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## **Fuzzy-based multi-modal architecture for electioneering in Nigeria**

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The 2015 election has been adjured to be the best in the history of electioneering process in Nigeria, thanks to deployment of Information Technology. But, in reality, the election was not, after all, flawless as many would want to believe. There were lots of problems associated with it particularly in the areas of verification and authentication of eligible voters by the fingerprint reader. This paper examines these problems and proposed a fuzzy based multi-modal architecture for future election in Nigeria. The architecture is based on the extraction of feature of fingerprint and iris of the prospective voters. Also examined were the features of fingerprints and iris as relating to authentication for electioneering purposes. Further discussed were the advantages of the proposed Architecture over the present Independent National Electoral Commission (INEC) method of voter authentication.

### **Biography**

Oladele Stephen Adeola is a Certified Digital & Computer Forensic Investigator (CFI) as well as an Oracle Certified Professional (OCP). He holds a PhD degree in Computer Science and is a Member of professional bodies such as Computer Forensic Institute, Nigeria (CFIN), Computer Professional of Nigeria (CPN), Nigeria Computer Society (NCS), Institute of Electrical and Electronic Engineers (IEEE), International Association of Engineers (IAENG) as well as Association of Computer Machinery (ACM). He has worked in different companies as a Network Engineer and Programmer. His research interest includes Computer Imaging, Biometrics, Land Information Systems, Computer Forensic and Database Systems. He has published works in a number of local and international journals. Also, he reviews for local and international journals such as *Journal of Information Technology and General Studies*, Rufus Giwa Polytechnic, Nigeria, *Net Journal of Social Sciences, Nigeria*, *Journal: Information Technology & People*, Emerald Publication, United Kingdom, and *the Journal of Educational Research and Reviews (JERR)*, United Kingdom.

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