

# BRIDGE Guide

For Partner and Implementation  
Organisations



*A Condensed Version of the BRIDGE Implementation Manual*



## Preface

In December 1999, a group of prominent electoral experts from around the world met in Canberra, Australia to discuss the potential structure and content of a short capacity-building program for electoral administrators. They were asked to reflect on everything which, with the benefit of hindsight, they wished they had known when starting work on their first election. The knowledge they identified formed the basis for what has become the BRIDGE (Building Resources in Democracy, Governance and Elections) curriculum – arguably the world’s most comprehensive curriculum in electoral processes.

Since the first trial of BRIDGE in East Timor 2001, the materials and project have been in a process of continuous development and improvement, as the curriculum has evolved from Version 1 to Version 2, and as BRIDGE workshops are being run in increasingly diverse situations. One evolution is a widening of scope, from initially being a curriculum in election administration to focusing on the wider electoral process. This has placed much more emphasis on the role of stakeholders both in the design of the modules and as potential target audiences for the workshops.

The educational philosophy of BRIDGE is that the best teaching should involve learning by all, including the teachers. We are committed to an activity based, ‘inquiry learning’ approach. We believe that the teaching approach of BRIDGE should model all of the democratic standards and principles that BRIDGE aims to nurture. We all share the belief that the best learning environment is one where everyone is respected and where all opinions and efforts are valued. Most importantly, we have all worked on the basis that BRIDGE is not a ‘quick fix’. It is a long term professional development program.

I believe that we have created something which genuinely helps to build the capacity of those new to elections, those who have been in electoral administration for a long time and all stakeholders in the electoral process. BRIDGE builds teams, it encourages sharing, and it helps electoral administrators find the information they need to meet the challenges of their vitally important jobs. Of that, we can all be justly proud.

The development of BRIDGE has been the work of many hands, and the content of this Guide represents a distillation of input from virtually everyone who has used or had contact with BRIDGE. The BRIDGE partners are deeply grateful for their support.

Ross Attrill BRIDGE Coordinator


## About this Guide

This Guide is condensed and adapted from the BRIDGE Implementation Manual, providing less detail on the preparing, running, and evaluation of workshops, and more focus on context and issues of importance to partner and potential partner organisations in deciding the appropriateness of BRIDGE.

Additional references are:

The BRIDGE Facilitation Manual: for BRIDGE facilitators, outlining facilitation techniques and workshop delivery guidelines.

The BRIDGE Implementation Manual: offers practical advice and tools to individuals and organisations responsible for designing, implementing, delivering and evaluating training workshops that use material taken from the BRIDGE curriculum.

The Toolkit: The Toolkit is available on the BRIDGE website ([www.bridge-project.org](http://www.bridge-project.org)), as well as in hard copy format (request from the BRIDGE Office). The toolkit contains useful implementation resources such as checklists, templates and pro forma. References to toolkit materials are marked with a  .

## Glossary of Terms and Acronyms

Accreditation	The process of becoming an accredited BRIDGE facilitator. There are two steps – 1) becoming semi-accredited by attending a BRIDGE module workshop as a participant and successfully completing a TtF workshop and 2) becoming fully accredited by completing supervised module workshop facilitation in the field.
BRIDGE	Building Resources in Democracy, Governance and Elections. Refers to the curriculum (both Versions 1 and 2), the BRIDGE partnership and the BRIDGE network, BRIDGE programs and BRIDGE workshops ( <a href="http://www.bridge-project.org">www.bridge-project.org</a> )
BRIDGE Office	Based in Melbourne, Australia at the Australian Electoral Commission, the BRIDGE Office is the central point of information for BRIDGE. The office holds and updates the curriculum and administers the database of BRIDGE facilitators.
BRIDGE network	Individuals and organisations. Past and present BRIDGE partner organisations, BRIDGE Office staff, project managers, program developers, facilitators and workshop participants. There are many email groups keeping former workshop participants in touch with each other.
BRIDGE partner committee	Representatives from the five BRIDGE partners. They meet annually at a Partner Committee Meeting (formerly the Expert Advisory Group – EAG).
BRIDGE partners	The five BRIDGE partners – the Australian Electoral Commission (AEC), International IDEA, International Foundation of Electoral Systems (IFES), United Nations Development Program (UNDP) and the United Nations Electoral Assistance Division (UNEAD).
BRIDGE program	A customised series of activities (e.g. module workshops, capacity development, skills transfer) to achieve set program objectives.
Client organisation	The organisation for which a BRIDGE program is to be conducted. This can include election management bodies (EMBs), civil society groups, political parties, the media, etc. Can also be referred to as a hosting organisation.
Customisation	The process of adapting the BRIDGE materials to suit the specific needs and objectives of the project, program or workshop, targeting different audiences.
Facilitator	The preferred terminology in BRIDGE (as opposed to ‘trainer’). It refers to someone who helps a group of people understand their common objectives and assists them to plan to achieve them without taking a particular position in the discussion.
Implementing organisation	A non-BRIDGE partner organisation that runs a BRIDGE program. Also referred to as ‘implementing partner’.
Modules	The 24 topics within the curriculum. Workshops can be designed from one, or a combination of several, of the modules.
Showcase	A customised workshop that exemplifies BRIDGE content, materials and methodology and which exposes key players and decision makers to relevant aspects of BRIDGE so that they can make an informed choice on its applicability.
Workshop	A discrete BRIDGE training event. For example, a module workshop, a TtF (Train the Facilitator) workshop, an Implementation or Customisation workshop.

# 1. About BRIDGE

What is BRIDGE? How do the programs work in practice? Qualities and components of BRIDGE, context and governance.

## Explaining BRIDGE

BRIDGE stands for Building Resources in Democracy, Governance and Elections, a modular professional development program with a particular focus on electoral processes. BRIDGE represents a unique initiative where five leading organisations<sup>1</sup> in the democracy and governance field have jointly committed to developing, implementing and maintaining the comprehensive curriculum and workshop package.

The objectives of BRIDGE as it is currently structured<sup>2</sup> are:

- to enhance the skills and confidence of stakeholders in the electoral process
- to increase the awareness of tools and resources available and necessary to build and maintain a sustainable electoral culture
- to develop a support network for stakeholders in electoral processes and encourage a culture of shared information and experiences
- to promote internationally accepted principles of democracy and good electoral practice.

A classic BRIDGE workshop is based on one or more of the BRIDGE modules: often shortening or extending modules, combining various modules or including new materials and activities using BRIDGE methodology. Another model is to run BRIDGE in combination with operational or other sorts of training, by mixing BRIDGE methodology and modules, operational training and/or elements of other workshops or programs in a way that matches the operational imperative of the client organisation.

BRIDGE can be conducted by a BRIDGE partner organisation or other organisations or even individuals as long as they comply with the rules of BRIDGE. For best impact, BRIDGE should be systematically conducted in conjunction with any existing electoral assistance or professional development programs as part of an integrated package. A carefully constructed customisation process is the key to a successful program. The first and most important requirement is a committed and competent team of BRIDGE facilitators, equipped with the time, resources, and appropriate information about the participants' needs and expectations.

## BRIDGE Governance and Structure

The BRIDGE partners are:

Australian Electoral Commission – (AEC) founding and hosting partner

International Institute of Democracy and Electoral Assistance (International IDEA) – founding partner

United Nations Election Assistance Division (UNEAD) – founding partner

<sup>1</sup> Australian Electoral Commission (AEC); International IDEA (IDEA); United Nations Electoral Assistance Division (UNEAD); International Foundation for Electoral Systems (IFES); United Nations Development Programme (UNDP)

<sup>2</sup> While the focus of the curriculum content is currently geared towards elections, the expansion of scope to human rights, good governance, and justice is under exploration, beginning with a module called 'Democracy in Our Place' first trialled in Vanuatu May 2009.

International Foundation for Electoral Systems (IFES)

United Nations Development Programme (UNDP)

A Partner Committee Meeting, which brings together the BRIDGE Office and the focal points of each partner organisation, takes place annually. This meeting provides an opportunity for partners to discuss the challenges, directions and strategies of BRIDGE. It is also used as a forum to make high-level decisions that cannot be made at the BRIDGE Office level alone.

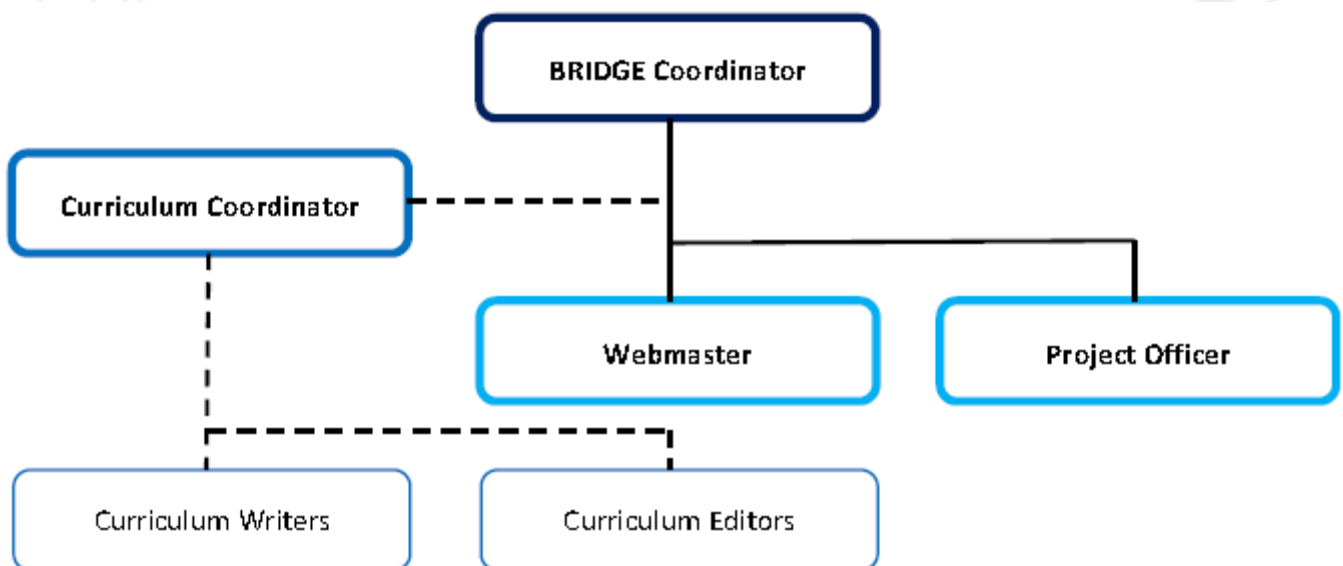
Where possible, the Partner Committee Meeting also invites key BRIDGE practitioners to attend, and can be used as an opportunity for practitioners to network and provide feedback to the Partnership.

The BRIDGE partners are committed to:

- The spirit of collaboration and cooperation, and establishing a true partnership.
- Regular and honest communication between all partners, and between the BRIDGE Office and all partners.
- Maintaining a strong relationship between partners, including teamwork and collaborative communication in the field.
- A commitment to supporting BRIDGE in a way that is most appropriate to each partner, which may include staff time, financial resources or providing expertise.
- Sharing of resources, expertise, staff, and information.
- Modelling of good BRIDGE implementation practices where Partners are implementing BRIDGE themselves.
- Mainstreaming of BRIDGE workshops and methodology within Partner organisations.

Designing and implementing BRIDGE programs as multi-partner initiatives goes a long way to maximising BRIDGE's institutional development potential. BRIDGE partner organisations are well placed for such cooperation.

Within the BRIDGE Office based in Melbourne, hosted by the Australian Electoral Commission, there is a BRIDGE Coordinator and several full-time project officers who are responsible for developing the curriculum and the BRIDGE website, for providing advice and support to implementers of BRIDGE, maintaining a database of all BRIDGE facilitators, keeping records of all BRIDGE workshops conducted around the world, and dealing with other ad hoc project requirements as they arise.


























## The BRIDGE Curriculum

The BRIDGE curriculum is comprehensive, representing the most ambitious attempt to cover the spectrum of electoral processes and their effective administration ever undertaken. Written by a large international team of experienced democracy professionals associated with the partner organisations, the BRIDGE curriculum includes major sections on stakeholders in the electoral process, coverage of cross cutting issues (such as gender, integrity and access), and in-depth exploration of complex issues relating to institutional culture, credibility and ethics.

The BRIDGE curriculum does not seek to prescribe any one model for implementing those principles, but rather encourages participants to learn from the diverse examples presented. It concentrates on the principles underlying all properly run elections, while drawing examples of different practical approaches from many different countries. In some of the modules the aim is to develop skills in areas that are important in an electoral administrator's day-to-day work, with an emphasis on understanding the relationships between tasks in order to meet tight deadlines effectively. In other modules exploring structural, ethical or social issues is the main focus.

Each module includes activities and examples of literature, case studies, election materials, websites, and audio-visual aids as workshop resources. It provides access to and draws from resources such as IDEA and IFES handbooks, EC/UNDP manuals and the ACE Electoral Knowledge Network. It also offers access to networks including regional and global electoral networks.

The current version of BRIDGE is Version 2, launched in March 2008, which consists of the following modules:

<p><b>Foundation Modules</b></p>	<p> <b>Introduction</b> to Electoral Administration</p> <p> Strategic &amp; Financial <b>Planning</b></p>	
<p><b>Electoral Architecture</b></p>	<p><b>Working with Electoral Stakeholders</b></p>	<p><b>Electoral Operations</b></p>
<p> <b>Legal Framework</b></p> <p> <b>Boundary Delimitation</b></p> <p> <b>Electoral Systems</b></p> <p> <b>Electoral Management Design</b></p> <p> <b>Electoral Technology</b></p>	<p> <b>Access to Electoral Processes</b></p> <p> <b>Gender &amp; Elections</b></p> <p> <b>Electoral Contestants</b></p> <p> <b>Electoral Observation</b></p> <p> <b>Media &amp; Elections</b></p> <p> <b>Electoral Assistance</b></p> <p> <b>Electoral Dispute Resolution</b></p> <p> <b>Voter Information</b></p> <p> <b>Civic Education</b></p>	<p> <b>Voter Registration</b></p> <p> <b>Pre-election Activities</b></p> <p> <b>Electoral Training</b></p> <p> <b>Polling, Counting &amp; Results</b></p> <p> <b>Post-election Activities</b></p> <p> <b>External Voting</b></p> <p> <b>Electoral Security</b></p>

The BRIDGE curriculum's 24 modules<sup>3</sup> include two foundation modules. These are Introduction to Electoral Administration which emphasises the ethical dimension of electoral administration, and Strategic and

<sup>3</sup> A new module on Political Financing is under development (3<sup>rd</sup> Quarter 2009).

Financial Planning, which emphasises the planning dimensions that underpin a professional approach to electoral administration. The other 21 modules are divided into three thematic groups.

Electoral Architecture contains the modules that examine the structure on which any electoral process rests, including Electoral Systems, Electoral Management Design, and Legal Framework. These modules have a strong academic underpinning, and are best run by ‘experts’ in the respective subjects as part of a facilitation team. They are appropriate in particular to designers and policy makers in an electoral reform or institutional planning phase. However, they also offer an excellent opportunity for the professional development of electoral administrators and other stakeholders in the process.

Electoral Stakeholders focuses on groups such as political parties, observer groups, advocacy groups, the media, voters and the international community and the important role each plays in a robust and credible electoral environment. Modules such as Access to Electoral Processes, Electoral Contestants or Civic Education are designed to serve a dual function; both empowering key stakeholders to understand, engage in and improve electoral processes, and promoting understanding among EMBs of stakeholder needs. They also aim to provide the tools and skills to meet those needs. In addition, a workshop with a mixed stakeholder/electoral administrator composition of participants can be designed to serve as a forum for constructive dialogue between the different groups.

The Electoral Operations thematic group illustrates a cyclical, rather than ‘event driven’, approach to the running of elections, reflected in modules ranging from Voter Registration and Pre-Election Activities, through Electoral Security, Polling, Counting and Results, to Post-Election Activities. These modules are particularly effective as professional development tools for mid-management electoral administrators at the national and sub-national levels. However, they may also be conducted for other stakeholder groups to foster a better understanding of electoral operations.

## **BRIDGE Methodology**

The BRIDGE methodology combines participatory adult education techniques with a distinctive values based approach. Rather than using a traditional lecture style, BRIDGE is activity-based and is focused on practical issues. Each module offers a range of activities designed to convey clearly identified Key Understandings, and to achieve specified Learning Outcomes. The methodology reflects the insight that people learn best when they take responsibility for their own learning and are faced with material that is relevant to them and presented in a memorable and innovative and engaging way.

The BRIDGE methodology

- acknowledges the importance of building local electoral administrative capacity in participant countries
- acknowledges and values diversity of experiences and operational environments
- encourages dialogue, sharing of knowledge and participation to identify excellence in electoral administration
- supports, rather than prescribes, in order to build individual participants’ skills and expertise
- encourages participants to be responsible for their own learning
- encourages local ownership of the curriculum so that client groups eventually gain the ability to conduct BRIDGE for themselves

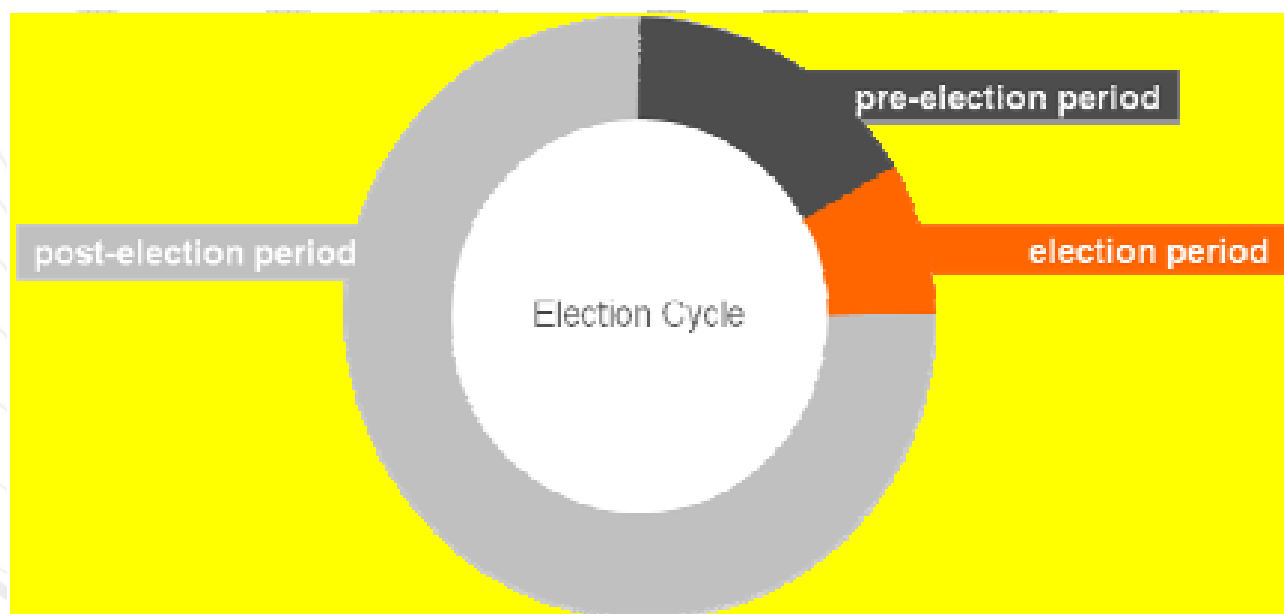
BRIDGE is flexible and adaptable. Currently, BRIDGE programs are developed to meet the specific needs of partner organisations. This means that BRIDGE programs are extremely diverse, depending on the client, , timing in the electoral cycle, funding, participant needs, as well as regional and cultural contexts (see examples at [www.bridge-project.org](http://www.bridge-project.org)). BRIDGE workshops are run at the national level, for participants from across a region, or for international participants.

Workshops using BRIDGE curriculum materials have been conducted in countries as diverse as Afghanistan, Angola, Armenia, Australia, Bhutan, Bolivia, Burkina Faso, Canada, East Timor, Egypt, Fiji, Finland, Ghana, Guam, Indonesia, Jordan, Liberia, Mozambique, Nepal, the Palestinian Territories, Papua New Guinea, Sierra Leone, the Solomon Islands, South Africa, Sweden, USA, Vanuatu and Yemen (for a comprehensive list see the BRIDGE website). In addition to the BRIDGE Partner organisations, implementing partners have included the Independent Electoral Commission of South Africa, the Electoral Institute of Southern Africa, the University of the South Pacific, as well as the electoral authorities in a wide range of countries. Nationals of over 60 countries have taken part in BRIDGE workshops.

## BRIDGE in Practice

BRIDGE has been designed to reflect and support the cyclical nature of electoral processes. A strong BRIDGE program includes consideration of the election cycle and operational capability of an Electoral Management Body (EMB) within that cycle. The post-election period is often the most appropriate time to implement a capacity development or sustainability plan allowing for a focus on planning and working with core or permanent staff in a way that the operational imperatives of the pre-election period does not permit. A post-election evaluation process can also be used as an opportunity to bring together stakeholders and repair differences by looking forward and seeking to improve the electoral process.

The task of program developers is to identify the most appropriate time to conduct module workshops that align with organisational priorities (and that don't interfere with operational imperatives). Some modules would be most appropriately scheduled just prior to the relevant election cycle event, others would be appropriate at all or any stages of the process.



BRIDGE programs are only one potential component of a wider and deeper professional development strategy or one component of an integrated package of broader electoral assistance and /capacity development strategies. BRIDGE is compatible with other interventions such as technical assistance, operational training, and mentoring.

Specific examples of electoral assistance and professional development programs in which BRIDGE can be used as an integrated or complementary tool are:

- technical, operational and management training programs
- degree programs in fields related to public administration and electoral processes

- mentoring programs whether within EMB staff or where international experts mentor national staff as part of technical assistance programs
- public administration assistance
- institutional exchanges where members and staff visit other institutions
- international cooperation between EMBs and stakeholders from different countries
- international election observation by EMB staff and electoral stakeholders
- election practitioners networks whether global or regional.

For long term impact, the most effective way to design BRIDGE programs is to incorporate (and adapt) the resources, trained facilitators, and methodology into the training unit of a client organisation. Such a unit may have to be created, or may benefit from being strengthened or restructured.

BRIDGE workshops integrate well with technical assistance programs and should be included in the design and consultation phases of an electoral assistance program. They can also be used periodically as a tool for reflection and analysis. BRIDGE workshops can serve as an effective launch activity for corresponding thematic sub-components of a broader technical assistance program.

For instance, a voter registration technical assistance phase could be initiated by a customised implementation of the Voter Registration module with a registration specialist serving as an expert for the training alongside BRIDGE facilitators. As participants, the EMB staff and relevant stakeholders build confidence and broad conceptual understanding of the upcoming voter registration process, the specialist gains an understanding of the local situation, and the relationships fostered between both parties can help to ensure the success of subsequent technical assistance.

### **Electoral Stakeholders**

BRIDGE workshops are being designed and run for an increasingly diverse audience such as electoral commissioners, EMB staff, members of the media, political parties, and civil society groups. The material lends itself also to workshops run for parliamentarians, security forces, academics or university students. Workshops with an audience comprised of EMB staff and other stakeholders can serve as a forum for constructive dialogue between the different groups. Broad substantive relationships between different stakeholder groups, and deeper understanding of the real problems faced by 'other' institutions, can lead to greater trust, more effective cooperation, and eventually more successful design and implementation of respective operational plans.

Unique networking opportunities are also created when stakeholders from different countries or regions are invited to a workshop (for example, women's advocacy groups from different countries attending a Gender and Elections workshop).

Conferences where there are representatives from a number of different organisations involved in elections are excellent places where BRIDGE methodology can be showcased. Lecture- and presentation-oriented methods can be combined with activity-based sessions to share large amounts of information in a participative manner and to offer the variety of presentation methods that lead to better engagement.

### **Capacity Development**

Electoral assistance providers recognise that the building of a strong and stable electoral culture in-country is more important than providing ad hoc electoral assistance from outside. Two of the largest providers, UNDP and the European Commission, have specifically recommended incorporating an electoral cycle approach and focussing on capacity development in their electoral assistance programming (see Electoral Assistance Manuals from the respective organisations). UNDP defines capacity development as the process through

which individuals, organisations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time.

BRIDGE as a professional development tool primarily affects participants at the individual level. BRIDGE workshops use an activity based approach that maximises retention of knowledge and skills. In addition, the workshops are designed to promote or reinforce professional confidence, ethics, understanding of principles of best electoral practice, and access to networks of peers.

BRIDGE has the potential to trigger change on the organisational level by affecting broader understanding of the organisation, morale, and cohesion within the organisation. Workshops encourage participants to reflect on their organisation, providing comparative examples and alternative approaches, and by generating blueprints or support for organisational reform.

BRIDGE has the potential to impact change also on the environmental level. As a dialogue tool, the content, methodology, and non-threatening environment can contribute to a shared understanding of the challenges ahead and improved relationships between disparate stakeholders. By practicing skills such as analysis of alternative approaches, advocacy, and legislation drafting participants are well placed to affect change on a broader level.

BRIDGE programs have resulted in networks of professionals within institutions, regionally and internationally that have provided peer support and served as triggers for reform long after the end of the formal program.

BRIDGE can be particularly useful and successful as a capacity development tool when it aims to systematically transfer ownership and responsibility for the conduct of BRIDGE to the client organisation or country. Ideally this occurs throughout the first two or three years of the rollout of BRIDGE. The aim is to have the client organisation or the country develop and implement a professional or community development strategy which is taken up and institutionalised.

BRIDGE Toolkit  
 Reporting samples,  
 templates and  
 checklists 

Evidence of success of a BRIDGE program in terms of sustainability would be:

- Professional development is a higher corporate priority inside the institution reflected in human resource practices.
- A BRIDGE-like active learning approach is incorporated into a training regime making use of fully customised resources informed by the original BRIDGE materials.
- The morale of staff, institutional pride and commitment to the values of democratic electoral processes is thriving.
- The performance of the institution in delivering certain elections-related functions that were the focus of the BRIDGE workshops has improved because of increased skills and processes inspired and informed by the BRIDGE experience and resources.
- There is increased understanding of broader issues of sustainability within the institution, for example as regards the introduction of IT solutions and procurement decisions
- The improved state of relations between stakeholders brought together in BRIDGE workshops serves as an enabling factor for credible electoral processes.
- An improved policy framework is in place in specific areas corresponding to the focus of the BRIDGE program.

Factors that will affect the impact of a BRIDGE program are the extent of national ownership; the responsiveness and relevance of the programs; and the appropriate fit with wider electoral assistance programming.

## Regional Approach

A regional approach has proven particularly effective for BRIDGE programming. Regional examples and experiences are more easily shared due to linguistic and cultural ties. Regional programs and cooperative efforts create opportunities for practitioners to develop networks beneficial to strengthening the notion of professionalism as well as providing access to comparative experiences.

Sometimes it can be a more economically effective to have the BRIDGE resource persons spread through regions rather than all concentrated in one country where opportunities to implement BRIDGE activities may be more limited. A regional approach can be used to create a pool of BRIDGE resource persons including facilitators, implementers and translators.

There are a number of elements that together create a regional strategy. These include: developing partnerships between regional stakeholders; drawing participants from a number of countries in the region; adapting BRIDGE materials to a regional context through development of regional case studies; customisation; translation; identification of resources in original language; and general adaptation of curriculum content to take account of regional, political and cultural history. Regional networks can be maintained through regional communication strategies for example regional events, newsletters, online forums.

## Delivering BRIDGE through and with Implementing Partners and Clients

Partnerships to deliver BRIDGE Programs may be developed in various ways. In the first instance, EMBs in emerging democracies that are liaising with donors and receiving funds for electoral assistance may be introduced to the notion of using BRIDGE when discussing the type of assistance they require. As arrangements become more defined, a number of different bodies may form a consortium to deliver the program, with different partners making different contributions. Alternatively, a single local agency may be developed as a partner in the delivery of a program.

Potential partners include the following types of bodies:

- A national EMB, which may wish to nominate staff to take part in the program, but may also be involved in defining the objectives and tailoring the delivery of the program. Some EMBs may choose to use BRIDGE as part of their staff professional development program - Australia, for instance, has conducted BRIDGE modules in almost all of its States and Territories - or in the context of an electoral reform program.
- Local bodies separate from the EMB, but involved as stakeholders in democracy development or electoral reform. They may be prepared to sponsor programs or provide the sort of support EMBs can also provide.
- International organisations, regional organisations of EMBs, or government bodies involved in the provision of assistance relating to elections or democratic development. Such organisations may again be able to sponsor programs or contribute participants or facilitators, or both.
- Donor organisations that may be prepared to provide funding or support in kind (for example, use of premises, expertise, sponsoring of participants or facilitators materials development or translation).

Choice of partners will depend on what potential partner organisations have to offer, as well as on the context in which the program is to be delivered. If, for example, the latter is to be but one element of a larger capacity building project being managed by a particular assistance provider, it would normally be essential to determine precise objectives in the light of broader capacity-building aims, and to involve that assistance provider in the planning of the program from the outset.

Choice of implementation approaches will depend on a number of factors. Potential partners, in considering when and how much they want to commit to any BRIDGE program, may well benefit from a gradualist approach to implementation.

## Learning about BRIDGE

BRIDGE content and, in particular, BRIDGE methodology may be new to some members of the democracy and elections community. Resources for learning about, advocating and explaining BRIDGE include the following:

- the BRIDGE website [www.bridge-project.org](http://www.bridge-project.org)
- explanatory documentation (such as this Guide)
- samples of materials from the Facilitators Notes and Participants Notes
- videos and photos of the conduct of BRIDGE in other countries - testimonials are powerful tools to build an intuitive understanding of how capacity development works in practice
- meetings with counterparts in other countries or organisations who have had experience with BRIDGE
- attending and conducting BRIDGE activities at regional meetings or conferences, or using activity-based methodology for the conduct of conferences or workshops in order to showcase the methods that characterise BRIDGE
- inviting officials from an interested country or organisation to witness or participate in the implementation of BRIDGE elsewhere
- requesting and conducting specially customised demonstrations specifically targeting the country or organisation in question

The use of short BRIDGE workshops that exemplify BRIDGE content, materials and methodology – ‘showcasing’ - exposes decision-makers to relevant aspects of BRIDGE and can be a useful tool for giving them a better and more informed understanding of the benefits they can derive from BRIDGE.

## 2. Considering and Programming BRIDGE

What to consider when designing BRIDGE programs: issues, steps and tips.

Consideration of the use of BRIDGE may be prompted in a number of ways. A general request, not making specific mention of BRIDGE, may be received for assistance with electoral administration, electoral training or staff capacity development. In some cases a donor or BRIDGE partner conducts a broad country-based assessment on electoral assistance and may consider the option of using BRIDGE as part of an assistance package. Over a series of exploratory discussions, a consensus may develop between several bodies that the use of BRIDGE would be worth exploring, without there necessarily being a formal request. Another scenario is a specific request received directly from an organisation such as an EMB) or from the government of a country that would like to use BRIDGE in a short-term project.

A BRIDGE program should always be seen as a long-term capacity development effort, not a short-term quick-fix. The involvement of the client or implementing organisation as an integral partner to the needs assessment (and subsequent program design and customisation) is an important investment in the building of capacity and ownership of the program. Experience has shown that BRIDGE programs are most effective when they are carefully tailored to the needs of participants; and this can be effectively achieved by developing and delivering programs in partnership with local bodies that can contribute to and drive the customisation process.

In certain circumstances it may be better to take small incremental steps, rather than committing significant funds to a large project. Program organisers may prefer to proceed in a non-prescriptive and indeed non-threatening manner - minimising losses (of face and money) - should an ambitious project not eventuate or proceed. If an organisation shows initial interest, but is not in a position to commit to a large project, it could be encouraged to send some key personnel to attend a BRIDGE workshop out-of-country before embarking on its own in-country showcase or a Train the Facilitator program, and certainly before developing and translating materials.

Designing a program involves:

- assessing the feasibility of conducting BRIDGE in the given context
- identification of needs and broad objectives and careful consideration of whether BRIDGE is an appropriate tool for addressing these
- formulating and adopting a grass-roots strategy and plan for training, in consultation with the key stakeholders
- ensuring that the plan is driven by a local agenda, with stakeholders defining their own needs
- identification of program objectives through consultation and contextualisation
- thoughtful and appropriate program design
- consideration of an evaluation framework
- comprehensive logistic planning
- well-organised execution of the program
- well-planned and useful evaluation
- clear reporting and documentation
- strategies to sustain the program and its impacts, such as the creation of an internalised professional development strategy so local trainers can sustain BRIDGE and pass ownership to the client organisation at the completion of the program.

## Considerations before Program Design

### Assessing Feasibility

Some initial prompting questions to assess whether BRIDGE would be relevant or feasible are:

- Is there currently a critical mass of support for undertaking capacity development (not necessarily using BRIDGE)? How broad is that support among management and staff, partner organisations, implementing agencies and donors? Within these bodies, is support generalised or is it concentrated in certain individuals? Is there a formalised, institutional commitment or only a personal one? Is the use of BRIDGE being sought in order to generate change within an organisation? If support is not currently manifest, is this a permanent and unchangeable constraint or does it appear possible to build support at a later stage?
- On the basis of what can be discerned even before detailed examination, is there a reasonable prospect that resources will be able to be mobilised for the use of BRIDGE? What resources (in particular: funding for initial study and for later development and implementation; translated, customised and appropriately adapted materials, evaluation, time; accredited facilitators; and experienced project managers) might be available, both within and from outside the country? Are the interested organisation's priorities likely to be dominated by short-term, often election-related, tasks?
- Where a request is submitted by an organisation, is it duly authorised to do so?

### Discussion Steps

During and after scoping, discussions will need to take place between the BRIDGE representatives and the clients, implementing organisations, and any donors. These should always reinforce and clarify the elements of the project in order to manage the expectations of both the latter.

When negotiating with clients, the following steps are part of a successful program.

- Extensive consultation with the EMB, political parties or other organisations - in order to foster the political will for BRIDGE to be implemented. This may involve creating a 'buzz' by exchanging views with other senior or strategic staff, in particular on the benefits they will derive from BRIDGE.
- Conducting a needs analysis – establishing a checklist of what is needed and for whom, determining the time frame (short-term versus long-term), and the focus of the program (operational training versus professional development).
- Managing expectations – double-checking what can be offered in the available time frame and whether that is consistent with what the clients believe they are going to get.
- Setting realistic targets collaboratively – it usually pays to be modest rather than over-ambitious. An appreciation of the extent of local capacity to support reform is also essential. If capacity is low, rapid reform will not be sustainable.
- Ascertaining critical elements for all parties – key factors on which to focus are the timetable, money and personnel.

### Conducting a Needs Assessment

A needs assessment takes into account the following considerations:

- Appropriateness of BRIDGE - BRIDGE may not be the most appropriate tool to be used in a particular context. There are instances where institutional, operational or human resource issues may result in other solutions being more appropriate. The context may require more direct electoral assistance rather than the use of BRIDGE or even individualised processes such as coaching, which may make BRIDGE inappropriate as the required tool.

- Capacity development vs. operational training - It is likely that many clients will consider that, rather than a BRIDGE-style workshop, what they need is operational training directly related to their work.
- Target groups - Ideally, participants should represent a cross-section of the organisation's personnel, for example, senior managers, middle managers, field staff. Increasingly, BRIDGE workshops have been used effectively to sensitise, inform and engage other stakeholders in the electoral process such as political party members, community leaders and journalists.
- Centralised vs. decentralised training - The client may have preferences concerning the number and location of workshops. This will determine the type, composition and length of the BRIDGE program, as well as the funding required.
- Time frame for training - The electoral cycle is a useful tool for a dialogue on effective sequencing and timing, recognising that realistically the best laid plans may change dramatically due to circumstances such as changes in the legal or political arena.
- Compatibility with other capacity development initiatives - It is important for BRIDGE planning to be aware of other capacity development initiatives that are happening at that time or place, and ensure appropriate coordination and compatibility between programs.
- Risk assessment - Planning for any project requires undertaking an assessment of the risks involved. Such an assessment should be outlined in a risk assessment plan that covers the following aspects:
  - risks, in other words, possible events which could compromise the success of the project
  - likelihood of occurrence
  - likely impact
  - measures considered to minimise and manage identified risks



Typical results of a needs assessment process are:

- An assessment of the existing conditions that enable the conduct of capacity development, such as past learning experiences, institutional and operational contexts and stakeholder concerns.
- An assessment of the factors that inhibit the conduct of capacity development.
- The development of criteria that allow for the measurement of the impact of the capacity development project.
- The development of recommendations for practical and cost effective means of capacity development.

## Scoping Missions

A scoping mission typically consists of two components: documentary research and interview-based engagements. Documentary research is done ahead of a visit to the initiating institution or country, covering and comprising: constitution, electoral law and other relevant legislation; previous election results, observer and media reports on electoral issues and disputes; as well as reports and plans of previous training activities.

Scoping missions should include at least one BRIDGE facilitator with extensive knowledge of BRIDGE. Having an experienced facilitator on the team - preferably one who is likely to be working on the program - is very strongly recommended because this will help to anticipate any problems (logistical, technical or financial) that might be encountered during implementation. It also helps the facilitator build a relationship with the main stakeholders.

Apart from the client organisation, the mission members should meet with other stakeholders, such as donors; political parties; parliamentarians; relevant department heads; civil society groups; observer groups. Focus groups are a complementary source for generating information useful for the assessment.

The members of a scoping mission when speaking to client organisations and other interlocutors should, as a minimum, cover the following topics.

- Types of BRIDGE and Sequencing: The recommended sequence of workshops including showcases, module workshops, implementation workshops and TtFs, in a program should be discussed, always keeping in mind the context in which the program is to be delivered.
- Customisation Process
- Budget: How much is required? How much is available? Where is the money coming from? Who will manage the budget? The potential costs of running a BRIDGE program should be made clear, whether it is donor or client funds that are likely to be the main resource for the program. The scoping mission should clearly outline the costs of various options for delivery and ensure that client organisations and donors do not have unrealistic expectations of what can be done with limited funding.

Refer to: Annex 2: Potential Cost Items of a BRIDGE Program for a list of costs to consider

- Timing: It would be ideal to conduct BRIDGE in a post-election environment – when the program can be combined with lessons learnt from past elections. BRIDGE programs need to be timed so as not to impinge on operational priorities; or programs need to be customised so that they will clearly contribute to meeting operational needs.
- Minimum Conditions: Rules, policies and procedures have been established for conducting BRIDGE; see Focus On: Rules of BRIDGE.
- Clear Statement of Purpose: What will the success indicators be and how will the project be evaluated? The outcomes should be clearly spelt out, including a realistic assessment of which of the stated or desired outcomes can be accomplished through training; which outcomes cannot be accomplished through training; which outcomes are not realistic in light of the implementing organisation's institutional skills and resources.
- Facilitators: The presence of appropriately skilled facilitators is so fundamental to the success of BRIDGE that the scoping process needs to include a quite detailed assessment of whether they are likely to be available. A range of issues arise in relation to their choice and deployment. These include such things as availability and makeup of the team (gender balance, technical expertise, language skills). Is there a suitably qualified facilitator available to coordinate and accredit any facilitators who are to be accredited?
- Participants: Who will they be? It should be kept in mind that the intention of the program is to enhance professional skills, rather than create those skills. For participants to get the most benefit from the program they should: be motivated individuals, committed to the democratic process; be willing to share information, and to assist in the setting up of national training programs; and be willing to participate in the evaluation and further design of the program. It is here too, that it should be made clear that for BRIDGE to be most useful, numbers of participants should be kept to 25 or below.

The following specific questions could be asked of the client organisation:

- What plan does the organisation have for providing training and/or professional development opportunities?
- What past training needs analysis or training courses have been done?
- How many people does this involve? What proportion are women?

- What are the resources (e.g. facilities) available to support the training program throughout the country?
- Are the rules and regulations for conducting an election in the country ready and available?
- How adequate are the knowledge and skills in the country to allow the running of an election that meets basic standards, such as transparency, reliability or cost effectiveness?
- How satisfied are the stakeholders for each of the electoral stages conducted in the country?
- **Training needs analysis:** If the client organisation has not completed a training needs analysis, the project team may have to conduct one as part of their scoping mission, so as to determine to what extent BRIDGE is adequate for covering such needs. This may also require an auditing of the educational policies (staff development practices) of the organisation. A comprehensive training needs analysis may need to be undertaken before or in conjunction with a BRIDGE program (if this is the imperative of the country).
- **Recognition and acknowledgement:** Due recognition is vitally important for building support for and ownership of BRIDGE. It should be borne in mind from the outset that a successful BRIDGE program is likely to be the work of many hands. Materials developed locally should clearly acknowledge, both on the cover and within, the BRIDGE Partner Organisations, the sources of the materials, the funding agency or agencies, the implementing agency or agencies, and other contributions (including of individuals) to the materials and to the project itself.

 **BRIDGE Toolkit**  
*Sample scoping  
mission reports*

## Focus On: Rules of BRIDGE

BRIDGE is a partnership. This partnership gives strength to BRIDGE, but at the same time it brings with it some obligations for the implementers of BRIDGE.

The rules and guidelines of BRIDGE are designed to ensure its integrity as well as continuing to maintain the synergy between the BRIDGE partners and other BRIDGE implementers.

1. BRIDGE implementers must advise the BRIDGE Office, as soon as they can legitimately do so, of forthcoming BRIDGE activities.
2. BRIDGE workshops must be conducted by accredited facilitators. The BRIDGE facilitation process is designed to ensure that facilitators have an adequate understanding of the BRIDGE content and methodologies. This is to ensure quality of outcomes and consistency of approach in the delivery of BRIDGE training.
3. BRIDGE must acknowledge the BRIDGE partners. Part of the strength and credibility of BRIDGE comes from the partnership, therefore it is important to give due recognition.
4. Copyright of the BRIDGE materials must be respected. In this context, it must be emphasised that the translation of materials does not change the underlying intellectual property ownership.
5. BRIDGE partners may arrange translation of BRIDGE materials in consultation with the BRIDGE Office. Other individuals and organisations must obtain permission from the BRIDGE Office before undertaking translations.
6. BRIDGE facilitators and implementers must provide additional activities and resources, translations, evaluations and program reports to the BRIDGE website, via the BRIDGE Office. This ensures that lessons are learnt, and that the curriculum is improved on an ongoing basis.

### When is it BRIDGE?

A training workshop is BRIDGE when all of the following apply:

- Workshops are conducted by accredited BRIDGE facilitators
- BRIDGE methodology and activities (including its focus on a capacity-development approach) are used
- The integrity of the curriculum methodology is maintained including Key Understandings and Learning Outcomes of modules and activities are addressed and met, and the adult learning methodology is applied
- Programs are conducted in compliance with the rules above

### When is it not BRIDGE?

- If the rules of BRIDGE are not followed
- If the BRIDGE curriculum is used by non-accredited facilitators. It may be used by non-accredited facilitators, but they cannot call it BRIDGE
- If the integrity of the curriculum methodology is not maintained

## Developing a Program Framework

A co-designing approach and careful customisation approach has proven far more effective than the 'cold start' where BRIDGE facilitators come into a

**✂ BRIDGE Toolkit**  
*Implementation  
 checklists, project  
 document samples,  
 sample budgets*

country to facilitate with little or no face to face consultation with the client organisation.

## Formal Agreements

There should be some form of written agreement, for example, a Memorandum of Understanding (MoU), Record of Understanding (RoU) or exchange of letters, to finalise the details agreed upon between the main stakeholders - typically, donors, project team and clients. All stakeholders should be involved in its development.

**BRIDGE Toolkit**  
*Sample agreements  
 and templates*

Such an agreement should specify clear outcomes and deliverables, and determine the responsibilities of the implementing agency, the donors, any consultants, and the client organisation. The following elements are normally included:

<i>personnel</i>	<i>definitions</i>	<i>duration</i>	<i>responsibilities</i>
<i>scope of services</i>	<i>preamble (introduction)</i>	<i>suspension or termination</i>	
<i>fees, payment audit and financial records</i>		<i>taxes, duties and charges</i>	<i>intellectual property</i>
<i>relationship with foreign government</i>		<i>delivery models</i>	<i>anti-corruption</i>
<i>agreement to adhere to BRIDGE rules and policies</i>		<i>reporting requirements</i>	<i>budget</i>
<i>Variation and revision</i>	<i>log frame</i>	<i>confidentiality and public comment</i>	
<i>provisions for amendments and extensions</i>		<i>outcomes</i>	<i>liaison</i>

## Project Management Structure and Plan

The conduct of a BRIDGE project will typically require a significant investment of time, money and human resources from a range of stakeholders, including participants, EMBs, facilitators, implementing agencies, as well as donors in some cases. The success of the program will depend on the stakeholders sharing a common understanding of, and commitment to, its scope and nature.

**BRIDGE Toolkit**  
*Sample agreements  
 and templates*

A steering committee or advisory group, consisting of representatives of stakeholders (including, of course, the client organisation), facilitators and the program team, should be set up. Depending on the size of the program, such representatives should reflect the different levels of implementation (regional, national, local).

The program team are the people developing and implementing the BRIDGE program. This team may already be taking shape once the program is initiated. At this point, an experienced BRIDGE facilitator (or someone very conversant in BRIDGE) should already be involved, preferably as part of the program development team.

At this point the administrative support needs to be considered. If possible administrative support staff should be part of the program team from its inception.

It is also useful to start identifying facilitators who are appropriate and available for the proposed program. Wherever possible a program should involve developing local facilitators. Because BRIDGE is an activity-based curriculum, its successful implementation is highly dependent on the quality and experience of the facilitators who conduct it.

Once an agreement has been signed and the type of BRIDGE program has been chosen, it is time to develop a detailed project management plan (the main tool for allocating resources, assigning activities, monitoring developments and evaluating achievements) as well as an effective information management system that allows information to be effectively acquired, stored, processed, accessed, communicated, and archived.



**BRIDGE Toolkit**  
Communications  
proformas sample  
press releases and  
sample training  
reports

### ***Guiding values for BRIDGE programs***

- ***local ownership and empowerment***
- ***sustainability***
- ***cooperation***
- ***participation***
- ***inclusiveness***
- ***transparency***
- ***commitment to ethical behaviour***
- ***flexibility***
- ***non-prescriptive approaches***
- ***rigorous and comprehensive content***
- ***commitment to democracy***

### 3. BRIDGE Workshops

The process of turning BRIDGE curriculum into meaningful workshops: types of workshops, the role of facilitator, facilitation teams, and details of facilitator levels and accreditation process.

#### BRIDGE Training Components

BRIDGE project components are described in the following chart.

#### Module Workshops

BRIDGE is the most comprehensive professional development curriculum available in election administration. It improves the skills, knowledge, and confidence both of election professionals and of key stakeholders in the electoral process such as members of the media, political parties, and electoral observers.

The 24 modules can be conducted and modified in several ways:

- running modules as they are
- customising modules, e.g. shorter versions, mixing modules, plus new tailored modules using BRIDGE methodology
- mixing BRIDGE methodology with operational training or other courses

Using BRIDGE for a specific purpose outside professional development training (e.g. as a conference tool)

Length of workshops: There are 24 modules on all aspects of election administration, grouped thematically:

1. Electoral Architecture
2. Working with Electoral Stakeholders
3. Electoral Operations

Each module varies in duration from one day to one week (average being three days). The modules contain in-built flexibility – providing a menu of topics and activities to be tailored to suit the audience and time available.

Intended audience: A broad range of electoral administrators at the middle to senior levels of management can benefit from taking part in BRIDGE. The primary target groups of the workshop are:

- practising election administrators from developing democracies
- electoral administrators in more established democracies who may need a refresher or a team building exercise in this area

Pre-requisites for attendance: Ideally participants should have some prior or current experience in the electoral field, or be about to take part in election-related activities if they are electoral stakeholders.

Remember that the intention of the workshop is to enhance professional skills, rather than create those skills. Participants will get most benefit from the workshop when they are: motivated individuals, committed to the democratic process; willing to share information, and to assist in the setting up of national training programs; and are willing to participate in the evaluation and further design of the program.

#### Implementation Workshop

The purpose of this three-day workshop is to provide guidance to individuals and organisations responsible for designing and setting up training programs that use material taken from the BRIDGE curriculum. It aims to familiarise participants with what BRIDGE is (its scope and flexibility), and how to best implement it.

Length of workshop: This is designed as a three-day program, but could also be conducted in two days, or four days, depending on the audience.

Intended audience: Participants should ideally be people who will be the implementers of BRIDGE programs – those who will be administrating and managing the programs and workshops.

Pre-requisites for attendance: It is strongly recommended that as a prerequisite participants have participated in the BRIDGE Introduction module. If they have not, it is highly recommended that the one-day showcase be included as the first day of this Implementation Workshop.

#### Train the Facilitator

This ten-day intensive program, which is integral to the BRIDGE program, uses a ‘train the trainer’ model and aims at accrediting a core group of local trainers as BRIDGE facilitators, for in-country workshops. It aims to give practical skills and knowledge about BRIDGE module workshops to potential facilitators of BRIDGE workshops.

National TtF workshops are conducted in the country where a sizeable BRIDGE program is planned (where a corps of facilitators need to be employed).

International TtF workshops are conducted on at least an annual basis, in different regions of the world where there is interest in BRIDGE or programs are underway.

Length of workshop: This is a ten-day workshop (spread over two weeks).

Intended audience: The TtF workshop targets experienced trainers, preferably with a background in curriculum development. In addition to meeting these criteria, facilitators will ideally have a solid grounding in the methodologies and approaches of BRIDGE and capacity development.

For International TtFs facilitators should be selected who have demonstrated an ability to work in a cross-cultural environment.

Pre-requisites for attendance: As the TtF workshop targets experienced trainers, preferably with a background in curriculum development – it is highly desirable that participants are qualified and experienced adult trainers. It is also an advantage to have worked in election administration.

Page 20 of 45

In addition to this, facilitators will ideally have a solid grounding in the methodologies and approaches of BRIDGE and capacity development – that is they should have already been a participant in a BRIDGE module workshop.

## Customisation and Workshop Design

Once the type of BRIDGE program most appropriate for a country or situation has been determined, customisation of materials and activities will be required. Wherever possible, this should involve relevant stakeholders (the client organisation, political parties, civil society organisations, NGOs or regional associations) in order to take advantage of their local knowledge and to ensure local capacity is being developed and in order to create a sense of local ownership.



BRIDGE Toolkit  
Checklists and  
timelines for design  
and content  
planning

### Example - East Timor

In East Timor a year-long electoral capacity building program was developed in collaboration with the EMB, other key actors in the broader electoral field including UNDP; the Australian donor organisation – AusAID - and the delivery organisation – the Australian Electoral Commission (AEC). The program was devised to take into account the electoral cycle; the needs of the staff of the East Timorese EMB; the timing and effect of other electoral programs; the availability of staff; and the legislative and political climate in a post-conflict country.

Several BRIDGE workshops were delivered to the same group of staff - a mixture of operational and head office staff - over the course of a year. A work placement program had also been planned for two members of the East Timor EMB staff to visit the Northern Territory in Australia on three occasions over a period of several months to shadow preparations and delivery of a local government election. Dates, legislative change, availability of staff, etc in both countries and an offer of shared funding from UNDP led to a reworking of the program over the period of a couple of weeks to take up the obvious benefits to all being offered by the previously unforeseen opportunity.

East Timor was planning municipal elections for the first time and the Northern Territory was about to hold municipal and shire elections, also for the first time. The obvious parallels of experience highlighted multiple opportunities too good to miss. Funds previously identified for a further BRIDGE workshop and the work placement program previously described, were joined with travel funding provided by UNDP. The subsequent hastily reworked program resulted in sixteen East Timorese EMB staff visiting Darwin for a couple of weeks. Two EMB representatives were also able to accompany an AEC mobile polling team to remote communities and islands to conduct early voting.

Many similar challenges were being faced by the two EMBs. The program incorporated a week of election operational training and observation followed by a four day Voter Information BRIDGE workshop. The flexibility on all parts and commitment to meet changing needs rather than continue with an existing program, resulted in an extremely valuable experience and development opportunity for a much larger group of East Timorese EMB staff and a further relationship building opportunity, with implications for further opportunities in the future, with an EMB in another country facing some of the same ordeals.

The BRIDGE Facilitators Notes and associated resources provide the basis from which to build a program. Very rarely, however, will they be able to be run exactly as written, as it was impossible for curriculum designers to foresee all the parameters (timing, needs, participants' levels, circumstances) under which all

programs in all contexts would be implemented. The successful implementation of BRIDGE workshops generally requires a significant sensitivity to, and appreciation of, the context in which they are conducted.

A metaphor could be that accessing the BRIDGE curriculum is like shopping at a well-stocked supermarket prior to preparing a special meal. Only the host knows the reason for having the meal, the dietary requirements of the guests, the available ingredients and the number of guests. All these elements are essential for preparing the menu, and from the menu, the shopping list.



**BRIDGE Toolkit**  
Customisation tools  
including Module  
Overview Table

Steps in a customisation process are typically

- begin by ensuring that the objectives of the BRIDGE program are consistent with the broad capacity development and professional development objectives of the client country
- select modules, or sections of modules, based on the program objectives and the results of the training needs assessment The workshop structure must remain true to the Key Understandings and associated Learning Outcomes, as outlined in the modules
- select workshop activities based on the program objectives and the results of the training needs assessment and the audience
- develop new activities based on the context and audience. Since BRIDGE methodology puts an emphasis on comparative studies, examples from other countries should also be used. Whenever possible, regional examples should be preferred
- use materials relevant to the country, region, culture and organisational context (for example, references to the Constitution, electoral law and electoral system, type of EMB, ballot paper, cultural practices and norms)

Customisation: the process of adapting the BRIDGE materials to suit the specific needs and objectives of a project, program or workshop targeting different audiences.

### Using the Curriculum

Let us consider an example where a needs assessment team, based on consultation with a wide array of stakeholders, identifies a challenge: certain parties did not accept election results as valid in a previous election, and trust in the electoral process has diminished since then. While a workshop cannot solve deeply entrenched problems, nonetheless the reasoning behind a program design could be as follows:

- Choose participants from both parties and electoral management bodies and design the program accordingly as a forum for a dialogue
- Compose a workshop pulling the most appropriate content together, such as:
  - Ethics, Principles, and International Standards from the Introductory Module
  - Introduction to the Electoral Cycle from the Electoral Assistance Module
  - Media Centre and Results activities from the Polling, Counting and Results module
  - Some activities from Technology, Observation and Dispute Resolution Modules (depending on what the contentious issues were in the previous elections)
  - Within the workshop, explore ways of improving mechanisms for communication and transparency, to prevent mistrust and misunderstanding. Encourage and facilitate the development of a list of personal commitments for the participants to follow after the workshop

Putting such eclectic content together into a smooth and effective program is the real challenge of customisation – especially if translation and regionalisation (adapting workshop content, resources and case studies to the particular region) are also involved. A program development team would, together with other stakeholders of the program such as the needs assessment team, implementing organisations and project manager, propose a series of program objectives, and gain consensus and agreement on these.

BRIDGE program objectives could be, for example:

- Increasing organisation staff knowledge on boundary delimitation
- Increasing gender awareness within an organisation
- Improving the ability of the organisation to plan strategically
- Building an electoral culture within an organisation
- Building of teams within an organisation
- To give insights into the principles, skills and challenges in the conduct of properly run elections



**BRIDGE Toolkit**  
 Module Overview  
 Table and the  
 complete Key  
 Understandings,  
 BRIDGE Facilitators  
 Notes Template

Based on these program objectives, the program developers would choose from the 24 modules as appropriate. They would then create a revised set of Key Understandings, Learning Outcomes and Assessment Criteria reflecting the specific activities and resources that have been chosen from the modules and any activities or materials that have been created specifically for the program.

The customisation team would then collate in an appropriate way, adding new dimensions, resources, activities, case studies and guest speakers to create a

seamless program.

**Facilitators Notes** – the step by step guide to running a module including Sections – the basic building blocks of the module reflecting the natural classification of the topics, plus introductory and concluding sections and Sub-sections – the sub-topics to be covered in more detail

**Module Objectives** – ‘this module was designed to achieve what purpose?’

**Key Understandings (KU)** – topic specific statements that reflect the most important things that you want your participants to know before they finish the module

**Learning Outcomes (LO)** – generic statements of the actions and behaviour participants will demonstrate once the workshop is complete which will often indicate that the Key Understandings are understood

**Activities** – the specific and step by step instructions for facilitators and participants (role plays, individual work, group work) suggested to achieve particular Learning Outcomes

**Resources** – either external (handbooks, websites, articles, case studies on the subject developed outside the context of BRIDGE) or internal (presentations, handouts, overheads developed by the BRIDGE curriculum designers)

To some extent, there is consistency and elements and structure common to all of the modules.

While there is commonality, each module is also quite distinctive, depending on the topic at hand, and the thematic group to which it belongs. Each of the modules

has been developed by a unique team of curriculum designers (writers and editors), reflecting the expertise, available resources, and current thinking connected with that particular subject. Program and workshop developers will discover that each module has its own style, reflected in the preference for types of activities, emphasis, and tone. There is also a difference in the relative sizes of the modules – ranging from three day to multi-week.

Refer to: Annex 1: BRIDGE Modules at a Glance

The BRIDGE website ([www.bridge-project.org](http://www.bridge-project.org)) is the principle dissemination tool for the Version 2 curriculum. Details of new modules or materials released after the publication of this guide can be found on the BRIDGE website.

To aid the customisation team, a set of sample agendas (half day workshop, one-day workshop, two-day workshop, etc.), reflecting the deeper understanding that the curriculum designers have of their particular modules. However, these agendas are only meant to be a guide. They will themselves have to be customised.

Ideally, there should be some continuity in the staffing of the teams for the program development phase, customisation, and the facilitation phase – so that the facilitation team is has an understanding of and comfortable with the material and activities chosen, as well as the underpinning reasoning.

## Translation

In many cases, the customisation process will not only involve adapting the original materials to the program's objectives but also translating them into a local language before or after customisation. The first consideration for the development team will be whether to translate before or after customisation. Key factors to consider in this decision are:

- The length of the program -: whether the translation is envisaged within a limited project or workshop or within a long term program will have a major impact on the decision to be made. Translating the whole of BRIDGE is a lengthy and costly endeavour. Obviously, it would not make sense to undertake such a huge task or even integrally translate a whole module for a 'stand alone' workshop. However, in the perspective of long term program targeting various audiences who share a language, it can be more efficient and, in the long run, less expensive to translate the main resources of BRIDGE prior to doing the customisation. As much time and funds as it takes at the start, would be saved at the following stages of the program. For a smaller project with limited time and budget, customisation should definitely occur before translation.
- Funding Constraints: any decision will be based on the funding available
- Material consistency, quality and relevance: critical decisions often have to be taken to accurately translate a number of technical terms in a meaningful and relevant way for the intended audience. These can include 'inventing' or 'creating' a terminology in languages in which certain concepts are unknown (cf. Tetum and Arabic). In other contexts, there is a need to choose the relevant equivalent terms that most often cannot be done through literal translation.
- Material availability: one of the obstacles to the use of BRIDGE in some non-English speaking countries is linked to the fact that the material is not available in the local language, it limits the access and understanding of local stakeholders and decision-makers to what BRIDGE is and how it can meet their needs. In addition, clients may be reluctant to proceed with BRIDGE if they are required to take on the burden of the translation prior to any implementation. Having a minimum of resources readily available in the local language can help remove this obstacle.
- Ownership and sustainability: having available material already translated in a qualitative way, allows concentration on the customisation process with the direct and full participation of the local partners. It is more inclusive for non-English speakers and helps them gain ownership of the program and ensures greater sustainability throughout. If local partners have bi-lingual skills they should be involved in both the customisation and the translation processes.

Whatever approach is chosen, it is crucial to properly document any translation effort and lodge it with the BRIDGE Office. This will help to avoid duplication and therefore the needless waste of time and funds and will allow for improvement through feedback and updates.

Annex 4: Key Documents for Translation outlines a recommended translation order for BRIDGE documents, beginning with useful reference documents (outlines, summaries, guidelines) before translation of the curriculum itself.

## Facilitators in BRIDGE

Only trained and accredited facilitators are authorised to conduct workshops making use of BRIDGE materials. There are some forms of BRIDGE that can only be run by certain categories of facilitator, such as the TtF or Implementation Workshop

The success of BRIDGE relies on the quality of its facilitators, and the use of the right facilitation teams. Facilitators should be involved at all steps of a BRIDGE program from providing advice at the beginning, to the customisation process, to running the workshops themselves and contributing to the evaluation process. If possible they should also continue to be involved as a source of advice after the program.

For this reason, it is important that a client organisation has access to a pool of potential facilitators (including regional or international) to contribute to various stages of a BRIDGE program, allowing for availability, cultural and language diversity and different skills and strengths.

An informal mechanism operates for selecting accredited facilitators from the regularly updated database of fully and partially accredited facilitators. The responsible BRIDGE partner should decide or advise on the choice of international facilitators. Intuitive judgments need to be made about the right mix of facilitators for any given workshop, and for this reason program teams are advised to contact the BRIDGE Office for advice on this matter..

It is highly recommended that every BRIDGE workshop be conducted using a minimum of two facilitators

A team approach to facilitation is best, and a workshop should not be run if an appropriate team is not available. Multi-day workshops should be conducted by a team of at least three facilitators. A facilitation team should consist of facilitators who complement each other and who can each contribute a different quality to the facilitation. Different facilitators will have different strengths, and different modules will also require facilitators with different expertise for credibility and clarity particularly with the more technical modules such as Electoral Systems and Boundary Delimitation.

For sustainability reasons, a strong pool of local facilitators is essential for any extensive BRIDGE program. It is up to the program team to evaluate how many local facilitators need to be trained, and whether there is potential for this to be done within the client organisation, or whether the program team needs to look more broadly at partnering with regional or international organisations to train facilitators. Questions the program team should ask are: How big is the program? - How many staff are to be trained? - What length of training would be ideal or preferred? - What length of training is proposed (and funded)? - Is there a dedicated training department?

Other things to consider include:

- Availability – how much time will potential local facilitators be able to commit to the program? An organisation which could dedicate a few training staff would need fewer than an organisation which trained operational staff as facilitators who would not be able to be released as often to conduct program activities.
- Stability – are the people being considered as facilitators likely to stay with the organisation, or is there a culture of turnover? In a very stable organisation which can identify key permanent staff who will be committed to a long-term project, there may not be a need for as many facilitators to be trained.

- Diversity – can people from different parts of the organisation, different backgrounds, different levels be trained as facilitators? Because the make-up of a facilitation team is so vital, having a diverse group of facilitators to select from helps in creating a workshop that will meet varying objectives.
- Support – are there enough facilitators, so that the responsibility does not fall on just the same people all the time? Facilitation work should be shared and rotated, to allow all facilitators to be involved and to develop their skills, and to also allow them to take a break or have a backup. A larger pool of facilitators is better than relying on a core group who end up taking all the responsibility.

## Facilitator Categories

All categories of facilitators are important to BRIDGE.

Facilitator categories have been developed to provide a supportive framework in which facilitators can practise, improve and broaden their BRIDGE skills. The categories also aim to ensure the quality and consistency of the BRIDGE product, and to assist those implementing BRIDGE to select facilitators with the right skill sets.

In order to move from one facilitator category to another, certain criteria need to be met by the facilitator and this needs to be formally acknowledged by a partner organisation. There is no expectation that all facilitators will progress from one category to another. This will be based on the personal choice of individual facilitators and their ability to meet the criteria for progression.

Some things to keep in mind regarding facilitator categories:

- Does the facilitator have the right skill set to run this workshop?
- Should a more experienced facilitator be engaged to support any less experienced facilitators?
- Is there an opportunity for mentoring of less experienced facilitators by more experienced facilitators?
- Is this an opportunity to accredit any facilitators in the organisation or region? Should there be an accrediting or expert facilitator to complete this accreditation?

A quick summary of facilitator categories is outlined in the table below.

	Semi-accredited facilitator	Workshop facilitator	Accrediting facilitator	Expert facilitator
Key focus	Commitment to capacity development in elections	Facilitation of BRIDGE module workshops	An accrediting and educative role	A broad leadership role in the development of BRIDGE policy, facilitators and materials

Experience	<p>Module workshop participant</p> <p>Successful completion of TtF</p>	<p>A minimum of 30 hours of supervised module workshop facilitation</p> <p>Supervised preparation and customisation</p>	<p>A minimum of 150 hours of module workshop facilitation</p> <p>Assessed by an accrediting or expert facilitator as possessing the following skills:</p> <ul style="list-style-type: none"> <li>Mentoring</li> <li>Leadership</li> <li>Organisational skills</li> <li>Advocacy</li> </ul>	<p>A minimum of 300 hours of module workshop facilitation</p> <p>Electoral experience</p> <p>Assessed by an expert facilitator as possessing the following skills:</p> <ul style="list-style-type: none"> <li>Mentoring</li> <li>Leadership</li> <li>Organisational skills</li> <li>Advocacy</li> <li>Scoping</li> </ul>
Responsibilities	Supervised module workshop facilitation	Customise, translate, prepare and facilitate module workshops	<p>Customise, translate, prepare and facilitate module workshops</p> <p>Mentor other facilitators</p> <p>Accredit workshop and accrediting facilitators</p> <p>Prepare and facilitate TtF and Implementation Workshops</p>	<p>Customise, translate, prepare and facilitate module workshops</p> <p>Mentor other facilitators</p> <p>Accredit all categories or facilitators</p> <p>Prepare and facilitate TtF and Implementation workshops</p> <p>Conduct needs assessments and scoping missions</p> <p>Contribute to BRIDGE policy and curriculum</p>

## Participants

A broad range of organisations and individuals can benefit from taking part in BRIDGE. Potential participant target groups are legislators, community leaders, election administrators, political party members and contestants and media representatives.

Participants should have some prior or current experience in the electoral field, or be about to take part in election-related activities. They should also be motivated individuals, committed to the democratic process,; be willing to share information and be willing to participate in the evaluation and further design of the program.



### BRIDGE Toolkit

Sample pre-workshop questionnaires, contracts and Terms of Reference

The ideal group is 15-25 participants which should be selected by taking into account gender balance, staff across the hierarchy of an organisation and staff from a mix of geographical locations.

## Administration and Logistics

It is recommended that an administrative assistant be employed for the duration of a workshop.

Administration and logistics play a key role in the success of a program. As well as all of the pre and post workshop organisation, the administrative assistant will be involved in such things as recording all material developed on the whiteboard, poster paper and overhead projector slides, creating notes, summaries of activities, and statements of outcomes of workshops. Such notes or summaries could be photocopied and distributed (as well as archived) during the workshop.



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Checklists and  
timelines for  
logistics planning

This frees the facilitators from these matters and allows them to concentrate on the workshop contents. The administrative assistant could also liaise between participants, facilitators and program organisers on any matters relating to the workshop management.

It is essential that facilitators meet not only before the workshop begins but also regularly while it is being conducted. Ideally, for familiarisation purposes, these meetings should take place at the venue where the workshop is going to be held.

Facilitators, who are responsible for ensuring that all workshop arrangements are in place, should liaise with the personnel responsible for each of the support structures. Logistical problems (such as transportation and venue appropriateness) can be a major source of dissatisfaction if not dealt with appropriately.

Throughout the workshop, it is important that facilitators remain aware of the needs and expectations of participants. Problems should be dealt with promptly, before they become major issues.

The time necessary for the development and production of resources for workshops is often underestimated. All resources should be prepared according to a schedule, well in advance of the actual training. Facilitators should stay in close contact with the people organising collation and printing, to ensure the quality and accuracy of the resources.

## Copyright and Acknowledgements

Depending on the extent of the modification from the original materials, the issue of property rights must be taken into account.

- Where the BRIDGE curriculum is being run as-is, or with minor modification, materials must bear a clear mention of property rights of the BRIDGE partners, including in the target language, in accordance with copyright disclaimer below.
- Where BRIDGE is being run in combination with other sorts of training (e.g. operational training), or BRIDGE methodology has been used for other purposes, the issue of property rights is less clear since, in some cases, the customised materials could be so specific to the operational needs of the beneficiary that it might become difficult for the BRIDGE partners to claim ownership. In such cases, the BRIDGE Office should be contacted for guidance.

For any kind of customised BRIDGE programs, there must be a clear acknowledgement of the BRIDGE partners. The correct and appropriate use of logos of BRIDGE partners, clients and donors must be ensured. In addition, to inspire a sense of ownership amongst contributors, the inclusion of institutional logos and names of individual contributors often has the benefit of giving more weight and authority to the materials.

BRIDGE partners have specific rules surrounding the use of their logos. The correct logos for AEC, BRIDGE, IDEA, IFES, UNEAD and UNDP are available for downloading from the BRIDGE website. Also, donor organisations would have to be consulted regarding the appropriate use of their logos.

Care must be taken to ensure that the 'hierarchy' of acknowledgements is correct. If donor A was to sponsor the development of a module (or its translation) and Donor B were to fund the presentation of the program in a particular country, credit may be conferred as 'Program funded by Donor B, based on curriculum development funded by Donor A'.

Titles of materials and programs should reflect reality. If the material draws largely on BRIDGE, then the latter donor's name should be used. If it is extensively adapted to suit local circumstances, then a new donor name appears appropriate - with due acknowledgement of the original material within the text.

Covers should equally reflect reality with logos included accordingly. For example, a typical cover could include the following text:

'A workshop for election administrators in [here insert name of country], based on BRIDGE materials developed by the AEC, IDEA, IFES, UNEAD and UNDP, funded by [here insert name of funding agency], implemented by [here insert name of implementing agency]'.

While this may seem cumbersome, the inclusion of adequate recognition is part of credibility building for the program and materials, as well as an important part of building a constituency of support for BRIDGE as a whole.

The following copyright and disclaimer notice should appear in all BRIDGE workshop materials including any amended or customised version:

Copyright: 2008 (Version 2 – 2008)

Copyright: The BRIDGE partners believe that the open and free exchange of information is critical in promoting democratic elections. However, BRIDGE is a program designed to be conducted by accredited BRIDGE facilitators only. For this reason, no BRIDGE materials may be used or reproduced in any form or stored in a database or retrieval system, without prior written permission of the publisher except in the case of brief quotations embodied in the material, or for non-commercial, education purposes.

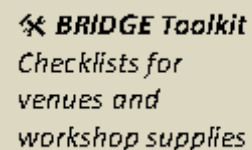
Disclaimer: While every precaution has been taken in the preparation of BRIDGE materials, the partners assume no responsibility for errors or omissions. Neither is any liability assumed for damages resulting from the use of information or instructions contained herein.

Copyright Disclaimer: Every effort has been made to trace and acknowledge copyright but in some cases this has not been possible. The BRIDGE partners welcome any information that would redress this situation.

BRIDGE contains copyrighted material the use of which has not always been specifically authorised by the copyright owner. The material is being made available for purposes of education and discussion in order to better understand the complex role of electoral administration in today's world.

We believe this constitutes a 'fair use' of any such copyrighted material as provided for in relevant national laws. The material is distributed without profit to those who have expressed an interest in receiving the included information for research and educational purposes.

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Checklists for  
venues and  
workshop supplies

## 4. Evolving BRIDGE

Aspects of an evolving partnership and package: evaluation, transition, documentation and sustainability.

### Assessment, Evaluation and Monitoring

Guiding questions that should inform all decisions made during program development and workshop facilitation are: Are we improving electoral and democratic processes? Are we strengthening the confidence and competence of key stakeholders? Formal and informal monitoring, assessment and evaluation mechanisms can support program managers, curriculum designers and facilitators in taking the correct decisions.

The BRIDGE founding partners are clearly committed to the process of continuously improving the product, and feedback from evaluations is a critical resource for them in achieving this objective. The evaluation process involves comparing performance against expectations, and therefore needs to be structured taking agreed results into account.

Assessment – process of estimating the value and quality of something before or during the process and the event

Evaluation – the process of measuring the amount of something during and after the process and the event

Monitoring – the maintenance of regular surveillance of the process and the event

BRIDGE evaluation and assessment tools are always about assessing the success or otherwise of the program, rather than the success of any individual participants to learn or understand. The assessment tools used in BRIDGE are not designed to pass or fail participants.

### Planning for Evaluation

An assessment may be:


- Made on the validity of the needs assessment
- Made of the short-term or slightly longer-term impact which a program has had on individual participants. This may be based on the participants' self-assessments, and/or on the judgement of the facilitators, and/or on the judgements made by their colleagues of the apparent impact which the program has had.
- Made of the overall success of a program - this can be done by examining evaluations prepared during and immediately after the workshops by participants, the facilitators, and where relevant the recipient organisation.
- Made of the impact which the use of BRIDGE has had on the way in which the beneficiary organisation does its work. Such an assessment may be done internally by the organisation, but may also take into account judgements made by stakeholders, such as donors, who work with the organisation.
- focussed on the impact BRIDGE has had on the state of democratic development in a country. This will normally be exceptionally difficult to judge, since overall democratic development is influenced by myriad factors, of which interventions in the area of electoral capacity-building are only one.

A clear focus on defining expectations when planning evaluations also helps to ensure that expectations are realistic, and shared by all involved. This is discussed further in the Facilitators Notes.

Refer to: Annex 3: BRIDGE Evaluation Cycle for a summary of the main elements of evaluation, and things to consider when designing an evaluation process for BRIDGE.

### Post-program Evaluation Tasks

Post-program evaluations can usefully be spread over three stages, the first of which seeks to assess the immediate impacts, the second of which focuses on mid-term organisational impacts and the third which looks at longer-term organisational impacts. Tasks to be performed at each stage are summarised in the tables below.



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Evaluation templates and sample documents

Table: Short-term evaluation

Who is being evaluated?	Immediate post-workshop evaluation (to be conducted as soon as possible after the end of the program)	Product of evaluation
BRIDGE partners and country client	<ul style="list-style-type: none"> <li>• Project history and outcomes can be collated</li> </ul>	<ul style="list-style-type: none"> <li>• Reports for donors</li> <li>• Other reports (including archived information)</li> </ul>
Project team and counterpart training unit	<ul style="list-style-type: none"> <li>• Debriefing of facilitator</li> <li>• Post-program assessment</li> <li>• Constructive forward planning</li> </ul>	<ul style="list-style-type: none"> <li>• Standard evaluation process</li> <li>• Standard report format</li> <li>• Briefing of country client</li> <li>• Collated project information and history</li> <li>• Recommendations on future BRIDGE opportunities (standard format)</li> </ul>
Facilitators	<ul style="list-style-type: none"> <li>• Workshop evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• End of training evaluation</li> </ul>
Participants	<ul style="list-style-type: none"> <li>• Application of learning (if operational-related)</li> </ul>	<ul style="list-style-type: none"> <li>• Improved work plans</li> <li>• Expanded view of job</li> <li>• Personal enrichment (measurement)</li> </ul>

Table: Medium-term evaluation

Who is being evaluated?	Organisational impact (to be assessed before the end of a six-month period)	Product of evaluation
BRIDGE partners and country client	<ul style="list-style-type: none"> <li>• Stakeholder surveys</li> <li>• Collation of information</li> </ul>	<ul style="list-style-type: none"> <li>• Report to donors</li> <li>• Report to country client</li> <li>• Proposal for future work and continuity</li> <li>• Agreement on further country client strategy</li> <li>• Strategy for future training and capacity development</li> </ul>
Project team and counterpart training unit	<ul style="list-style-type: none"> <li>• Input into impact assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Report to BRIDGE partners on process</li> </ul>
Facilitators	<ul style="list-style-type: none"> <li>• Input into impact assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Increased skill levels</li> <li>• Bigger pool of experience</li> </ul>
Participants	<ul style="list-style-type: none"> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Improved work plans</li> <li>• Changed operations</li> <li>• More positive work environment</li> </ul>

Table: Long-term Evaluation

Who is being evaluated?	Organisational impact (to be assessed after at least a year)	Product of evaluation
BRIDGE partners and country client	<ul style="list-style-type: none"> <li>• Stakeholder surveys</li> <li>• Collation of information</li> </ul>	<ul style="list-style-type: none"> <li>• Report to donors</li> <li>• Report to country client</li> <li>• Proposal for future work and continuity</li> <li>• Strategy for future training and capacity development</li> </ul>
Project team and counterpart training unit	<ul style="list-style-type: none"> <li>• Input into impact assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Report to BRIDGE partners on process</li> </ul>
Facilitators	<ul style="list-style-type: none"> <li>• Input into impact assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Increased skill levels</li> <li>• Bigger pool of experience</li> </ul>
Participants	<ul style="list-style-type: none"> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Improved work plans</li> <li>• Changed operations</li> <li>• More positive work environment</li> </ul>

## Transition and Sustainability

BRIDGE can be particularly useful and successful as a capacity development tool when it aims to systematically transfer ownership and responsibility for the conduct of BRIDGE to the client organisation or country. Ideally this occurs throughout the first two or three years of the rollout of BRIDGE. The aim is to have the client organisation or the country develop and implement a professional or community development strategy which is taken up and institutionalised.

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*Checklists for venues and workshop supplies*

Transition marks the completion of a program to the satisfaction of the client. On this occasion, program records and documentation are completed and relevant sections delivered to the client. A transfer document is drafted. The purpose of the transfer procedure is to ensure the following:

- contractual conditions have been satisfied
- delivered outputs conform with specifications
- the program is integrated into the ongoing business
- legal and psychological ownership is transferred
- all accounts are paid

Transition also marks the point at which the program team's responsibility for development concludes and the end user is fully capable of taking on whatever the project produced. Purely at a practical level, this requires certain adjustments by both parties.

BRIDGE partners or implementing organisations, take a process rather than event, workshop or election-driven approach. This requires continuing dialogue with the client even after a program comes to a close. An example of this may be working through recommendations of a BRIDGE program evaluation report. Program planners need to ask whether future interventions are desirable, given the priority which BRIDGE places on empowering clients to internalise BRIDGE as a sustainable professional development tool. Instead of further interventions, routine follow up visits could be considered as part of an overall networking approach. These assumptions could be spelled out in maintenance and sustainability plans, for incorporation into the client organisation's professional development and planning cycle.

Capacity building and the transition process for handing over responsibilities to counterparts should begin at the start of the intervention and be maintained throughout. In transferring responsibility for a program, program managers should prepare a transition strategy, which includes sustainability strategies, and should also include close consultation with the clients.

The following table is a summary of the points related to good practice in implementing sustainable, high quality and relevant BRIDGE programs:

	Measures enhancing sustainability
Before program	<ul style="list-style-type: none"> <li>• Participatory needs assessment reviewing in details existing capacities (three layers: individual, organisational, systemic)</li> <li>• Encourage dialogue inside beneficiary institution on professional development and relevance of BRIDGE</li> <li>• Official demand for BRIDGE comes from beneficiary</li> <li>• Include beneficiary in needs assessment or scoping mission team</li> <li>• Identify most relevant unit (ie training unit) inside institution to become anchor of BRIDGE program and involve it in all aspects of scoping mission and program definition.</li> <li>• Design with beneficiary a flexible and customised program with realistic program objectives that answer priority needs. If beneficiary has strategic plan, ensure that BRIDGE program contributes to its achievement</li> <li>• Allocate sufficient time to program - think long-term</li> <li>• Develop monitoring and evaluation indicators and methods for the program as a whole and agreed upon the choice of each workshop with beneficiary</li> <li>• Secure long-term financial resources, including from beneficiary institution, to support sustainability plan</li> <li>• Establish Steering Committee to supervise implementation and measure impact</li> <li>• Project implementation team includes training unit</li> <li>• Capacity-based selection of potential local facilitators, including personnel from training unit</li> <li>• Use existing training resources in BRIDGE workshop resources (customization process).</li> </ul>
During program	<ul style="list-style-type: none"> <li>• Coordinate closely with senior management, relevant technical units and other providers of capacity development (e.g. BRIDGE partners) - if applicable - to apply outcomes of workshop activities to on-going and planned change processes</li> <li>• Involve training unit in a meaningful fashion in each step of preparing, delivering and evaluating workshops</li> <li>• Accredite local pool of facilitators (according to needs identified to serve long-term strategy)</li> <li>• Choose workshop activities that allow participants to apply skills and knowledge for addressing concrete institutional needs</li> <li>• Analyse workshop (schedule, activities, trainers, resources) and results of participants evaluations with training unit after each workshop</li> <li>• Involve training unit in writing workshop report; Assist training unit in presenting workshop results to Steering Committee</li> <li>• Jointly monitor (BRIDGE partner + training unit + relevant technical unit) workshop impact</li> </ul>
After program	<ul style="list-style-type: none"> <li>• Support beneficiary institution to plan for continued implementation of professional development program, including financial needs.</li> <li>• Support fund-raising from national budget and donors for continued implementation of professional development program</li> <li>• Advise human resources unit to incorporate professional development as part of induction and incentive strategy</li> <li>• Support training unit in compiling, finalising and archiving training resources based on lessons learnt during program</li> <li>• Final 'lessons learnt' workshop with institution and joint drafting of final report</li> <li>• Present final report to Steering Committee with recommendations for sustainability</li> <li>• Disseminate final report with recommendations to wider electoral stakeholder community</li> <li>• Periodically evaluate the program impact on institution according to pre-agreed schedule and indicators (see evaluation plan). In particular, wherever workshops triggered change processes inside institution, document and evaluate the outcomes of these</li> <li>• Coordinate with providers of long-term technical assistance to support implementation of change processes and policy development identified during program</li> <li>• Help secure support to networks of electoral stakeholders that might have appeared during program</li> </ul>

## Updating BRIDGE Content

Reporting and documentation is also important to BRIDGE because it is through feedback from facilitators and implementers in the field that the BRIDGE Office is able to improve and update the BRIDGE curriculum.

The curriculum is updated annually. In between updates the BRIDGE Office collects feedback, suggestions and new material from facilitators and other stakeholders which can be incorporated at each update.

Facilitators who are registered on the website will be notified of updates by email.

The BRIDGE Office actively seeks feedback and suggestions from facilitators who have used the curriculum, in order to improve the content and make it easier to use. Facilitators and other stakeholders using the curriculum are encouraged to give feedback in various ways:

- Where they have created a new activity, submitting it for inclusion in the curriculum
- Where they have had problems running an activity, whether due to clarity, complexity or other reasons, letting the BRIDGE Office know, and providing any amendments or suggestions on improving the activity for easier use
- Giving general feedback on how they found the different activities or modules
- Giving general suggestions for improvements
- Identifying potential resources for use or reference in the curriculum
- Identifying any outdated content or documents that should be updated or removed
- Identifying any numbering or typographical errors

The most up-to-date version of the curriculum is the one that is available on the website. With each update, only a fraction of the total documents will be changed, so a system is in place to keep track of updates. More information can be found on the update section of the BRIDGE website.

Version 2 introduced many new modules to the curriculum, expanding in response to demand. However, the BRIDGE partners are open to the inclusion of additional modules outside of the 24 Version 2 modules, should there be a demonstrated need.

# Annexes

## Annex 1: BRIDGE Modules at a Glance

### Foundation Modules

#### Introduction to Electoral Administration

- Standards, principles and management techniques that are fundamental to good electoral practice
- Foundation module for further deepening study of elections in the specialised modules of the BRIDGE curriculum

#### Strategic and Financial Planning

- Planning and project management skills that underpin any successful electoral endeavour
- Foundation module for the operational planning thematic group of modules of the BRIDGE curriculum

### Electoral Architecture

#### Boundary Delimitation

- Alternative approaches to boundary delimitation
- Main principles underlying a credible and acceptable boundary delimitation process
- Delimitation tasks such as allocating seats, producing databases of maps and data, evaluating district plans and preparing an operational plan for the conduct of a delimitation process

#### Electoral Management Design

- Elements of electoral management design, and categorisation of the main types of electoral management bodies
- How design and institutional culture affect the credibility of the electoral management body

#### Electoral Systems

- Alternative approaches to and classifications of electoral systems
- Main principles and criteria for electoral system design
- Implications of alternative electoral systems on the representation of various groups in society, on cost, and on the sustainability of institutions

#### Electoral Technology

- A framework for policy makers, electoral officials and electoral stakeholders to decide on the appropriate level of technology
- Overview of the state of the art of technological application in elections
- Sound management approach in introducing new technologies

#### Legal Framework

- Universally accepted standards of elections and how they apply through legal frameworks
- Elements of the legal framework and how they meet international standards for democratic elections
- Requirements of free access to the electoral process for candidates, voters and the media

- How integrity of the electoral process is guaranteed by the voting procedures, a transparent, accurate and rapid tabulation of results as well as by provisions for transparency in the legal framework
- A legal framework that can respond to complaints and violations

#### Political Financing

- Values and principles underlying political financing regulation
- The role and tasks of regulating institutions
- Fundraising and disclosing challenges and responsibilities for political parties
- Roles of and strategies for civil society and the media in monitoring political financing practice

### **Electoral Operations**

#### Electoral Security

- Role of security as an integral element of elections
- How threats or hostile action against electoral personnel and processes can serve to undermine the goals of democratic elections and affect election outcomes and the political composition of legislature
- Role of security in procurement, establishment, training and deployment of personnel and assets
- Issues associated with information security
- Role of military and police working with election management bodies
- Draft assessments of threat and risk
- Election security plan

#### Electoral Training

- Principles of training
- Implementation of training including needs assessment, training plans, training strategy and logistical arrangements
- Concrete training skills

#### External Voting

- Principles of external voting (why have external voting and why not? What are the criteria for eligibility as an external voter? What is required to vote?)
- Implementation of external voting including logistical arrangements (What are the voter registration methods for external voters? What are the voting methods? Where do they vote and when?) including also cost of external voting
- Political impact of external voting
- Design of evaluation or reporting process of external voting activities

#### Polling, Counting and Results

- Tools to develop a thorough logistics plan for polling, counting and results
- Standards, principles and management techniques that are fundamental to good logistical planning
- Resources (human and material, sensitive and non-sensitive) required for polling, counting and results

#### Post-election Activities

- Importance of the post-election period to electoral stakeholders, electoral officials and policy makers as the opportune moment for reflection and forward planning
- Aspects of sustainability as related to elections

#### Pre-election Activities

- Tools to develop a thorough logistics plan in a professional, ethical and confident way
- Complexity of the logistical operations of elections
- Importance of thorough planning of all aspects of elections

#### Voter Registration

- Principles of voter registration (Why have registration? What are the criteria for eligibility?)
- Legal foundations and three main types of voter register
- Major operational steps towards successful voter registration
- Alternative approaches to voter registration for election designers, policy makers and advocacy groups
- Logistical arrangements and implementation steps of a voter registration exercise

### **Working with Electoral Stakeholders**

#### Access to Electoral Processes

- Areas of the electoral process where access is an issue – what access problems, what parts of the population are affected, and what solutions exist
- Networking opportunity for advocacy groups, as well as specific tools to analyse the electoral structures and procedures and develop strategies to promote access
- Importance of consultation processes throughout the electoral cycle – from post-election analysis through design of materials and procedures – in order to affect real improvement of access

#### Civic Education

- Principles of civic education
- Different types of civic programs
- Different mediums used in civic education programs
- Program elements – preparation, design and planning, implementation, issues and evaluation
- Plan/program design for civic education in your country

#### Electoral Assistance

- Importance of a) seeing elections as a cycle rather than an event, b) credibility in the electoral process
- Good practice in electoral assistance, both from the perspective of those receiving and those giving

#### Electoral Contestants

- Electoral principles, structures and processes as they affect party and candidate representatives
- Nature and organisation of political contests in order to effectively manage them
- Mechanisms for communication between EMBs and parties
- Technical, legal and operational aspects of candidate nominations in order to ensure a credible electoral process

- Conditions required to guarantee equitable access to media and the appropriate use of campaign finances, in order to establish a level playing field for all contestants

#### Electoral Dispute Resolution

- Bodies responsible for managing election conflicts and disputes
- Mechanisms used and their advantages and disadvantages
- Accepted standards and principles for dealing with conflicts and disputes
- Skills used in best practice in informal conflict management
- Typical court process and its advantages and disadvantages in dispute resolution

#### Electoral Observation

- Principles of electoral observation (Why have observers? Who should they be? What should they do?)
- Electoral observation assessment guidelines and instruments
- Code of conduct for observers
- Plan for managing observers

#### Gender and Elections

- Why women's participation is important and how to improve it
- The electoral process and strategies to promote women's participation for women's advocacy groups
- Tools to look at elections from a gender perspective
- Networking opportunity for women's advocacy groups

#### Media and Elections

- Electoral principles, structures and processes as they affect media regulation, campaign and election coverage and voter education
- Mechanisms for communication between EMBs and media in advance of an electoral process

#### Voter Information

- Principles of voter information and education
- Different types of voter information and education programs
- Different mediums used in voter information and education programs
- Program elements – preparation, design and planning, implementation, issues and evaluation
- Plan and program design for voter information and education in your country

## Annex 2: Potential Cost Items of a BRIDGE Program

Below is a list of possible costs to consider when planning a BRIDGE program. Not all costs will be relevant, depending on the context of the program, and there may also be other items not listed here that will need to be considered. This list is not definitive or exhaustive, and is meant as a guide only .

### Needs assessment costs

- BRIDGE expert costs (items may include fees; travel and accommodation)
- Communications costs (items may include telephone calls; email/internet setup; postage and freight costs; video-conferencing)
- Venue hire and catering (items may include meeting rooms; video-conferencing; refreshments; projectors and screens; internet access fees)
- Research costs (items may include: client data collection; country briefings)
- Interpretation costs (items may include: interpreter fees; interpreter briefings)

### Planning and overall program development team costs

- BRIDGE expert costs (items may include fees; travel and accommodation)
- Program development team costs (items may include: salaries; benefits; expenses)
- Office accommodation costs (items may include: office rental; running costs such as water and electricity; security costs; furniture; cleaning costs)
- Office expenses (items may include: stationery; office equipment; computers and printers; photocopiers and faxes)
- Communications costs (items may include telephone calls; email/internet setup; postage and freight costs; video-conferencing)
- Research costs (items may include: pre-workshop assessment surveys; gathering of local data for use in program)

### Customisation costs

- Customisation team costs (items may include fees; travel and accommodation)
- Communications costs (items may include telephone calls; email/internet setup; postage and freight costs; video-conferencing)
- Venue hire and catering (items may include: meeting rooms; video-conferencing; refreshments; projectors and screens; internet access fees)
- Research costs (items may include: gathering of local data for use in program; analysis of pre-workshop assessments; stakeholder liaison costs)
- Translation costs (items may include: translator fees; document preparation; document transportation; proofreading costs; backup in case of poor quality translation)
- Artwork and printing (items may include: designer fees; document preparation; document transportation; proofreading costs; printer fees)

### Workshop costs

- BRIDGE facilitator costs – a fully accredited lead facilitator plus supporting accredited facilitators (items may include: fees for both preparation and delivery time; travel and accommodation)
- Administrative and program management support costs (items may include salaries; expenses; travel and accommodation; short-term administrative help; overtime)
- Interpretation costs (items may include: interpreter fees; interpreter briefings)
- Invited expert expenses (items may include: expert fees; briefings; travel and accommodation; thank you gifts; etc.)
- Participant costs (items may include: travel and accommodation; application processing)
- Venue hire and catering (items may include: workshop rooms; break-out rooms; video-conferencing; refreshments and meals; projectors and screens; television and DVD; computer or laptop)
- Workshop materials costs (items may include: notepads; poster paper; markers and pens; tape; string; freight and transport)
- BRIDGE materials (items may include: Facilitator and Participant Handbooks; photocopying and printing; collation; certificates and nametags; freight and transport)
- Communications costs (items may include: telephone calls; email/internet setup; postage and freight costs; video-conferencing)
- Official hospitality costs (items may include: official dinner; ‘welcome’ event such as cocktails, meet and greet; gifts)
- Information and promotional costs (items may include: BRIDGE posters; workshop banners; BRIDGE brochures; stakeholder brochures; freight and transport)

### **Evaluation and reporting costs**

- Program development team costs (items may include: salaries; benefits; expenses)
- Evaluation consultancy costs (items may include fees; travel and accommodation)
- Communications costs (items may include: telephone calls; email and internet setup; postage and freight costs; video-conferencing; etc.)
- Research costs (items may include: analysis of evaluation data such as pre-workshop assessments and monitoring data; follow-up research such as surveys and interviews; stakeholder liaison costs)
- Reporting costs (items may include: document preparation; document translation; document transportation; document publication)

### **Costs to consider relating to travel (at various stages)**

- Transport costs (items may include: flights; train or coach tickets; car hire; petrol costs; driver costs; transfers between airports/stations to accommodation; taxi costs)
- Accommodation costs (items may include: room hire; breakfast costs; cancellation costs)
- Medical costs (items may include: immunisations for travellers; emergency medical costs; first aid kit)
- Per diem costs (items may include: incidental per diem; meal costs)
- Other travel costs (items may include: visa processing fees; transit visas; passport fees; departure and other travel taxes)

## Annex 3: BRIDGE Evaluation Cycle


### Phase 1: Before the Workshop – Assessment

Try to ascertain:

- Will the selected BRIDGE format (type of BRIDGE program/workshop) and delivery (methodology) result in the stated Learning Outcomes (and stated skills and knowledge needed by the client)?
- Do the teaching methods conform to the preferences and learning styles of the participants?
- What are the expectations of the participants? The client?

Tools to help:

- Pre-workshop assessment sheet for participants
- Pre-workshop assessment sheet for the client/EMB
- Summary report of pre-workshop assessment (completed by workshop organisers)
- Participant profile (completed by participants)
- Scoping reports, training needs assessment reports
- Logical framework

 **BRIDGE Toolkit**  
*Checklists for  
 venues and  
 workshop supplies*

### Phase 2: During the Workshop – Monitoring

Trying to ascertain:

- Effectiveness and appropriateness of facilitators (flexible? willing and able to adapt?)
- Effectiveness and appropriateness of venue and facilities (equipment, location)
- Effectiveness and appropriateness of teaching materials (aids, workshop materials)

Tools to help:

- Facilitator meetings and daily briefings and de-briefings, peer and self appraisal (and subsequent Facilitator Reports and Recommendations)
- Evaluation Sheets (completed daily by participants)
- Informal evaluation and feedback methods (during activities, at the completion of activities, and at the completion of the day)
- Logical framework

### Phase 3: After the Workshop – Evaluation

Trying to ascertain:

- Client satisfaction with workshop (met expectations and objectives)
- Participant satisfaction with workshop (met expectations and objectives)
- Facilitator and workshop organiser satisfaction with workshop (met expectations and objectives)
- Recommendations for improving the workshop (from clients, participants, facilitators and organisers)

## Annex 4: Key Documents for Translation

Whether translating BRIDGE before customisation and design, or translating an already customised program, it is essential to translate some documents first to assist those in the customisation and design team if they are not fluent in English or whatever language their source BRIDGE documents are in.

The principle is to translate general guidelines, outlines and summaries first – this not only allows the customisation and design team to have these reference documents available from the beginning of the process, but also serves as an introduction to BRIDGE for those translating.

### Key documents to translate at the beginning of a program

- BRIDGE brochure – The most recent version of this is available on the BRIDGE website. It is useful for introducing key stakeholders and decision-makers to BRIDGE.
- Module summaries – These are provided in Annex 1: BRIDGE Modules at a Glance . They are brief summaries of each module, based on the module objectives of each. This document assists the program design team to identify which modules will be most useful for meeting their program objectives.
- Implementation Manual – This manual is an essential document for the program team.

### Optional documents

- Complete KU LO AC Document – This is available on the website and lists every Key Understanding, Learning Outcome and Assessment Criteria for every module. It is a lengthy document and of limited use early in the program (when stakeholders will not be familiar with the terminology and methodology) but it can be useful in later stages of program customisation and design, and can also be an impressive visual aid to demonstrate to stakeholders the depth of the curriculum.
- FAQ (Frequently Asked Questions) – These are available on the website and give more detailed information than the brochure. It might be useful to translate an appropriate selection of these for more detailed queries about BRIDGE.

### Key documents for the customisation process

- Facilitators Notes – the Facilitators Notes (FN) for the modules that have been selected for the program should be the first documents translated. From here the customisation team can work out which activities will best meet their objectives, and which associated resources they will need for those activities. If the whole module is being translated, it will help the customisation team prioritise which documents should be translated first.
- Activity resources – In general the customisation team should be able to get a good idea of their program from the FN, but they may need certain activity resources translated early.

### Key documents for workshops

- After customisation and the confirmation of an agenda for a workshop, select all items required – FRs, HOs, OHPs, PDFs and PPTs. These documents should then be translated and reviewed before printing to makeup the base Facilitators Folder.
- Similarly, after customisation and the confirmation of an agenda for a workshop, select all items required – PNs and any facilitator documents it has been decided would be helpful to participants.

These documents should then be translated and reviewed before printing to makeup the base Participants Folder.

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## Annex 5: Implementing BRIDGE Programs - A Quick Look

### Sample timeline

A timeline of events in the implementation process might look like this:

#### Year 1

January – Needs assessment done by client organisation; broad needs identified relating to better electoral administration. Broad objectives to address these needs identified. Evaluation framework structured to measure the impact of the objectives.

March – BRIDGE identified as possible tool in wider program to address client organisation needs.

April – Scoping mission conducted by BRIDGE expert to evaluate appropriateness of BRIDGE. Showcase conducted. BRIDGE is deemed appropriate.

June – Introduction to Electoral Administration module workshop run for key stakeholders and decision-makers in client organisation to familiarise them with BRIDGE.

August – Program team in place and beginning to design program, identify objectives and audiences. Customisation process begins.

October – Introduction to Electoral Administration and Strategic and Financial Planning module workshops (or other relevant to program objectives) run for a wider audience within the client organisation, including potential local facilitators.

December – Potential local facilitators identified and partially accredited at a Train the Facilitator workshop. Implementation Workshop held.

#### Year 2

January-March – First set of customised module workshops addressing program objectives rolled out to client organisation staff and selected external stakeholders, facilitated by an accrediting facilitator and local facilitators who have just completed the TtF.

April-May – Evaluation and reporting of module workshops just completed. Adjustments made to program design if necessary.

June-August – Second set of customised module workshops rolled out with as much or as little support from external, more experienced BRIDGE facilitators as needed. Local facilitators may feel ready to run these modules independently by this stage, or may ask for assistance from an external, more experienced BRIDGE facilitator.

September – Further evaluation and reporting, including another stage of evaluation of the first set of workshops.

October onwards – Local facilitators and program team develop their professional development plan.