

REPUBLIC OF RWANDA



MINISTRY OF EAST AFRICAN COMMUNITY (MINEAC)



**EAST AFRICAN COMMUNITY
INTEGRATION CLUBS HANDBOOK**

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A publication by
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List of Acronyms

EAC:	East African Community
EDPRS:	Economic Development and Poverty Reduction Strategy
MINEAC:	Ministry of East African community
POI:	Point Of Information
ToRs:	Terms of References

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Executive Summary

The Ministry of East African Community is responsible for coordination of EAC integration activities in Rwanda with a mission to lead the widening and deepening of the EAC integration process to promote the development goals of Rwanda and the region. Aligned with its mandate, and strategic objective, MINEAC has the responsibility to sensitize Rwandans on the process of EAC integration so as to enhance their knowledge on opportunities, benefits and challenges of the community.

In addition to other sensitization programs conducted among various stakeholders, EAC integration clubs were formed in secondary schools to promote the understanding of students on EAC issues.

This handbook intends to guide secondary school students to comprehend the process of EAC integration club formation, mandate of integration clubs, core activities and preparations for debate competitions.

The handbook is divided into five parts; introduction, club formation and management, debate procedures, judging process and final part of awarding successful students. Integration clubs competition for high performing EAC integration clubs, students and Club Patrons.

Part I: Introduction

1.1 EAC Integration Clubs

Regional integration is the sixth pillar of Rwanda's Vision 2020 and is a cross cutting issue in the 16 sectors of EDPRS 2 such as Private sector development, Transport, Energy, Education, Youth, and to mention others. It is very important that students understand EAC integration and how it relates to the national development programs.

Therefore, the Ministry of East African Community (MINEAC) in its mandate of deepening and widening the understanding of EAC integration, is in the process of enhancing its awareness campaign to increase awareness on EAC integration among its stakeholders including schools, local leaders, private sector, civil Society ministries and agencies.

It is on that note that EAC integration clubs were formed in secondary schools to enhance EAC awareness among young students.

1.2 Mandate of EAC Integration clubs

The mandate of EAC Integration Clubs are to;

- Reinforce awareness on EAC integration process among students, teachers, parents and community at large.
- Stimulate skills of public speaking among members of EAC integration clubs through Debates.

- Increase the level of interest among students in EAC integration process.
- Increase the scope of understanding of existing benefits, opportunities and challenges of EAC integration and how to exploit them.

1.3 Objectives of EAC Integration Clubs

The objectives of EAC Integration clubs are;

- To enhance knowledge among students on benefits, opportunities and challenges on EAC integration.
- To create positive attitudes of students and their communities on EAC integration
- EAC integration Clubs are learning opportunities for students on building competitive spirit and skills building in public speaking through debates.

1.4 MINEAC responsibilities in EAC integration Clubs

The Ministry of East African Community is the line Ministry for Integration clubs in Secondary schools in collaboration with Ministry of Education and Local government. MINEAC therefore is the leading ministry in the process of formation and functioning of integration clubs. Specifically MINEAC will undertake the following responsibilities;

- Conduct sensitization sessions in schools to train members of the EAC integration clubs about EAC agenda and issues.

- Enhance capacity building of integration clubs management committees.
- Initiate and coordinate various competitions among EAC integration clubs.
- Provide financial support in operations of the EAC integration clubs where necessary. Note: Any financial support will be channeled through School Administration when necessary
- MINEAC will be responsible for publicity and awareness of activities of integration clubs.
- MINEAC will also coordinate school competitions and awarding ceremony at national level.

Part II: EAC Integration Club formation & Organization

Formation of integration clubs should consider gender aspect in mixed secondary schools and the number of students in clubs should be dependent on interest of students and school administration rules and regulations.

2.1 EAC Integration Club Membership

Membership of EAC Integration Club:

- It is voluntary with interest to promote EAC Integration.
- It is open to all students of the secondary school where the club exists.
- A student becomes a member of the EAC integration club upon registration and signature in the Club members' Register.
- Membership is transferable from one EAC integration club to another in case a student changes the school.

2.1.1 Roles and Responsibilities of EAC integration Club Members

EAC Integration Club Member students will—

- Sensitize non-EAC integration club members and community on EAC integration process.
- Attend and fully participate in EAC integration club meetings.

- Participate in club activities on EAC integration process.
- Represent the EAC integration club in the scheduled competitions.
- Recruit and encourage members to attend meetings regularly
- To build confidence and team spirit among club members
- Listen and give equal treatment to all members' ideas and opinions.

2.1.2 Rules and regulations for the EAC Integration Club

EAC Integration clubs will apply few rules and guidelines for effective management of clubs such as the following;

Attendance: Club members should attend club sessions regularly.

Punctuality: Attend club sessions on time.

Behaviour: Be respectful to each other.

Participation: Participate actively in EAC integration club sessions and events.

2.2 EAC Integration Club Membership termination

A student ceases to be a member of EAC integration Club when:

- Drops out of School.
- Violates the rules in section 2.1.2 of this handbook.
- Dies

- Ceases interest in the EAC integration club. This will be done through formal writing to the Chairperson.

2.3 EAC Integration Club Management

Upon forming the club (and at the end of each academic year), elections for the management committee should be held. It is better to hold elections at the end of academic year, for the club continuity. All club members have the right to vote by secret ballot in the election. The person, who receives the highest number of votes, wins and assumes the position for the year.

Here are some steps, taken as part of the election process:

Electoral Steps

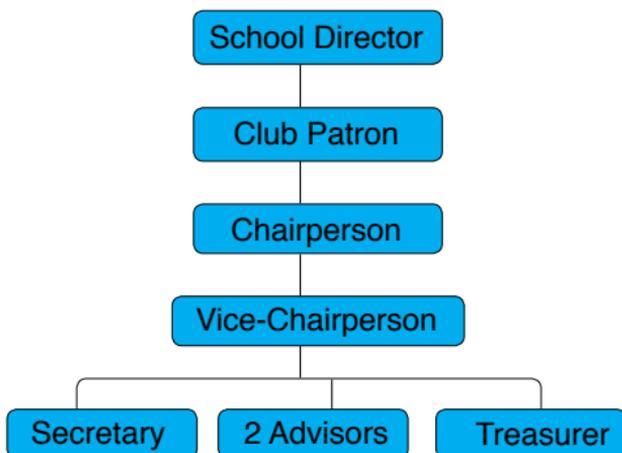
- Decide on positions needed on the management committee.
- Explain the responsibilities and duties of each position.
- Discuss the required skills and characteristics for each office.
- Explain the nomination and election process.
- Ensure gender balance is respected in the committees where possible.
- Give the nominees time to deliver short speeches in favour of their election.
- Use a secret ballot.
- Let votes be counted by a Club Patron or another person given permission by a management committee.
- Announce results.

2.3.1 EAC Integration Clubs Management Committee

The management committee is composed of five members under supervision of the school patron. And these are;

- Club Patron
- Chairperson
- Vice-Chairperson
- Secretary
- Treasurer
- Advisors

2.3.2 EAC Integration Clubs Structure



2.4 Responsibilities of Position Bearers

Club Patron: This is a member of academic staff appointed by the school authority to oversee the affairs of EAC integration club.

The role of the patron is

- To elaborate the role of the management committee,
- The responsibilities of each position
- To solve disputes that may arise among members
- Organize electoral process of management committee
- Prepare students for competitions
- Support students in developing their work plans and preparation of reports
- To serve as the focal point person for EAC Integration clubs and MINEAC

The Chairperson

The roles of the chairperson are to:

- Act as the overall leader and spokesperson of the club
- Chair the club meetings
- Represent the club in internal and external meetings
- Carry out any other duties as determined by the group

The Vice-Chairperson

The Vice-chairperson's roles are to:

- Assist the Chairperson

- Represent and chair club meetings in the absence of the chairperson
- Organize club meeting schedule
- Recruit members to integration clubs
- Perform any other duties as may be decided

The Secretary

The Secretary shall be in charge of:

- Taking minutes of club meetings
- Produce reports on the club activities (can be done with other group members)
- Keep membership register and other important documents of the club
- Carry out any other duties as determined by the group

The Treasurer

The roles of the treasurer are to:

- Manage and keep records of club funds, resources, and assets if any.
- Keep track of the outreach/educational materials created/obtained
- Keep income and expenditure records, as necessary
- Advise on club on financial issues and report regularly to the management committee about the club's finances
- Perform any other functions as decided by the members

The Advisors will advise the entire management committee in their respective tasks and attributions where necessary.

2.5 EAC integration Clubs' Meetings and Working Sessions

Clubs should conduct weekly meetings for all club members even when members are not involved in an upcoming competition (or even if there is no competition in the immediate future). The weekly meetings should focus on ongoing EAC issues or events.

The sub sections below discuss the major activities of a typical EAC integration club.

2.6 EAC integration Clubs' Main Activities

The EAC Integration Clubs will conduct different activities such as essay competitions, sports, debates, quiz, and drama competitions among others.

2.6.1 EAC integration Clubs' debate Competitions

Debate is a formal argument, in which two opposing teams propose or oppose a given a motion in a series of speeches. It is governed by a set of rules, which permit interruptions or "points of information" by the opposition. Debates can be judged by a panel of judges (competitive debate) or by an audience (show debate).

Competitive debating uses the skills of argument to debate and

discuss important issues about our beliefs, government policies and proposals on how to improve the world. A competitive debate should be **rational, focused, and structured**. Competitive debating was selected as the first activity of the first EAC integration clubs' competitions and hence will be presented in details in this handbook.

2.6.1.1 Why should students debate on EAC Issues?

Preparations for debates will prompt students to research extensively on EAC Integration issues, which will increase their understanding in this area. Also, debating is fun and promotes competitive, analytical and confidence building skills.

2.6.2 EAC Students Essay Writing Competition

The EAC Essay Competition arises from the need to involve East African students in the activities of the Community as well as foster an East African identity. Students' participation is anticipated to broaden their knowledge on the Community and its programmes on the regional integration process.

The Competition is open to all East African Secondary School students. The winning essays are awarded and widely publicized within the region through the media. This is another major activity for the EAC integration clubs to explore.

2.6.2.1 The Objectives of the EAC Essay Writing Competition

The Competition aims:

- To create awareness among the school-going population about the activities of the East African Community;
- To enable students analyze from their own perspective how best East Africa's natural resources can be exploited in light of the regional integration process; and
- To foster a deeper understanding among the students on the existing cultural, historical and political ties of the people of East Africa.

2.6.2.2 Topic for the EAC Essay Writing Competition

Each year a different topic about EAC issues is selected and each participant is required to submit an essay between 1,000 – 1,500 words. The Essays can be written in English, French or Kiswahili. Refer to the EAC education website (www.eac.int/education) for further details about the competition.

2.6.3 Drama Competitions

Drama is an integral part of a child's education. Drama promotes students' self-esteem, confidence and communication skills. Whether preparing for a school play/theatre games, writing a sketch of their own or participating in EAC educational Drama issues, EAC integration clubs are encouraged to actively engage in developing life skills that will increase their confidence, self-expression and creativity while enhancing their knowledge on

EAC integration process.

2.6.4 Outreach Programs

EAC integration clubs will put in place measures to promote interest of students on EAC their respective communities. This will include, but not limited to organized public lectures on awareness raising on EAC Integration.

2.6.5 Sports Competitions

EAC integration clubs can organize sports outreach activities, but also participate in EAC events such as the EAC Arts and Culture Festival, Sports tournaments to create awareness to young groups of people. Sports outreach activities are powerful forums of delivering messages to big masses of people.

2.7 EAC Integration Clubs Leadership and Organization

As new projects EAC Integration clubs' leadership will depend on guidance of Club Patrons and MINEAC for the beginning.

2.8 Recruitment of Club Members

Club members have the responsibility of recruiting new members and this will be an ongoing exercise. Club members are also responsible for sensitization of new members to create interest and understanding of their fellow students and teachers on EAC Integration issues.

2.9 Creating awareness of EAC issues to Integration Clubs

There are various forms of communication mediums through which Integration clubs can use to create awareness and understanding on EAC integration issues to students, members of community and teachers. These include presentations; use of MINEAC recorded audio and visual media programs such as radio programs, TV documentaries and promotional materials.

These programs and presentations can be shared through

- Students assembly
- Classrooms
- Targeted groups of students in recreation hours.

2.10 Managing internal EAC Integration Clubs Conflicts

The Chairperson in consultation with committee members and Club Patrons are responsible for conflict resolution of any conflict that may arise among club members .

Part III: EAC Integration Clubs Debating Environment

This part discusses all major parts of a typical EAC integration club debate competition and advises students on key preparatory issues for debates.

3.0 EAC Integration Clubs Motion Writing

The Motion is a theme/ topic for argument. In most cases motions are about current issues of public interest for example, “the benefits of the EAC integration to Rwandans are less tangible than tangible” discuss.

3.1 Clubs Debate Protocol

Debates are argued on two sides of proposition and opposition. The team that agrees with the motion is called the **Proposition** and the one that disagrees with the motion is called the **Opposition**.

The motion will be communicated to schools before EAC integration clubs debates begin in a period of 1 to 2 weeks' time. All clubs are required to rehearse/prepare for both sides of the motion. Schools will participate in a random exercise of picking papers from the box on competition day to pick their side from the drawing box. Clubs will be given 30 minutes to prepare for debates.

3.2 EAC Integration Clubs Debating Language

As a medium of communication in East African Community, English will be used in EAC integration club debates.

3.3 EAC Integration Clubs Debate Dress Code

Students will put on uniforms of their respective schools or any other dressing code as provided by MINEAC.

3.4 Research on EAC Integration Clubs Debate

Research is key in preparation of debate arguments. Research broadens the scope of understanding and helps students to acquire facts and examples that support their arguments during competitions. An informed debate attracts attention of audience and increases the possibility of winning competition.

3.5 Sources of information on EAC Integration

There are many sources of information on EAC integration issues and some of them include the following:

- MINEAC website: www.mineac.gov.rw
- EAC website: www.eac.int
- Secondary schools Libraries
- MINEAC physical library at the Ministry offices
- MINEAC online library- sms.mineac.gov.rw/library/opac_css/

- MINEAC Magazine “Integration Affairs”
- MINEAC Weekly Television and Radio programs
- Public and University libraries

3.6 Timing Speakers

Speakers will have Seven minutes for presentation. Two signals will be given a warning signal at exactly the 6th minute and a closing signal at 7th minute. Beyond 7 minutes and 15 seconds will lead to loss of points.

3.7 Debate Structure

Structure is how a debate presentation is organized and lack of a good structure may affect the performance of a speaker. The following is a sketch that outlines how to structure debate presentations.

First Minute (0:00-1:00)

- Win the audience, perhaps with a joke.
- Don't disprove another speaker's speech.
- Define your speech, i.e. what you will address and how. State your argument in a short sentence.
- Define your team approach i.e. say, roughly, what your partner will say (or has said).
- Can't be given a point of information

Second Minute (1:00-2:00):

- Don't take any Points of Information until foundation has

been laid i.e. until you have developed your speech a bit.

- Provide your argument.
Usually best to propose/oppose on 3 points. (For example. Political, Economic, Social).
- Begin your first point.

Third-6th Minute (2:00-6:00):

- Accept 2 to 3 points of information. Say outline political aspects and deal with them. Then take a P.O.I. on that. Do the same for the other aspects (i.e. Economics & Social).
- Use these four minutes to make all your points. Effectively this is your speech.
- Refer back to the single, short, core sentence one or two times.

Seventh Minute (6:00-7:00):

- Once the sixth minute bell has gone you can't be offered any points of information.
- Finish the point you were on as quickly as possible.
- Don't introduce any new points or arguments.
- Sum up. Reiterate your main points and arguments (and those of your partner if you are the 2nd /3rd /4th team speaker.).
- If possible, restate the single, core sentence as the last thing you say.

7:00 minute:

- Stay on your feet until you hear the bell. Finish, immediately if possible, "Mr. Chairman, Sir, I beg to"

- Be back in your seat by 7:15 seconds, if possible, and no later than 7:30 seconds.

3.8 The team line

Debating is a team event that normally involves four speakers working as a team. The team line is the basic statement of “why the motion is true” (for the proposition) and “why the motion is false” (for the opposition). It should be a short sentence, presented by the first speaker of each team and used by the other three speakers to enforce the idea of teamwork.

In simple language, the first speaker of proposition explains the meaning of the motion. The opposition team may agree with or choose to challenge the definition presented. The opposition team should be very careful about challenging, as it is difficult to continue debate with two definitions.

3.9 The roles of the Speakers

In a debating team each speaker has specified roles that they must fulfill to play their part in the team.

3.9.1 First Proposition must:

- Define the motion.
- Present the proposition’s team line.
- Outline briefly what each speaker in his or her team will talk about.
- Present the first half of the proposition case.

3.9.2 First Opposition must:

- Accept or reject the definition. If you don't do this it is assumed that you accept the definition.
- Present the opposition team line.
- Outline briefly what each of the opposition speakers will say.
- Disprove a few of the main points of the first proposition speaker.
- The 1st opposition should spend about one quarter of their time disproving.
- Present the first half of the opposition team's case.

3.9.3 Second Proposition must:

- Reaffirm the proposition's team line.
- Disprove the main points presented by the 1st opposition.
- The 2nd proposition should spend about one third of their time disproving.
- Present the second half of the proposition's case.

3.9.4 Second Opposition must:

- Reaffirm the opposition's team line.
- Disprove some of the main points of the proposition's case.
- The 2nd opposition should spend about one third of their time disproving.

- Present the second half of the opposition's case.

3.9.5 Third Proposition must:

- Reaffirm the proposition's team line.
- Disprove some of the remaining points of the opposition's case.
- The 3rd proposition should spend two thirds to three quarters of their time disproving.

3.9.6 Third Opposition must:

- Reaffirm the opposition's team line.
- Disprove all the remaining points of the proposition's case.
- The 3rd opposition should spend about two-thirds to three quarters of their time disproving.

3.9.7 Fourth Proposition must:

- Reaffirm the proposition's team line.
- Disprove all the remaining points of the opposition's case.
- Present a summary of the proposition's case.
- Round off the debate for the proposition.

3.9.8 Fourth Opposition must:

- Reaffirm the opposition's team line.
- Disprove all the remaining points of the proposition's case.

- Present a summary of the opposition's case.
- Round off the debate for the opposition.

3.10 Rebuttal/Disapprove Arguments

Rebuttal is about criticizing the arguments presented by either side of the team in a debate. Few things to remember about rebuttal:

- Logic - to say that the other side is wrong is not enough.
- Pick the important points - try to rebut the most important points of the other side's case.
- 'Play the ball' - do not criticize the individual speakers, criticize what they say.

3.11 Points of Information (POIs)

Points of Information (questions directed to the member speaking) may be asked between first minute and the sixth minute of the members' speeches (speeches are of seven minutes duration). It should be noted that:

- The member who is speaking may accept or decline to answer the Point of Information.
- A point of information should be brief, and no longer than 15 seconds.
- However, a speaker is obliged to accept some points of information, provided that they have been offered at reasonable times in the speaker's speech.
- Members should attempt to answer at least two Points

of Information during their speech. Members should also offer point of information.

3.11.1 Approach to respond to points of Information

Points of information may attempt to disprove your arguments, so refer to your speech, state evidence, or create new arguments. If the POI seems like an attempt to distract you or has no meaning, point that out in your response, but use reframed language for example, say “Even if what you say is true, it has no meaning in this debate because _____”. Make sure that all your responses to the POI are brief. Do not let the other team distract you.

3.11.2 Planning Strategy for POIs

- Keep track of all arguments you've heard in the course of your debate.
- Anticipate opposing arguments.
- Make your POIs funny and insightful.

3.11.3 Protocol for Points of Information:

- Be respectful to the speaker
- Rise calmly and quietly
- Wait patiently for a response from the speaker
- Make sure your POI does not exceed 15 seconds

3.11.4 How to Answer POIs

- Be bold and concise.
- Use POIs to your advantage: as a way to advance more arguments and take away arguments from the other side.
- Do not let the POI distract you or get you off topic.

3.12 Debates Code of Conduct

- Treat the occasion, each other, and judges with respect;
- Respect rules of competition; and
- Accept the judges decision.

Speakers will not –

- Disrupt or distract from another speaker's speech or judges' comments;
- Use offensive language or behaviour;
- Make demeaning comments on the basis of age, culture, gender, sexuality, disability, religion, family; or
- Harass their opponents or judges.

Judges will –

- Treat the debate events in a formal and professional manner;
- Take minutes, and make constructive comments to assist the speakers; and
- Be sensitive when commenting upon physical or physiological disabilities;

Judges will not –

- Allow bias or personal knowledge to influence their decisions.

Teachers and the audience will –

- Listen to speakers in reasonable silence; and
- Foster a spirit of fair play and good sport.

Teachers and the audience will not –

- Harass Speakers and judges before, during or after the debate.

Club Patrons will –

- Conduct themselves in a professional manner at all times;

Club Patrons will not –

- Communicate with any judge with the purpose of intimidating or challenging them in the fulfilment of their roles.

Participants will ±

- Request and receive permission from host School patron, and MINEAC before recording any debate.

Participants will not ±

- Use mobile phones to make calls, receive or send text messages during debate.

Part IV: EAC Integration clubs Debate Competitions Judgement

Every debate has a result – one team wins and another loses. The result is decided and announced by the judge – somebody who has watched and followed debates carefully to decide the results. Judges are not allowed to make random or arbitrary decisions – they must follow clear debate guidelines. Speakers and audience may disagree with judge's decision, and sometimes judges disagree with each other.

4.1 The Judging debate competitions

- All integration club debates shall be judged by an odd-numbered panel of at least three judges, and decide which team has won the debate.
- Judges mark independently of each other, and should not see each other's mark-sheets;
- The judgment should be short, and should explain the result to the audience. In particular, it should set out the key reasons why the winning team won, and comment on significant matters of debate style or technique that were used in the debate;

4.1.1 Things to remember when judging EAC debate competitions

1. Judges are responsible for timing the debate, see Annex V; ToRs for Judges. The debaters rely on judges for time signals.

2. Remember to use two signals, a warning signal at the 6th and the final signal at the 7th minute.
3. Students and judges must take notes during debates.
4. Judges should not use their opinions to influence the debate.

4.3 Judging teams and Speakers

There are 3 factors to consider when judging speakers and these include

1. Content;
2. Strategy and
3. Style.

4.3.1 Content

Content is the substance of what speakers say in competitions. Content includes arguments, examples, facts, information for clarification etc.

4.3.2 Strategy

There are 3 strategies to win a debate

- Begin with your strongest point to put your opponent off guard.
- Identify the gaps in your opponent's argument and chase after them. Be quick to see the inconsistencies and lack of coordination of the opponent's team. Focus your questions to expose the gaps.

- Mark the weakest debater and focus your attention onto that person. Strategy is how the content is organized. It includes informed team of speakers on the entire motion and how prepared they are to present their facts.

4.3.3 Style

Style is about how speakers present their arguments and there are various aspects of style that speakers need to be aware of:

Eye contact; Maintain an eye contact with the audience

Voice; Speak clearly and loudly so that your voice can be heard by everyone

Avoid monotony; If you are making an important point use your voice to stress it and make it stand out.

You don't have to stand strictly behind the podium; Move around a bit and face different sections of the audience at different times.

Body; Use possible body gestures deliberately with confidence.

4.4 EAC Integration Clubs Debate Competition Marking Scheme

Every judge marks to a standard **see Annexes III and IV** for Individual Adjudicator marking sheet and Adjudicators marking sheet summary respectively. You will get a mark as follow:

- 20-40 for content; with the score of 40 being the exceptional performance and the score of 20 for the average.

- 20-40 for style; with the score of 40 being the exceptional performance and the score of 20 for the average.
- 10-20 for strategy: with the score of 20 being the exceptional performance and the score of 10 for the average.
- The substantive speech will be marked out of 100 points. For further details on marking standards, see annex I.

4.5 Measures of mitigating conflicts during competitions

- All EAC Integration clubs debates shall be judged by an odd-numbered panel of three judges;
- Judges shall not judge the team from their own Schools.
- A club Patron shall not judge a debate in which his/her club is participating.
- A debate is won by the team, which has a highest general average of the points of the judges.
- Judges must take notes during debates; it helps them to fairly judge debates.

Since adjudication includes statements of why the winning team has won, and on assumptions that no conflicts of interest and Judges mark independently, Panel Decisions are final.

Part V: EAC Debate Competitions Awards

EAC integration clubs are part of sensitization sessions by the Ministry of East African Community to increase awareness on EAC integration process among students. Recognition and appreciation of the successful students is a motivation to students to keep them informed of the EAC issues. In fact, limited praise and lack of appreciation are top reasons individual students leave high school clubs for other clubs.

Depending on complexity and budget of the competition(s), EAC integration clubs and individuals should be recognized and appreciated for either club or individual achievement.

Annex I - The Marking Standard

1. Substantive Speeches (Out of 100)

Standard	Overall (100)	Style (40)	Content (40)	Strategy (20)
Excellent	80-100	32	32	16
Very good	74-79	31	31	15-16
Good	66-73	29	29	14-15
Fair	60-66	26	26	13
Pass	50-59	25	25	7-9

Annex II: Integration Clubs debate Competitions 2013

District and Provincial Level

S/N	Province	N# of Schools	Round 1 debates	Round 2 debates	Round 3 debates	Final Debate	Observations
1	South	16	8	4	2	1	
2	East	14	7	3	0	1	After rounds 1 & 2 the worst Scorers in the winners will be eliminated for the next round
3	West	14	7	3	0	1	After rounds 1 & 2 the worst Scorers in the winners will be eliminated for the next round
4	North	10	5	2	0	1	After round 1 the worst Scorer in the winners will be eliminated for the round 2
5	Kigali City	6	3	0	0	1	After round 1 the worst Scorer in the winners will be eliminated for the next round
	Total	60	30	12	2	5	

N/B: Total Debates at district and Provincial level = 49

Note:

- The competitions will involve 3 phases. The first phase is at district level, provincial level and Kigali and third at national level.

Phase I

The two selected schools will compete at district level. The winning schools will continue with competitions at provincial level.

Phase II

- Schools will be paired at provincial level and elimination method will be a knockout basis up to the national level. For example

Southern Province: There are 16 schools/clubs in the competition i.e. 2 per district. 2 schools in a district will be drawn together for a debate. Out of 16 schools/clubs in the round 1 there will be 8 debates. The winners (8 schools/clubs) will qualify for the next level (Provincial level) and will be randomly drawn together for the round 2 and so on up to the provincial final.

Kigali City: there are 6 schools/clubs in the competition i.e. 2 per district. 2 schools in a district will be drawn together for a debate. Out of 6 schools/clubs in the round 1 there will be 3 debates. After round 1 the worst Scorer in the winners will be eliminated for the next round (Final).

- Depending on the nature of competition and a number of schools that have been selected in each province and

the Kigali city, pairing them is impossible and hence some worst winning clubs will be eliminated for possible pairing purposes as indicated in the above table.

- After round 1, the service provider will propose draws of the next round to MINEAC for approval.

National Level

NB: Both finalists in the Southern Province will participate in the National Debates (representatively)

N# of Schools	Round 1 debates	Final	Observation
6	3	1	After round 1 the worst Scorer will be eliminated for the final

Total Debates at National level = 4; which makes a grand total of 53 debates, for the entire competition.

Note:

- All the winners at the provincial and the Kigali city level will make it to the National level. This makes 5 EAC integration clubs.
- Since drawing 5 clubs among each other is impossible in a final, both finalists in the Southern Province will make it to the national level and the reason being that there are more schools from this province than other provinces.



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Annex III: Individual Judge Marking Sheet

Debating EAC integration Clubs and DATE:/...../ 2013

N°	NAMES/ SIDE OF THE MOTION	CONTENT (20- 40 Points)	STYLE (20-40 Points)	STRATEGY (10-20 points)	TOTAL/100
		<ul style="list-style-type: none"> o Substance (10) o Logical Arguments & examples (4) o Facts (3) o Current Issues(3) 	<ul style="list-style-type: none"> o Not Reading speech(2) o Eye contact (3) o Voice (2) o Speaking Clearly & loudly (4) o No Monotone (2) o Movements (2) o Hand gestures(3) o No Nervous habits (2) 	<ul style="list-style-type: none"> o Unity & logic (2) o Speech Structure (3) o Link between timeline (2) o Rebuttal opponents (2) o Proportional allocation of Time (1) 	
	Total Points				
	Comments:			

NAME OF JUDGE AND SIGNATURE:

1.

0 ..



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Annex IV: Judges' Marking Sheet Summary

Debating EAC integration Clubs and DATE:/...../2013

Proposition Side:

Debaters	NAMES	Judge 1	Judge 2	Judge 3	AVERAGE
	Overall Average				

Opposition Side:

Debaters	NAMES	Judge 1	Judge 2	Judge 3	AVERAGE
	Overall Average				

Verdict:

Adjudication

NAMES OF JUDGES AND SIGNATURE:

- 1.
- 2.
- 3.

Annex V: Terms of Reference (ToRs) for Judges

Qualification and Experience of Judges

- A bachelor's degree from a recognized institution
- Fluency in written and spoken English
- Relevant Working Experience of minimum 1 year with knowledge on EAC integration
- Experiences in Education management, courts and teaching are added advantages
- Public Speaking skills
- Excellent minutes taking skills
- Superior organizational skills and attention to detail
- Excellent written and verbal communication skills in English
- Excellent Interpersonal skills
- Aged over 25 years

Tasks of judges

A Judge – somebody who has required qualifications and experience, see Annex V. S/he watches and follows the debate carefully in order to decide the result. Judges are not allowed to make random or arbitrary decisions – they must follow clear guidelines as stated in this handbook, about what is, and is not, good debating.

- Judges are responsible for timing debate speeches. Debating students rely on judges for time signals.

- Judges mark independently of each other,
- Judges take notes during debates.
- Present short judgments and explain results to audience.
- The criterion for marking the debates are: Content, strategy and style as per the EAC Integration Clubs handbook only.
- In event of a draw, the winner will be decided by toss of a coin.
- In accordance with the Rules, the Service Provider is responsible for:
 - Determining the eligibility of judges,
 - Training judges prior to the start of the debate competitions,
 - Assessing whether eligible judges are competent to judge debates,
 - Assigning judges to debates,
 - Recording results of debates,
 - Determining the team rankings at the end of the provincial and National levels,
 - Declaring the Club that did not show up for the debate the looser & the club that showed up the winner,
 - Determining the draw for all rounds and National Finals, and
 - Any other matter connected with judges of debates.

Annex VI: Bibliography

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