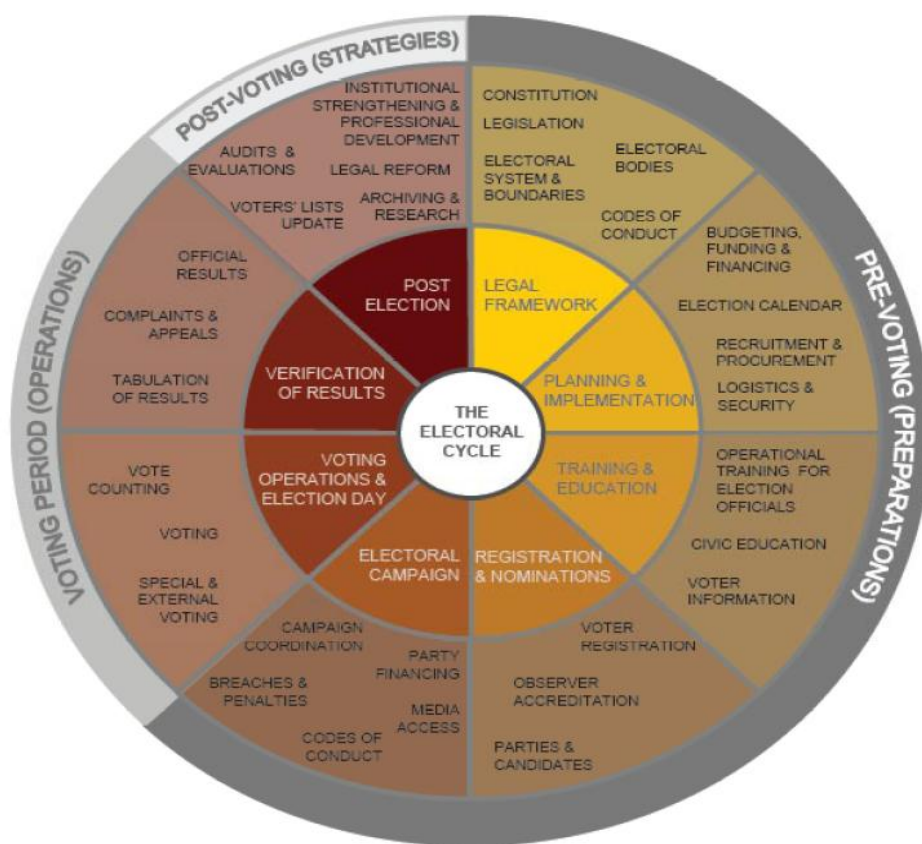
4.0 STRATEGIC PLAN OF THE ECN

The ECN Strategic Plan for the electoral cycle 2009-2013 identifies eight main areas of activity for capacity development:

- Enhancement of organisational effectiveness and management to respond to emerging challenges in a timely and cost effective manner
- Electoral framework reforms
- Continuous voter registration: increase the enfranchisement and inclusiveness of potential voters through a more accurate register, and strengthen the local/field institutions with direct impact on the accuracy of the voters' register
- Voter identification with photograph
- Electronic voting: acquisition and use of Electronic Voting Machines (EVMs)
- Civic and voter education
- Strengthening political parties and civil society
- Monitoring mechanisms and media

4.1 THE ELECTORAL CYCLE MODEL

The electoral cycle approach recognizes elections as a cycle, rather than a single event. The model divides the process of elections into three phases: pre-voting, voting and post voting period. These three periods present the preparations, operations and strategies of an electoral process.



While the EEIC's functions fit specifically within the pre-voting period of the cycle, the Centre is a valuable establishment for all stages of the electoral cycle. By providing training and education at the operational training centre and by developing and disseminating information regarding civic and voter education, the Centre supports the preparatory stage of elections. Furthermore, the Centre has a general function of informing, educating and providing capacity and resources targeting the voting and post voting period.

5.0 PROGRAMS AND ACTIVITIES OF THE EEIC

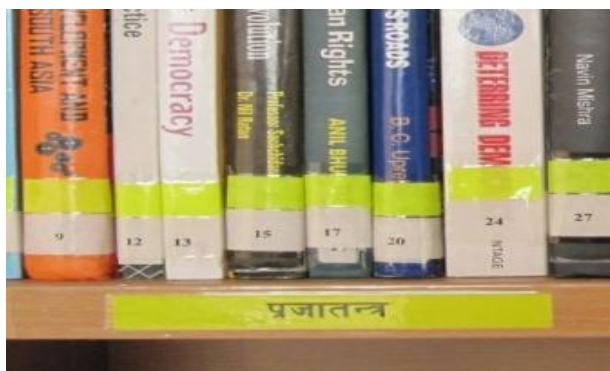
The Electoral Education and Information Centre is established as a multi-functional arena which serves to enhance public knowledge of elections, electoral processes and democracy, and enable interaction with stakeholders. The centre is a source of information and resources available for a variety of audiences. It comprises an information and education centre, museum/display area, library and research centre and training facility. Opportunities for information, education, research and training presented by the EEIC program are outlined in the sections below.



Multi-purpose facility



E-library and research centre



Library with books on Elections, Democracy and Governance

5.1 INFORMATION AND EDUCATION CENTRE

The Information Centre comprises a theatre, interactive learning area and a polling place. These three activity areas allow an integrated program where visitors can pass through all areas, or where the visitors can choose particular aspects and content that suit their particular needs. The Centre is designed to accommodate a maximum of 40 persons per group. Groups are accompanied by an educator who encourages interaction, answers questions and stimulates discussion.

5.1.1 Mini Theatre

In the mini theatre the purpose-made information video titled *Nepal's Democracy* is screened. Each screening is approximately 15 minutes, and is narrated in Nepali. The video gives a contextual and historical description of the governance system of Nepal. After the screening the educator and the visitors have the opportunity to discuss topics such as the principles of democracy, what democracy can deliver to a country's citizens, the checks and balances that the ballot box applies to an elected government, citizen's rights and responsibilities and the duty of elected representatives to serve their constituents.

Other videos related to election and voter and civic education will be produced and available for screening at the mini theatre. These videos will be produced in Nepali, English and other major local languages. Having a variety of videos will address the different aspects of election processes, and be useful to build on the knowledge of repeat visitors or special interest groups.



5.1.2 Interactive Zone

After watching the introductory video, visitors proceed to the interactive area where they move in small groups between a series of learning posts. Each post contains information which stands independently. Nevertheless, the learning posts combined present a greater picture of Nepal's democracy and the role of the individual in supporting it. Visitors spend 5 – 10 minutes at each station, depending on time and level of interest before moving on to the next one.

Many topics can be explored through this medium and a suite of learning modules are developed to 'mix and match' and to suit the learning needs of the particular visitor group. On the ground floor of EEIC, there are several learning stations in which computers are linked to touch-screen or mouse-driven monitors. The creative software that has been installed on these computers provides a wide range of learning experiences. Key messages are highlighted through attractively-designed information panels mounted on walls behind the learning stations. Pull-up banners are also used to display this information to retain flexibility in the topics being presented.

The content and learning activities are supported by student worksheets, teachers' notes linked to school curriculum and the participants' suggestions for follow-up activities. The content of the learning modules are also available online, as well as on CD and print, providing information access for remote users. Adult visitors are also encouraged to go through the learning areas, although their visit may be less formal.



The learning modules have the following aims:

- To impart information
- To stimulate thinking
- To promote debate
- To encourage acceptance of personal responsibility

The topics presented in the interactive zone include

- 'Democracy' – values principles and benefits
- Voting – a right not a gift
- Rights and duties of citizens
- Voter registration – why, how, when (incorporating a 'mock registration' where visitors are photographed, scanned and enter their own data to produce a mock voter card)
- Participation and representation – why vote, who are we voting for, levels of government, referendums
- Political participation – voter, party member, candidate, activist
- 'Behind the scenes' look at running an election
- Functions of government at different levels
- Structure of federal parliament – houses, seats, party representation
- Law –making process
- Players in a democracy – elected representatives, government officials, NGOs, CSOs, media, law enforcers, citizens, private sector etc
- Comparative democratic systems – case studies
- Conflict resolution in elections
- Interactive snapshot of election results

5.1.3 Polling Centre

A visit to the Polling Centre gives understanding, confidence and motivation to voters (especially first time or reluctant voters) by replicating the experience of voting in a parliamentary election. Scenarios are developed that involve groups in all aspects of the electoral process and related roles that impact on the process such as candidates, media, electoral officials.

The program is 40 minutes in duration and covers the following content:

- Ballot paper issue/using an electronic voting machine
- Voting formally
- Counting the vote

The experience of a mock election is linked to the real world by using Geographical Information System (GIS) data to show participants the election results for their district. The data is used to display electoral maps, details of the voting behaviour and outcome of the last election.



Mock Elections



Audio Materials



Electronic Voting

5.2 MUSEUM/DISPLAY AREA

Nepal has an electoral history that dates back several decades, and an appreciation of this history is important in reaching an understanding of where the country sits today. There is also educational value in making comparative studies of election material from other democracies. For this reason, the EEIC has provided a museum area that displays significant documents and objects from past electoral events in Nepal and elsewhere. To make the display more accessible to the visitors, the Centre has chosen to display these historical objects in the walkways and reception areas where they are visible to all. Suitable spaces have been identified where purpose-built cabinets are mounted on walls in direct line-of-sight for visitors.

5.3 LIBRARY/RESEARCH CENTRE

5.3.1 *Physical library*

The EEIC library serves as a vital source of information for the visitors of the Centre. This source of information enables enhancement of knowledge and understanding of electoral systems and elections, and provides updated and relevant materials to better understand democratic principles and the political processes in Nepal. There is a wide collection of books, journals, articles, newspapers, legal documents and other materials on the topics of Democracy, Elections and Governance. The library has a well-appointed and comfortable reading room that ensures an appropriate environment for researching, studying and casual reading.

5.3.2 *E- Library and E-Learning*

Increasingly, the storage, access to and management of information is electronically-based. The EEIC, serving as a modern and up to date education and information centre, has therefore developed a digitised library consisting of a wide range of local and international materials. A user-friendly e-library is available for the visitor, where information is just a click away.

Related to the e-Library function is the development and delivery of e-Learning packages. Off-the-shelf software can be used to deliver sophisticated training modules that require minimal programming expertise. These programs are designed to accommodate a range of content material – text, film, audio, visuals - and then test the level of comprehension by the trainee of the material. An assessment and reporting function can also feedback the success (or otherwise) of the training. This provides a flexible and relatively inexpensive method of information and training to audiences that are geographically scattered.

5.3.3 *Archives and records management*

The library and research centre has also an archiving and electronic records-management function. All past records and memorabilia either in hard copy or digital format are archived and conserved. These materials are available for viewing upon request. The librarian has a curatorial role in managing this collection and preparing displays for visitors.

5.4 TRAINING CENTRE

The training room is designed in a flexible format that caters for different audience needs. The room can be divided by a solid partition which enables two independent training programs to be undertaken simultaneously. When the partition is opened the room offers a generous space for accommodating lecture-style training for larger audiences (up to 80 persons) or facilities for intensive workshop training

(25-30 persons). The rooms are equipped with projection facilities in whichever configuration the space is used. Close access to a kitchen makes the facility convenient to offer hospitality to visitors using the training rooms.

Uses for the training room include:

- Orientation for new ECN staff
- Face-to-face training on electoral processes for ECN staff (supplemented by e-learning training packages)
- BRIDGE training (elections) to ECN staff and stakeholders
- BRIDGE training (democracy and governance) to NGOs media, other stakeholders
- Forums/lectures/briefings by ECN to external stakeholders
- Professional development for teachers
- Capacity building for NGOs/CSOs to support ECN outreach education activities
- Hiring out for independent use by external groups

6.0 AUDIENCES FOR THE EEIC

6.1 AUDIENCES FOR THE INFORMATION CENTRE

6.1.1 *School/college students*

Senior secondary students from the Kathmandu Valley are the prime audience for visiting the EEIC in terms of numbers. Students from adjoining districts and students who visit Kathmandu as part of a broader education tour from more distant parts of the country are also visiting the EEIC.

Students represent the majority of visitors because:

- Students, more than any other group, have the opportunity and motivation to participate in learning programs.
- School curriculums have a focus on civic education so it can be anticipated that there will be an interest in the Centre among the education sector, especially at a time of radical overhaul of democratic processes. This does also present the challenge that teachers will not be knowledgeable about the new systems and will have to be supported with professional development and resources. The National Centre for Education and Development is responsible for teacher training, and early engagement with the Centre is valuable in building capacity of teachers to support the work of the EEIC with the school sector.
- Students are good ‘teachers’; they can disseminate knowledge and information to others effectively.

Senior secondary school students are a valuable target group as they will soon be first-time voters. Research consistently shows that young people for whom voting becomes a social 'norm' at an early age are more likely to participate in electoral processes throughout their lives. Involvement in programs at the Information Centre is an important step in gaining this habit.

Although there are an estimated 2000 schools in the Kathmandu Valley region, it must be acknowledged that lack of resources especially in the public school sector will limit attendance from even within the valley. It is essential therefore that outreach activities supplement the incursion activity to the centre. As secondary students are likely to be the most populous visitors, and are a key target group for voter education, it is recommended that programs for in-house visits be developed initially for this group.

6.1.2 Non-school visitors

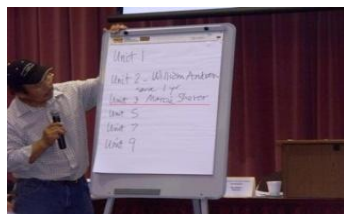
Many groups, families and individuals are also attracted to the programs available at the Information Centre. The centre and its programs are therefore tailored to serve the needs of a variety of target groups. One example is the mini theatre where a menu of videos will be developed for special interest groups such as political science/law students, women, differently-abled persons, youths, teachers, political parties, professional organisations, CSOs and media.

6.2 Audiences for the Library/Research Centre

The library will have appeal to a wide range of audiences including researchers, students, stakeholders and ECN staff, especially those involved in policy-making and developing training packages. The reach of the ECN's E-Library collection to all staff, regardless of their location, is achieved through the establishment of the ECN intranet. In addition to giving full access to all digitised material, the intranet is a valuable medium for delivering communication and training packages to all staff in an efficient, timely and cost-effective way.

6.3 Audiences for the Training Centre

- ECN staff, including operational training for elections
- Participants in Elections BRIDGE and Democracy and Governance BRIDGE
- Stakeholders including CSOs, NGO's, INGO's, political parties, media



BRIDGE training



ECN staff training



Observer training

7.0 MEDIA

The media plays an important role in ensuring transparency in the electoral process, in keeping the ECN and the political parties accountable as well as disseminating information regarding elections. Ongoing consultation between the ECN and the media ensures that accurate and relevant information about elections and electoral events is disseminated to the people. The relationship-building between the media must be at all levels from senior managers to journalists in the field, and take different forms including high-level stakeholder engagement, targeted trainings, briefings, regular media releases and using media networks such as the Media Institute to ensure wide reach.

The media must be allowed access to information in the most time-efficient and user-friendly formats at all times. This may be through a dedicated section of the website, face-to-face briefings, or access to GIS data. A media strategy is therefore developed, in which it is describes how best to build this mutually beneficial relationship, and to maximise the benefit offered by the EEIC to the media.

8.0 SPECIAL CONSIDERATIONS

8.1 GENDER AND SOCIAL INCLUSION

Promoting empowerment in political life and encouraging participation of women, vulnerable and marginalized groups in electoral processes is a primary objective of the EEIC. This objective also complements the ECN's gender equality and social inclusion strategy.

The EEIC facilitates research, awareness raising, outreach and public sensitization to promote and provide a better understanding of the gender dimensions of Nepal's electoral law, administration, management and electoral quota system. The centre addresses gender inequality through various programs in which civic and political participation is encouraged. The centre also promotes consideration and incorporation of the gender aspect in the electoral legislation. Information products and trainings have been developed specifically for targeting women and certain population groups including Dalits and Madheshi communities and other groups, as defined in the Interim Constitution of Nepal. BRIDGE training, for example, has a module entitled "Gender and Elections" which is available for ECN staff and officials. These measures are also a channel through which further electoral reform is promoted, and where equity and inclusion benefiting women and traditionally marginalized groups is reached.

8.2 ACCESSIBILITY

In providing a centre for participants from all walks of life, all geographic areas, education levels and the full range of ability/disability, the EEIC has taken special considerations in order to insure inclusiveness of all people.

Some considerations of actions to increase inclusiveness include:

- Wheelchair access is provided to all floors of the building (ramps, lift)
- Closed captions on all multi-media material to assist the hearing-impaired
- Audio commentary on learning modules to assist those with low literacy/vision impairment
- Developing communication/information channels to suit a range of learning styles including radio broadcasts and plays
- Translating education/information material to reach minority language groups

9.0 OUTREACH

While the physical attendance at the EEIC will mainly be from the Kathmandu Valley, the impact of the Centre's education and information programs must extend to the whole country. This is especially important in a time of significant change in the country's democratic systems and when new demands are being made of the citizenry to fulfil their civic responsibilities. The EEIC is not specifically funded to employ outreach staff. However it will have a vital role in disseminating information to people living remote from the main population centres. It has two strategies to achieve this – by developing information materials that are useful for outreach audiences and by using and building on existing networks to reach remote and marginalised groups.

9.1 REPURPOSING CONTENT DEVELOPED FOR THE INFORMATION CENTRE

Education programs, videos and related learning materials developed for the EEIC can be 'repurposed' for use in several forms including electronic format, CDs and print copy. These can be disseminated through existing networks that are already delivering voter education. This is not only an efficient use of the specialist education resources that will be employed at the EEIC, but also to ensure that messages that are accurate and meaningful are delivered consistently throughout the country. The existing ECN website has a dedicated section for voter education which is underutilised. Materials developed for the EEIC can easily and with little expense be delivered to a wider audience through this medium.

9.2 USING COMMUNITY LEADERS

Teachers, media, CSOs, religious leaders, locally elected officials and other community leaders have wide spheres of influence and can be used as a conduit for spreading voter education. The EEIC must be proactive in involving these groups in the centre and giving them appropriate professional development so they are familiar with key civic education messages and have creative ideas for delivering to their audiences. This investment in developing well-informed and motivated 'ambassadors' for the EEIC will significantly extend its reach for little cost.

9.3 USING THE EDUCATION SECTOR NETWORK

A meeting with the Ministry of Education confirmed not only the education sector's interest in the establishment of the EEIC, but stressed the high priority it must give to outreach activities. To this end the Ministry offered its network of teacher-training hubs that are established in each district, as a valuable dissemination point. Thus, the education sector can serve as a valuable medium for public outreach.

9.4 USING THE ECN NETWORK

The network of District Election Offices (DEOs) is well placed to deliver strong civic education to their communities either directly or by tapping in to other local players who have an interest in strengthening democracy. The DEOs have a training role with local community leaders and can schedule an ongoing program of activity throughout the year, not tied to the election cycle. The EEIC is the appropriate venue for resourcing the DEOs in this work and training them in how to deliver clear, key messages. The DEOs are also a valuable source of information about their own communities in terms of need for translated materials or picture-based information in areas of high illiteracy. The EEIC needs to garner this information from the districts and respond by producing suitable resources.

Subsequent phases of the EEIC project include establishment of regional centres (as before the CA elections in 2008) and federal units strategically located within the yet-to-be-determined federal boundaries. These centres would act as satellites for the central EEIC and would assist greatly in getting blanket coverage for voter education. Further, there is a concept for 'mini EEICs' to be established at the district electoral office level.

9.5 USING THE NON-GOVERNMENTAL ORGANISATION AND CIVIL SOCIETY ORGANISATION NETWORK

The network of organisations throughout Nepal can be harnessed to supplement the work of the DEOs in regional, remote communities and with special audiences. The Centre for Constitutional Dialogue has used this model successfully to raise awareness and seek community input into the Constitution development process in all districts. Representatives from community consortiums such as non-governmental organisations and civil society organisations need to be consulted on resource and training needs and how to best reach their communities with electoral education.

9.6 MOBILE PUBLIC OUTREACH

The EEIC will contribute to the development of future ECN mobile electoral and voter information activities and campaigns. Mobile teams equipped with loudspeakers, flip-charts, audio-visual

equipment, generators and resource materials are an effective and popular means for reaching remote and difficult to reach areas. Given the appropriate resources and support, teams of moving Voter Education Volunteers and District Electoral Officers would be responsible for the dissemination of electoral information packages, DVDs, pamphlets and posters at schools, village gatherings, markets and similar remote venues.

9.7 ENSURING CONSISTENCY – DEVELOPING THE ECN BRAND

To ensure that there is consistency in the messages delivered, it is essential that EEIC staff, who are involved in development of in-house education programs, also have input into other information campaigns. To this end, a communication plan should be developed that defines the whole range of audiences and summarizes the messages and mediums best used to reach them. The different phases of an information campaign throughout the election cycle also have to be defined. The EEIC must be seen as just one part of an overall communication strategy, albeit a very important one as it is best placed to coordinate and disseminate resources to support the information campaigns.

In this way, a strong ECN brand will be developed, which is easily recognised and trusted by voters. This will not only increase the impact of ECN information campaigns but enhance the creditability of the Commission in any election activity.

10.0 PROMOTION OF THE EEIC

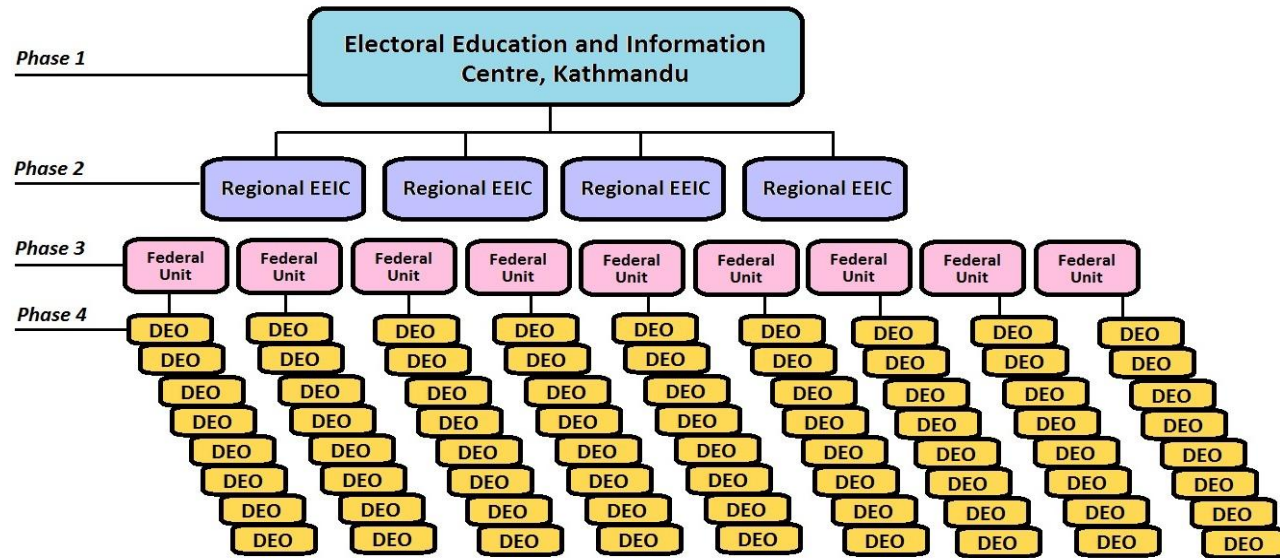
With the opening of a new facility and a range of services within it, it is essential that a marketing strategy is developed and implemented to promote the facility. This will include high-level stakeholder engagement for awareness-raising e.g. with the Department of Education, the Ministry of Education, Higher Education Council, the private school sector, professional teacher groups, federations of NGOs, and teacher-training academics. Similarly, peak organisations in the media need to be engaged to highlight the relevance of the EEIC to their work. The Centre also needs to be promoted directly to user groups from the general public either through traditional direct marketing channels such as radio and television and by harnessing the energies of civil society organisations that have an interest in promoting democracy. The website, suitably designed to reflect the inclusive, user-friendly approach of the EEIC, is also a valuable marketing tool.

11.0 INTERACTION WITH STAKEHOLDERS

As the EEIC is a new direction for the ECN, it is important that it takes advantage of other players that have experience in this field. An advisory committee has been established to provide input and guidance in the design and development phase of the project. The advisory committee is headed by the Election Commission, and members include secretaries of the Ministry of Education, Ministry of Information and the Election Commission Secretariat.

12.0 ORGANISATIONAL MANAGEMENT AND STAFFING FRAMEWORK

12.1 PROPOSED EEIC ORGANISATIONAL STRUCTURE (Phase 1 to 4)



⁵ The Australian Electoral Commission (AEC) provides a range of electoral information and education programs and activities (www.aec.gov.au/). The Asia Foundation is a non-profit, non-governmental organisation committed to the development of a peaceful, prosperous, just, and open Asia-Pacific region (www.asiafoundation.org/).

12.2 Phase 1: (2011) ESTABLISHMENT OF THE EEIC AT THE ECN HEADQUARTERS IN KATHMANDU

Many of the functions of the EEIC are already being undertaken in the ECN. With the establishment of the EEIC some of these functions will be moved to the new centre. Some of the roles will require re-deployment of existing staff, whereas others may lead to new positions. Even with existing staff, there may be need for skills development to face the new challenges presented by the EEIC.

The proposed staffing structure and roles for the initial phase of the EEIC's development and implementation:

Executive Director

- High level management, policy review and stakeholder engagement
- Policy development, strategy development day-to-day management, staffing, contract management

Training/Research Officer

- Develop face-to-face training programs
- Develop E-Learning training packages
- Manage training centre

Information and Communication Officer

- Assist in management of IT
- Carry out election education and special community-based outreach program

Information Technology Engineer

- Web design and publishing, web support for EEIC programs
- Maintenance of IT systems, interactive learning modules

Election Education and Outreach Officer

- Carry out election education and special outreach program for the Centre

Election Education Educators⁶

- Provide information regarding elections to persons/groups who visit the Centre

Library Officer

- Manage books and information of the Library in the Centre

Supervisor

- Carry out internal administration and management of goods

⁶ There are three Election Education Educator positions

Information Centre Assistant

- Carry out registration and dispatching
- Responding to inquiries
- Reception, meet and greet, switch-board, administrative support for the Centre

Accountant

- Perform functions of the account section of the Centre

Driver

- Driving duties for the Executive Director

Cleaner

- Cleaning duties at the Centre

12.3 Phase 2: (2012/2013) EXPANSION TO REGIONAL CENTRES

During the 2008 CA elections the ECN established resource centres in Dhangadhi, Nepalganj, Pokhara, and Biratnagar. These offices (previously known as Regional Resource Centres, or RRCs) served as convenient portals for communication and planning purposes, information dissemination and material distribution during the election period. The office facilities and infrastructure established for the RRCs may therefore serve as suitable regional EEICs. While organisational, management and staffing requirements will need to be developed for these regional centres, it is recommended that the EEIC in Kathmandu acts as a focal point for coordination, information dissemination, programme planning and reporting. Once established, these regional centres could serve as hubs for planned expansion to EEICs in Nepal's future federal structure.

12.4 Phase 3: (2013/2014) EXPANSION TO FEDERAL UNITS

The number and location of additional EEICs will depend on Nepal's future federal boundaries and the availability of resources. While the delineation of new federal units will likely be determined in the coming year, the ECN envisions establishing EEICs in each of the future federal units of Nepal. While premature to determine the number and location, the ECN is planning to decentralize its activities for future electoral events, thus making strategically situated EEICs important hubs for information dissemination, outreach and voter education.

12.5 Phase 4: (2014) PROSPECTS ONWARDS

The ECN may consider establishing "compact" EEICs in many of the District Electoral Offices throughout Nepal (currently numbering 75). While there may not be a requirement for such facilities in a number of remote, sparsely populated districts, the ECN envisions the majority of District Electoral Offices acquiring the necessary resources to establish a suitably equipped EEIC. The responsibility for managing

the centre would lie primarily with the District Electoral Officer, who would facilitate voter education outreach to schools, community groups and associations.

13.0 SUSTAINABILITY

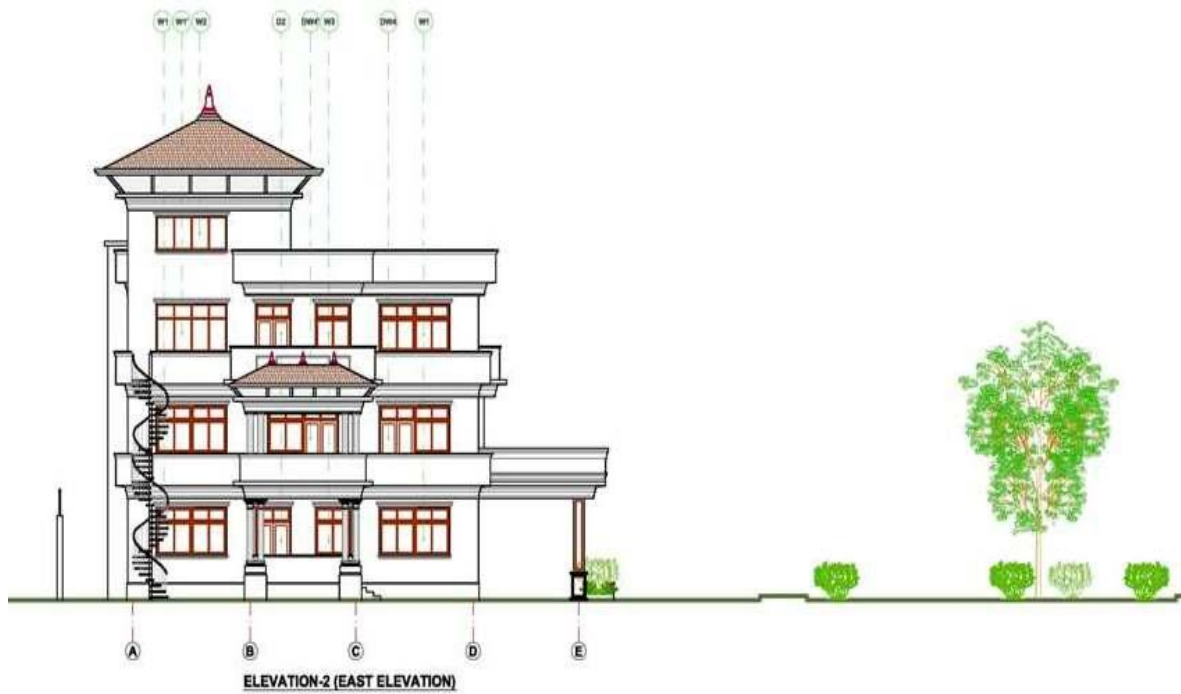
AusAID and UNDP are the ECN's development partners financing the first stage of the EEIC. Provision of financial resources to cover long term running costs and expenses will require further discussions between the ECN, UNDP, development partners and the government of Nepal.

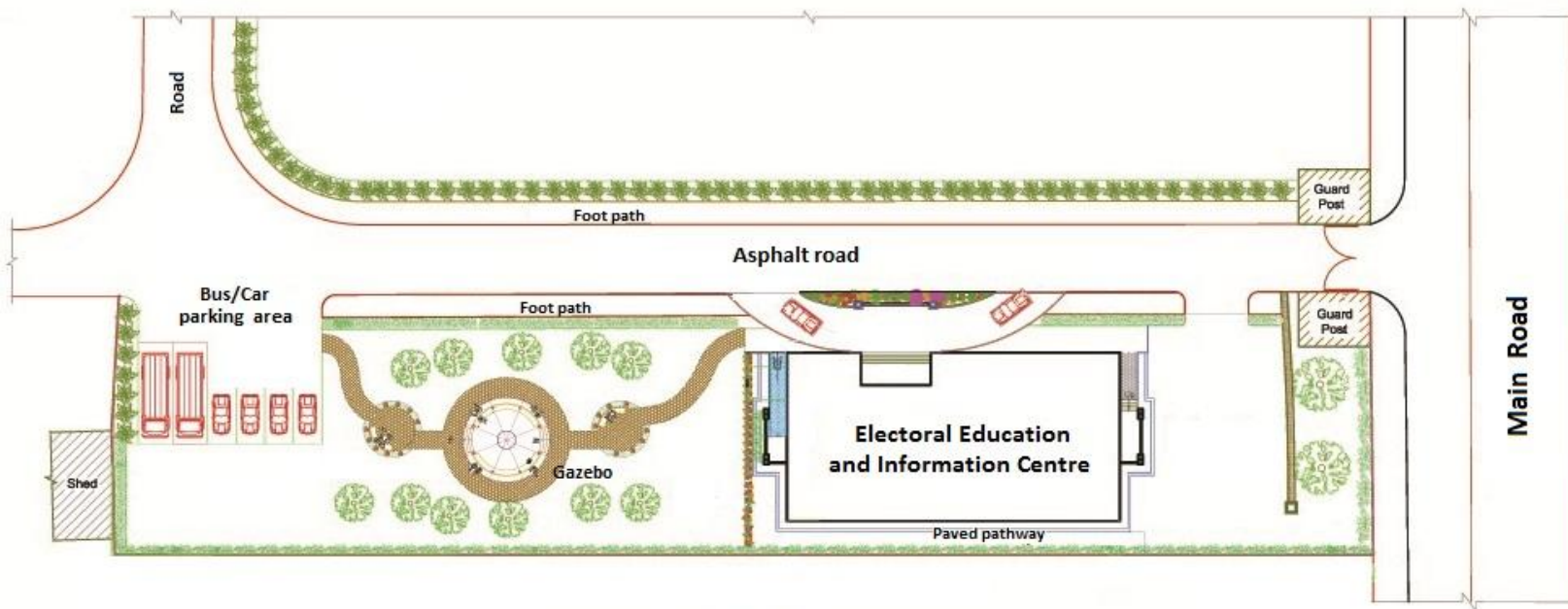
The financial and organisational sustainability of the EEIC will, to a large extent, depend on how effectively the ECN is able to leverage resources from various sources, including government, donor, international organisations and/or the private sector. A financing agreement between development partners and the ECN, with an annual declining donor contribution over a 5 year period, is envisioned. While the financial obligations of the respective parties and modalities of such an agreement will require discussion, it is anticipated that donors will finance all of the initial year start-up costs, programme and equipment costs, and some staff salaries. In future, the ECN may propose a cost-sharing agreement with donors and government, thus providing continuity and stability for staff development and programme planning. Concurrently, the EEIC would be able to pursue additional funding options for specific programme activities from donors and other development partners.

A high turnover of election staff has been identified as a major challenge to the ECN's organisational sustainability, capacity and development. In order to mitigate similar challenges at the EEIC, the ECN is in the process of making certain provisions for the retention of staff, and to ensure that the institutional capacity, memory and experiences are retained. The ECN is encouraged to explore alternative approaches to human resource sustainability, including the introduction of binding, fixed-term civil service contracts of up to 5 years, and/or proposing arrangements that would empower the ECN to recruit personnel from outside of the civil service and determine employment conditions and salaries. While front-loaded donor support of the EEIC may provide some flexibility in recruiting suitably qualified personnel (from outside of the civil service), such measures can only be considered temporary. A long-term ECN human resource development plan with flexibility, hiring independence and suitable financial resources is ultimately required.

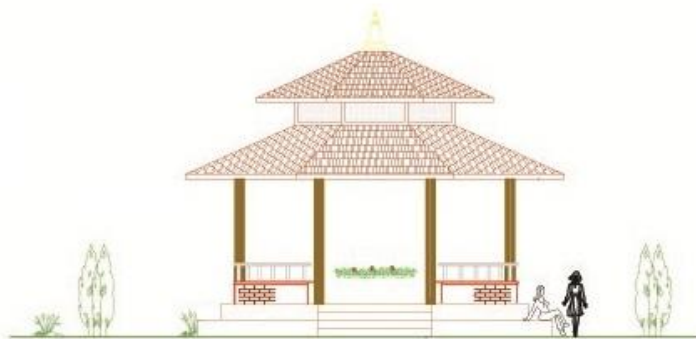
ANNEX I: ELEVATION & FLOOR PLAN







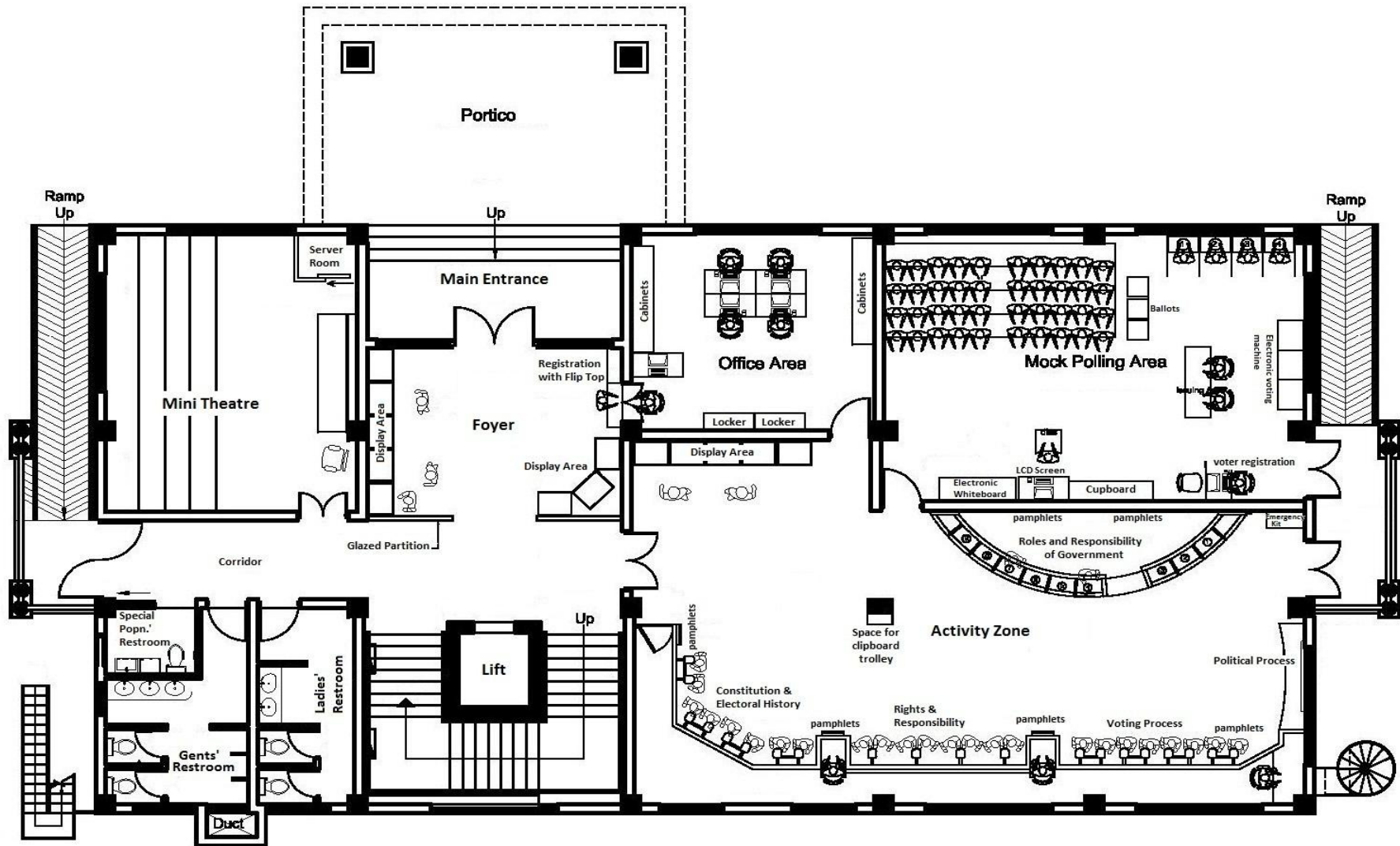
SITE PLAN



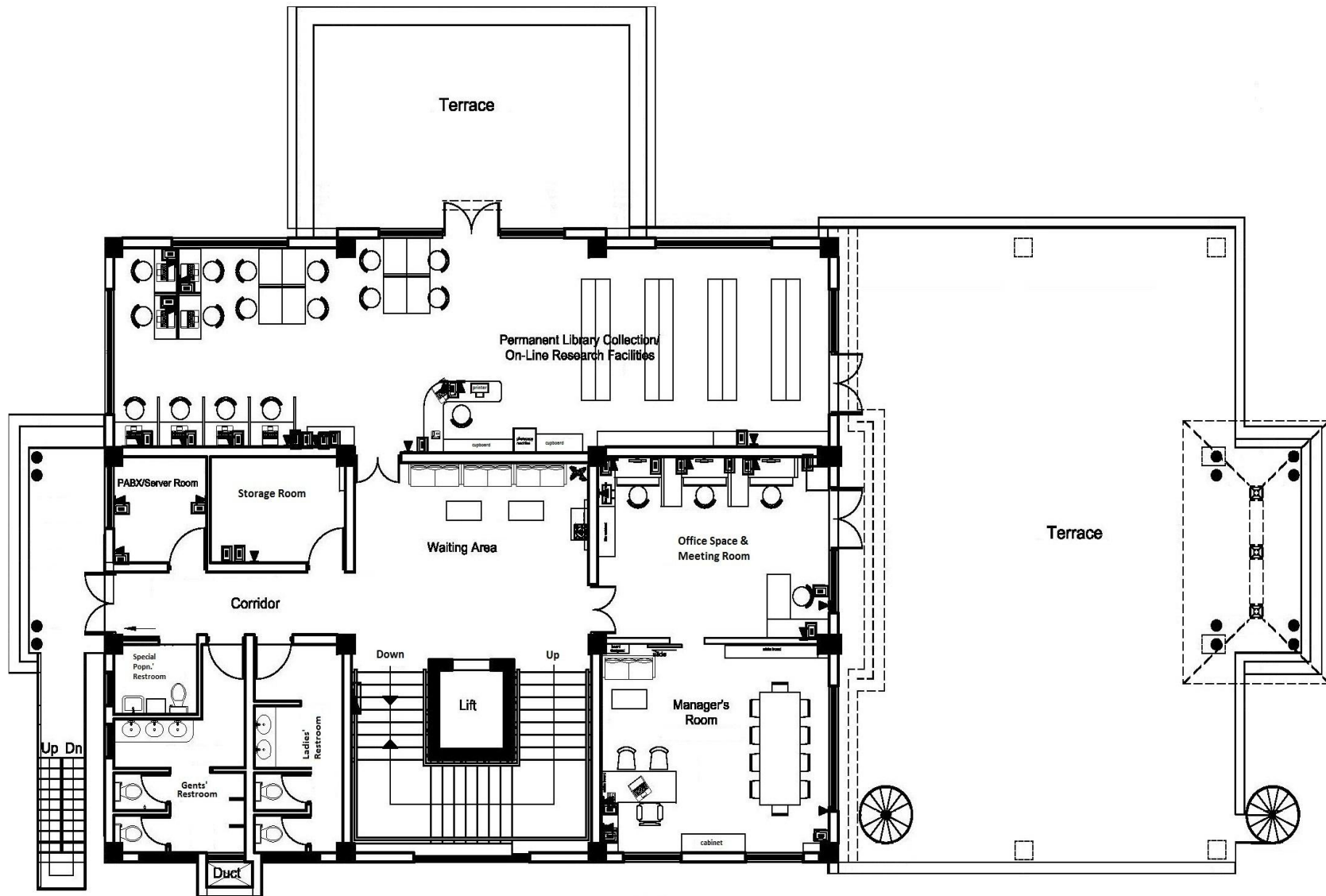
FRONT ELEVATION OF GAZEBO



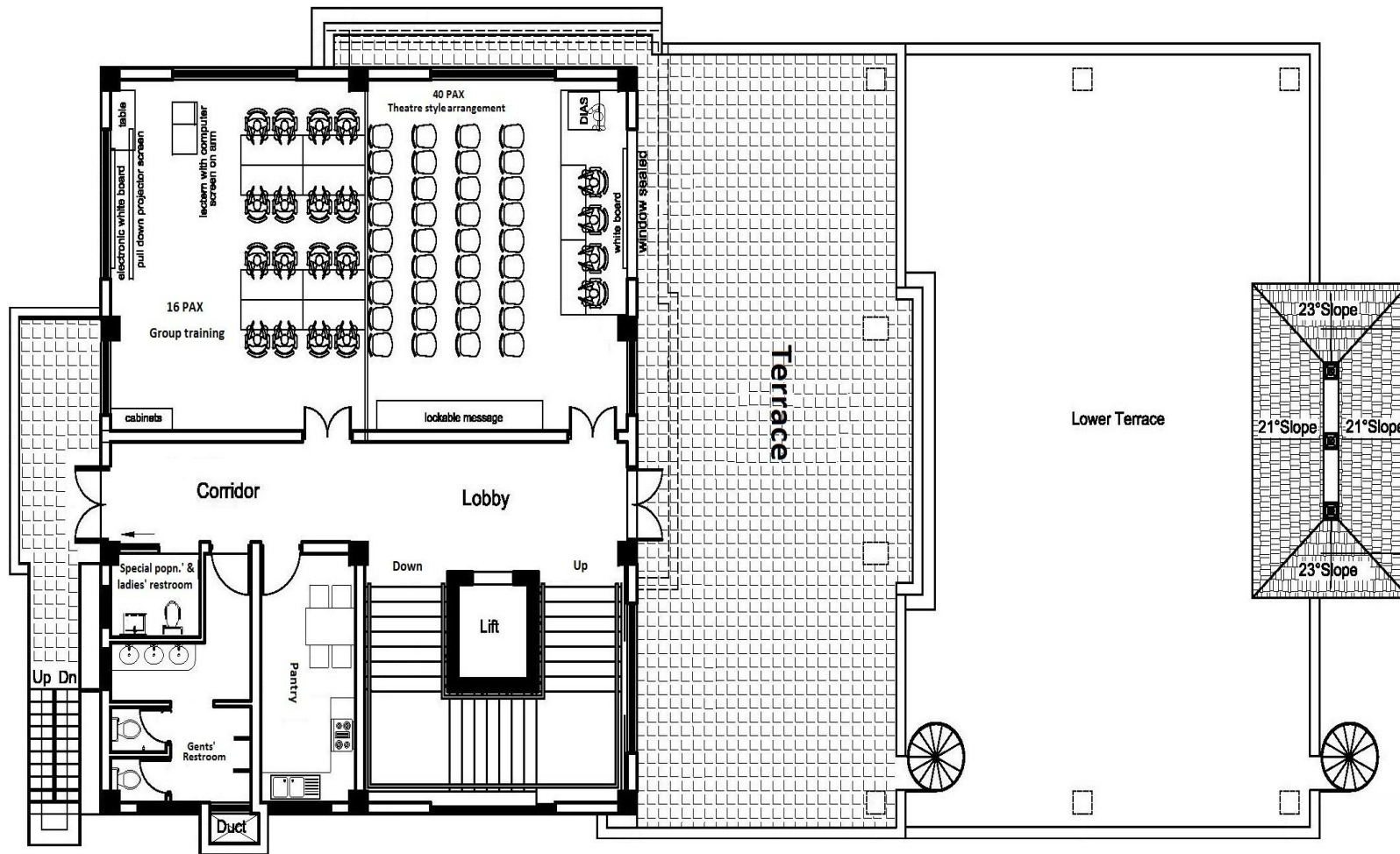
SIDE ELEVATION OF GAZEBO



GROUND FLOOR PLAN
Area = 432.8 m²



FIRST FLOOR PLAN
Area = 283 m²



SECOND FLOOR PLAN
 Area = 193 m²

ANNEX II: ENDNOTE

This document has been based on the concept note of EEIC, produced by Mr. Stephen Beale, International Consultant for EEIC, in 2009. The Election Commission of Nepal has been leading the process of the establishment of the EEIC. The concept note was developed with input from the Election Commission, particularly from Mr. Komal Prasad Dhamala, Executive Director of EEIC. Additional information and inputs have been provided by Ms. Nikila Shrestha, National EEIC Coordinator at UNDP-ESP, and Mr. Michael Clancy, International Consultant for EEIC. This document was written by Ms. Maral Mirshahi, Intern at UNDP-ESP, and the content of the document has been revised and approved by Mr. Luis Martinez-Betanzos, Senior Electoral Advisor and Project Manager of UNDP-ESP. This document has been developed on behalf of the Election Commission of Nepal.

United Nations Development Programme
Electoral Support Project
Kathmandu, Nepal
March 2012