

VOTERS EDUCATION

***WHAT EVERY VOTER NEEDS
TO KNOW***

MANUAL FOR TRAINERS



NAMIBIA INSTITUTE FOR DEMOCRACY

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IT IS ELECTION TIME

**VOTERS EDUCATION:
MANUAL FOR TRAINERS**



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MANUAL FOR TRAINERS

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1. HOW TO RUN VOTER EDUCATION WORKSHOPS

Guidelines for workshops

Your task is to train community educators to run voter education workshops at the grassroots level. There are two aims here - to teach community educators how to run a workshop in general; and to teach community educators how to run voter education workshops in particular. By following a few simple guidelines your own training workshops can become a model for community educators.

1.1 PLANNING YOUR WORKSHOP

Step 1:

Ask yourself: What do you want to achieve in the workshops? What are your main aims? What will people know, think, feel, be able to do, by the end of your workshops?

Step 2:

Find out everything you can about the workshop participants: What do they know about elections and voting? Have they ever run workshops before? What is their educational background? What language do they prefer to use? Do they live in urban or rural areas? Do they belong to organisations? This helps you to prepare your workshop programme so that it meets the needs of your participants, as well as your aims.

Step 3:

Structure the programme: Look at your aims. Ask yourself - what information and experience do the participants need to achieve these aims? Do not try to cover too much in one session. It is better to teach a small amount carefully and thoroughly, rather than confuse people with too many new ideas and thoughts.

Step 4:

Structure each session: Decide in what order you will present information. What will you do first? What will you do next? All sessions should have an introduction, a body and a conclusion.

Step 5:

Then decide how you will present each issue.

What techniques will you use? A short talk? A group discussion? A game? A role-play? A debate? etc.

Draw up a plan for Session 1

- There are some ways to make people feel at ease at the start of the workshops. Jot down how long you will spend on introductions and what you need. When you plan the body of your workshop, remember these rules:
- Present the issue using concrete examples or problems that people already understand and know.

-
- Then deepen their knowledge and understanding by moving slowly into unfamiliar areas.
 - Give practical tasks or activities to help people use their knowledge.
 - What information will you start with? For example, you could begin your first session by finding out how much people know about elections and voting. Jot down the time you will spend and what you need.



- Where will you move to from there? For example, you could teach people how to fill in the ballot, and how to work with illiterate voters. Jot down your time and what you will need and how long it will take.
- How will you end the session? Remember to sum up what you have covered and to suggest what you will do in the next session. You may want to ask participants to assess what they learned in the day's session.

Draw up a plan for Session 2

- It is always important to go over what was covered previously and then to introduce the day's programme.
- What will you cover today, and in what order? How will you present the information? Jot down your time and what you will need.

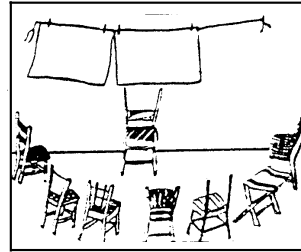
For example, in Session 2 you may want to:

- Teach the election day role-play.
 - Help participants draw up their own workshop formats.
 - Finally, how will you sum up and conclude the two sessions?
-

SEATING PEOPLE

If you are using a hall or a room with chairs, arrange the chairs in a half-circle around you, so that people are seated as close as possible to you and the posters.

Do not stand on a stage above the people. Rather create a half-circle of chairs facing a side wall.



Arrange the furniture appropriately

In the same way, if the workshop is taking place outside, allow people to form a half-circle around you next to a wall or a surface where you can put up the posters.

HOW TO PUT UP THE POSTERS

Always hang the posters on a flat, steady surface.

Do not let them flap in the wind.

There are different ways of putting up posters on different surfaces. If you want to run many workshops, be careful not to damage your posters. Here are some ideas:

- Hammer two nails into a wall. Then tie a long piece of string between the two nails and use pegs to hang up the posters.
- Make small loops of tape with the sticky side facing outwards. Place them in each corner at the back of the poster. Masking tape is best. Remember to remove the tape before you fold up the posters.
- Drawing pins or pres-stick can also be used.



Follow the same principle outside.

THE LENGTH OF THE WORKSHOP

People need time to discuss the posters. But do not let them sit for too long. They will get tired and will not remember anything. You should allow people to have a short 10 minute break when you see that they are becoming sleepy or restless.

HOW TO RUN A SHORTER WORKSHOP

If you are short of time and you wish to run a short session only teaching people HOW TO VOTE, then use only Posters 6 and 7.

HOW TO RUN A MINI ELECTION

It is a good idea to give people a chance to practise voting. If you have time, also try to run a mini election. In this manual there is a section explaining how to do this.

If you wish to run a mini election, you will need to be very well prepared. You will need a pen or pencil for each person in the workshop. You will also need photocopies or hand drawn copies of the voting paper. You can make your own cardboard ballot box and voting booth. You will also need a few tables.

LANGUAGE

This manual is only in English. However, as trainer, you must use the language that people feel comfortable with. These notes are only here to guide you. In the notes we explain some of the special terms used when talking about voting.

1.2. ORGANISING THE WORKSHOP

FINANCE

List all your expenses (e.g. venue, transport, food, resources, stationery, etc.) Draft a budget. Do you have enough money to cover the expenses?

PARTICIPANTS

You need to decide who should attend the workshop. How will you select them? How will you invite them?

For example, you could announce the workshop at an important community event. You could also work with an organisation such as a women's group or a church group. Remember not to invite too many people. 20 is the best number for your workshop. Remind people often, so that they do not forget to come. How will you remind them?

Find out as much as you can about the people who will come to the workshop.

Are they old or young? Men or women? Will it be a mixed group? During the workshop this will help you to use examples which are meaningful to the people in your group.

THE DATE AND TIME

Decide when the workshop should be held, for example whether a Saturday or a Sunday would be best. With some groups, such as elderly women, you can probably meet during the week. If the workshop will last for a whole day, you will need to make arrangements for lunch.

THE VENUE

- Where will the workshop be held?
- What facilities are there? For example, is there electricity?
- Are there tables and chairs?

TRANSPORT

Do you need to arrange transport for participants? Does everyone know about the transport arrangements?

1.3 SOME DO'S AND DON'TS IN WORKSHOPS

DO:

- Respect the knowledge and experiences of participants.
- Draw on the collective wisdom of the group.
- Build tolerance and patience for other people's views.
- Actively involve everyone in the workshop.
- Vary your activities so as not to bore people.
- Present each theme or issue clearly.
- Encourage people to ask questions.
- Plan your session thoroughly. Read through this whole manual.
- Work out your time accurately and stick to it.
- Make sure you have everything you need before the session starts - from the photocopying to the ballot boxes.
- Check what language or languages participants wish to use in the workshops.
- Use familiar words and terms.
- Be flexible. Adapt your workshop to meet the needs of the participants.
- Use the language which is best understood by most of the groups.

DON'T:

- Don't leave all your planning to the last minute.
- Don't bore your participants by giving long lectures.
Remember adults learn best by doing.
- Don't use unfamiliar jargon which no-one understands.
- Don't allow any one person to dominate the discussions or to intimidate others.
- Don't be dogmatic about your own point of view - listen.

2. CHECKLIST

FOR YOURSELF

- The training kit: the posters and the manual.
- A second set of posters if the group is large.
- Something for putting up the posters.
- A pointer.
- A watch so that you can check the time.

FOR THE PARTICIPANTS

- Do you have a training list for each person?

FOR MAKING CROSSES

- Pencils, koki's or crayons, one for each person.
- Blank paper: enough for everyone in the group.
- Practice page with blank blocks: photocopies or hand drawn copies of page in the manual.

FOR TEACHING AID

- Video recorder (is there electricity?).
- Overhead projector.

THE MEETING PLACE

- A good surface for putting up posters.
- Seats arranged in a half-circle, as close as possible to the wall.
- Enough light.

FOOD

- Refreshments during breaks.
-

3. THE WORKSHOP ITSELF

WELCOME AND INTRODUCTION

Welcome people to the workshop. Especially if people have travelled far, tell them how glad you are that they have come.

Introduce yourself and if necessary say what has made it possible for you to be there. For example if you were asked or assisted by another organisation, you can thank them for asking you or for helping you.

Explain to people that you will be talking to them about voting. Tell them that they will be participating actively in the workshop and that you look forward to hearing their ideas. Show that you are not going to tell people whom to choose or whom to vote for, but what an election means, and why it is important to vote.

Tell people when the workshop will end so that they know what to expect. Allow people to ask questions about yourself and about the workshop.

Ask people to introduce themselves one by one, even if they know each other. It will help you as the trainer, especially if you do not know the people. Ask them what they expect to learn in the workshops.

Before you put up the first poster, make sure that everyone is comfortable and that they can hear you clearly.

REMEMBER

- Do not put up a poster before you are ready to use it.
- Let people have a break when they are tired.
- Ask questions clearly, pointing to the poster when you need to.
- Encourage people to share their ideas.
- Listen carefully to what they say.
- Build on people's ideas to summarise the main points.
- Before you move on to a new poster, ask if anybody has any questions.

IMPORTANT

Read through ALL the questions and notes for each poster before your workshop.

4. HOW TO USE THIS KIT

IMPORTANT:

Read the whole of this section before you run your workshop.

The guidelines in this training manual are designed to help you feel more confident about running a workshop. But they are not rules which have to be followed.

WHO CAN USE THIS KIT

You do not have to be a teacher or an experienced trainer to use this training kit. With the help of the manual to guide you through each poster step by step, you will be able to introduce people to the most important facts about voting and enable them to learn from each other.

HOW THIS MANUAL IS ARRANGED

The notes for each poster are arranged under the following headings:

- DESCRIPTION:**
- This says what the poster looks like.
- AIMS:**
- These say what the poster was designed to do.
- KEY POINTS:**
- These are the most important things that people should remember.
- INSTRUCTIONS:**
- Read them carefully. They say what you, the trainer, should do when you use the poster.
- QUESTIONS:**
- These are to encourage people to share their ideas and not just to listen to you. The questions are arranged under subheadings to guide you. They will help people to learn from their own experience, and to work out many facts for themselves.

ANSWERS PEOPLE MIGHT GIVE

Only simple answers are given. Many of the questions are very open and people will have different answers.

NOTES FOR USING THE POSTERS:

Read these notes very carefully. They give a lot of information. They also suggest ways of dealing with your group.

USING THE POSTERS

It is very important for everyone to see the posters clearly. The posters are the seeds for discussion. If people cannot see the posters clearly they will not be able to participate actively in the workshop. Use a pointer when you ask questions about certain details in the poster. If people find it difficult to see the details from where they are seated, then encourage someone to come up closer and explain to everyone what he/she can see.

ENCOURAGING DISCUSSION

This training kit has been designed in such a way that the trainer's role is to enable people to learn from their own experience and from each other.

It is very important for people in the group to talk about the posters. When you put up a poster, allow enough time for people to look closely at the picture and discuss it amongst themselves. Then encourage them to share their ideas.

Do not correct anyone who describes something that is not meant to be there. Keep collecting ideas from the group and repeat them so that everyone can hear.

Try to encourage everyone to speak and to ask questions if they are uncertain. This way you will build up a clear word picture that highlights the important details in each poster. If people ask difficult questions, then try to work out an answer with everybody. If one person in the group is talking too much, then ask other people to answer questions. Remember not to lecture to people.

Ask questions, listen carefully to people's answers and guide the discussion. People learn best when they do things themselves and when they **TRY TO FIND THEIR OWN ANSWERS**.

THE SIZE OF THE GROUP

Try not to hold workshops with more than 20 people. If the group is larger than 20, make sure that you have trained another person to help you. Each person in your group must see the poster clearly and **HEAR** what everyone in the group is saying.

POSTER 1

TALKING ABOUT VOTING



- DESCRIPTION:**
- This poster shows a voter education workshop. A woman is talking to a group of people about elections.
- AIMS:**
- To set the scene for the workshop.
 - To let people talk about what an election is.
 - To introduce some of the characters who will appear in many of the posters.
- KEY POINTS:**
- Why to vote.
 - What is an election.
- INSTRUCTION:**
- Guide people through the questions on the next page.
 - Point clearly to what you are asking people to look at.
 - If people find it difficult to see some of the details in the poster, then encourage somebody to stand up and come and look at it from nearby. This person can then tell everybody else what he/she can see.
-

QUESTIONS:

NOTES FOR USING POSTER 1

A VOTING WORKSHOP

Allow people to say what they see. Never tell people that their answers are wrong. Let people share as many ideas as possible before you summarise and say that this picture shows a woman in a rural area, talking to people about voting. Some people might not have heard the word workshop before. Explain that a workshop is when people get together to learn from each other in an informal way.

OTHER EXPERIENCES OF VOTING: WHY VOTING?

Find out as much as you can about people's own experiences of voting. Remember what people say, and try to build on these experiences throughout the workshop.

You may find that people have voted before, or that they have voted for church or community leaders. Explain that any election is about choosing leaders.

WHAT IS AN ELECTION?

Elections are occasions when citizens can express freely their political will and choice. Elections are part of political capacity building and the empowerment process, offering the voters the opportunity to participate in decision-making, and to elect their own government. Elections must not only be free but also fair. Everyone must get the opportunity to vote, including those who cannot read or write or are otherwise physically handicapped.

WHAT ARE ELECTORAL LAWS?

The Namibian Electoral Law (Act 24 of 1992) provides the legal foundation for the establishment and operation of the Electoral Commission, the registration of voters, the registration of political parties, the conduct of elections and offenses and penalties during an electoral process.

POSTER 2

WHAT IS AN ELECTORAL SYSTEM?



- DESCRIPTION:**
- An electoral system covers the legal and practical realities of voter registration and election administration, as well as the precise rules and the method used to translate votes for candidates and/or parties in an election into an allocation of seats.
- AIMS:**
- In Namibia, we use different systems. For National Assembly and Presidential elections the proportional representation system is applied.
- KEY POINTS:**
- For the purpose of Regional Government, the whole country is divided into 95 constituencies. In each constituency there are a number of election points so that people can easily walk to voting stations.
- INSTRUCTION:**
- The number of votes that a political party wins in an election determines how many seats a party gets in the government. In the National Assembly, there are a maximum of 72 elected seats. The party that gets most votes will get the most seats and become the ruling party.
-

-
- Before the election, each political party draws up a list of their candidates which it presents publicly to the voters. After the elections the party candidates are given seats accordingly to the percentage of votes obtained during the elections, and in the order they appear on the party's list.
 - In the presidency election the candidate with more than 50% of the votes cast in an election will be declared the winner.
 - In Regional Elections voters will vote for candidates directly in each constituency.



POSTER 3

WHO CAN VOTE?



DESCRIPTION:

- Every Namibian over the age of 18 years may vote. This poster shows people who can vote.

AIMS:

- To show who can vote and what you need to vote.

KEY POINTS:

- All Namibians can vote.
- Illiterate, disabled and blind people can vote.
- You must be over 18 years old to vote.
- You need an ID document to vote.
- You need a Voters Registration Card (the same one as for the Regional Council).

INSTRUCTIONS:

- Tell people that this poster shows who will be able to vote in the election.
- When you reach the discussion about ID cards, encourage people to show their ID cards if they have them.

NOTES FOR USING POSTER 3

WHO CAN VOTE?

All the people in this picture can vote, provided they are Namibian citizens. There will be someone at the place of voting who will be able to help people who are blind or handicapped. Young people over the age of 18 are allowed to vote. Voting is not difficult. People who cannot read or write can learn how to vote.

Women can vote. A woman does not have to be married to vote. A husband cannot stop his wife from voting, or tell her whom to vote for.

People in the cities and people in the rural areas can vote.

ID CARDS

It will be useful to find out how many people in the workshop already have ID cards. Tell people that if they do not have an ID card, they must apply for one as soon as possible.

To get an ID card people have to apply to the Department of Home Affairs. They must have two small black and white photographs and they must fill in an application form. There are a number of people who can help with this. Advise people to speak to their minister, advice office or community leaders about getting an ID card.

If we do not manage to get our ID cards before the election, then it is possible to use some other form of identification.

WHO CAN VOTE?

Any Namibian citizen who is 18 years or older on the day of registration can vote. However, people must be registered voters before they are entitled to vote.

During registration they must prove their identity, their age and that they are Namibian citizens.

How do you identify yourself? You can either use your identity document, any official document which contains a photo of the voter (e.g. driver's licence, permit), or a sworn statement by two persons who can adequately identify themselves, and who know the person applying for registration.

For proof of age (18 years and older) a birth certificate, or a sworn statement made by either one of their natural parents declaring that they have reached the age of 18 years can be supplied. In this connection the opinion of the registration official is also valid.

In respect of Namibian citizenship a birth certificate, a Namibian passport or a sworn statement by two other persons, declaring that the applicant is known to him or her; and that to the best of their knowledge the applicant was born in Namibia, and he or she is a Namibian citizen or that either one of the applicants parents was born in Namibia or would have otherwise qualified for Namibian citizenship by birth (e.g. children who were born to Namibians in exile). Namibian citizenship can be obtained (see article 4 of the Constitution) by birth, by descent, by marriage, or by naturalisation.

For local elections it is also necessary to prove that you have lived permanently in a Local Authority Area for not less than 12 months. For this you can bring any official document which states that you have been living in a Local Authority Area for at least 12 months.

QUESTIONS FOR POSTER 3

WHO CAN VOTE?

1. What kind of people can you see in this picture?
2. How old are the people in the picture?
3. Do you think that young people should be allowed to vote?
4. Do you think all the people in this picture can read?
5. Do you think that people who cannot read will be able to vote?
6. Do you think that all people in this picture are married?
7. Do you think that married and unmarried women will vote?
8. Where do you think these people live? Do you think they live in the city? Do they all live in Namibia?



ID CARDS

1. What are people holding in their hands?
 2. Who of the persons shown on the poster has an ID card?
 3. What does an ID card tell us about a person?
 4. How can you get an ID card?
-

LOST VOTERS REGISTRATION CARD

During the voters training and information workshops people may tell the instructor that they have lost their voters registration card for one or other reason or have moved to another constituency.

First inform the voters that the Regional Council Voters Registration card will be the only one valid during the next elections. It qualifies the voter to vote in both elections that of the National Assembly and the President.

Very important: The Local Authority Voters Registration Card will not be valid for the coming National Assembly and Presidency elections, only during the next local authority elections.

The Director may, upon application by a person whose registration card has been lost, destroyed or has for any reason become illegible, issue to such person a duplicate registration card. The Director must be reasonably satisfied as to the identity of such person and as to the facts and circumstances to the loss, destruction or illegibility of the Voters Registration Card. In the latter case the illegible registration card must be surrendered to the Director before he/she can replace the card.

A voter who has changed his/her residence and then moved to another constituency or local authority area must as soon as it is practicable after such a change notify the Director in respect thereof. The voter will apply in the prescribed form to the Director for registration in that constituency or local authority area.

POSTER 4

THE ELECTION CAMPAIGN



- DESCRIPTION:
- This poster shows a man holding a voting paper and speaking to the group of people that we saw in the first poster.
- AIM:
- To talk about what to expect during the election campaign.
- KEY POINTS:
- All parties have the right to campaign for votes.
 - Nobody has the right to force you to vote for any party.
- INSTRUCTIONS:
- Let people talk about their experiences when they answer these questions.
-

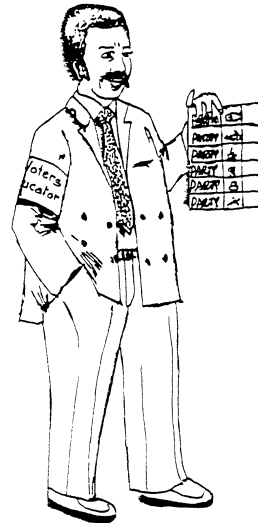
QUESTIONS FOR POSTER 4

1. What do you see in this picture?
2. Do you recognise the paper that the man who is standing next to the bakkie is holding?
3. Why could he be holding this paper?
4. What do you think he might be saying?
5. What do you think the people are feeling or thinking.
6. Has anybody tried to tell you to vote for their party?
7. What methods do you think people might use to try and persuade others to vote for their party?
8. How do you think people should decide which party to vote for?
9. How do you think politicians should behave during an election campaign?

ANSWERS PEOPLE MAY GIVE

1. Share ideas. See notes.
2. A voting paper.
3. to 8

Share ideas. See notes.



NOTES FOR USING POSTER 4

How people respond to this picture will depend on their experience.

All parties have the right to campaign for votes. This means that they will try to persuade people to vote for them. Nearer to the election the campaign excitement will be everywhere. We will hear about the elections in the newspapers, on the radio and on TV. There will be posters everywhere, especially in towns and cities. Political leaders will hold big meetings. Party campaigners will visit us in our homes. There may well be people who have very strong views and who try to threaten us to vote for their party.

Some people may have experienced threats or intimidation from party campaigners. Others may have experienced intimidation from their employers. Some employers may not want their workers to decide for themselves whom they should vote for. Some employers may try to tell their workers to vote for a particular party. They may even threaten workers by saying that they could lose their jobs or their houses if they do not do as they are told.

Another trick that people may use to try and influence voters is to make great promises. For example, a person may say that if we vote for his or her party, we will get N\$100. This is called bribery.

PEOPLE HAVE THE RIGHT TO VOTE FOR WHICHEVER PARTY THEY CHOOSE. NOBODY CAN FORCE ANYONE TO VOTE FOR A PARTICULAR PARTY.

This means that if people threaten us or promise to give us presents, we can listen to them, but we still have the freedom to make our own choice. The way we will vote in Namibia is by secret ballot to keep our choice secret. Tell people that they will hear more about the secret vote when they look at some of the other posters.



POSTER 5

OUTSIDE THE VOTING STATION



- DESCRIPTION:
- This poster shows people standing in a queue outside the voting station on election day.
- AIM:
- To discuss what will happen when we go to vote.
- KEY POINTS:
- There will be a voting station near every village.
 - There will be observers outside the voting station.
 - People who support different parties should be tolerant of each other on election day.
- INSTRUCTIONS:
- Tell people that this picture shows people going to vote on election day.
-

QUESTIONS FOR POSTER 5

WHERE WILL VOTING TAKE PLACE?

1. What do you think is happening in this picture?
2. What building do you think is being used as a voting station in this place?
3. What places do you think should be used for voting? Why?
4. How do you think the people in the picture got to the voting station?
5. How can people get to the voting station on election day?

WHERE WILL VOTING TAKE PLACE?

1. to 5. Share ideas. See notes.

STANDING IN QUEUE

1. Whom do you see standing outside in a row? Do you recognise any of the people?
2. What do you think the people are feeling? Explain why.
3. What experience have you had of standing in a queue for a long time?
4. Why do you think there will be long queues on election day?
5. How can people make the waiting easier?

TOLERANCE

1. What about the two boys talking to each other - do you think they support the same party?
 2. How do we know this?
 3. Why do you think they look happy?
 4. Is it unusual to see supporters of different parties talking happily to each other?
 5. Do you think it is good for supporters of different parties to be friendly towards each other?
 6. How do you think we can encourage people to respect each other, especially on election day?
-

NOTES FOR USING POSTER 5

WHERE WILL VOTING TAKE PLACE?

The place where voting takes place is called a polling station or a voting station. In these notes we use the term voting station. In this picture, a school is being used as the voting station. There will be hundreds of voting stations all over Namibia.

Places such as schools, churches and community centres will be used. You can tell people that there will be a voting station fairly close to where they live. Nearer to the election, they must find out where they will have to go to vote. If the voting station is far away, people will have to organise to get to the nearest voting station. Special arrangements are being made for people in hospital, old homes and in prison to vote.

STANDING IN THE QUEUE

It will be useful to find out about people's experiences of standing in queues.

Some people might have had bad experiences while queueing for pensions, for example. It is important that people understand why they will have to stand in a queue on election day. Then they will feel prepared for the wait. At the same time, they will feel much happier about going to vote if they know some ways to make the waiting easier. For example, they can go with friends, older women can be supported and so on.

THE ROLE OF OBSERVERS

On election day there will be many officials watching to make sure that there are no problems. There will also be people called observers. Some of them will be from Namibia, others will come to Namibia from all over the world. All observers will have to promise to be independent and not to interfere in the election process. If they see people breaking the election rules, they will report this to the returning officer. Only the returning officer can interfere.

TOLERANCE

On election day, supporters of different parties will have to go to the same place to vote and will stand in the same queues. We have already said that a voter's choice is secret. Nobody can force us to support their party. We cannot force anyone to support our party. We are all free to make different choices and to support different parties.

Encourage people to discuss why political tolerance is important. People should explain to their friends and family how important it is to respect each other's views and to give people the freedom to support whichever party they think will be the best for the country.



POSTER 6

INSIDE THE VOTING STATION



- DESCRIPTION:**
- This poster shows people inside a voting station on election day.
- AIM:**
- To show each step of the voting process
- KEY POINTS:**
- You will have two votes, one for the National Assembly and one for the Presidency.
 - Sometime you have to vote in two elections at one time. Then two ballot papers are issued and there will be several boxes.
 - You may only vote once in every election.
 - Your vote is secret.
- INSTRUCTIONS:**
- Start at the left hand side of the poster and move across towards the right hand side.
 - Do not take down this poster when you put up the next poster.
-

VOTING PROCESS

STEP 1: PROOF OF IDENTITY

1. At the door.
2. An ID document
3. A Voters Registration card.
4. If he cannot produce a Voters Registration Card then he cannot vote.
5. Refer to the Presiding Officer with problems if they are registered.

STEP 2: CHECKING OF HANDS

1. Putting her hands into a box under florescent light.
2. Watching the woman who is looking down at the box.
3. Share ideas. See notes.

STEP 3: MARKING OF HANDS

1. Some kind of bowl.
2. Putting her fingers into the bowl.
3. Some kind of liquid.
4. Share ideas. See notes.

STEP 4: ISSUING OF BALLOT

1. What is this official holding?
2. What is the boy holding?
3. Where do you think he got the paper?
4. What is the official doing now?

STEP 5: THE VOTING BOOTH

1. Where is the boy going?
2. What does the booth look like?
3. Where is the booth standing?
4. Do you think that the booth is in a good place in this picture?
5. Why do you think the boy is going into the booth?
6. Is there anyone else going into the booth with him?
7. What direction will he face when he is standing in the booth?

STEP 6: THE BALLOT BOX

1. What is the woman on the right hand side of the poster doing?
2. Where are the ballot boxes?
3. What paper do you think she is dropping into the box?
4. Why do you think she is dropping it into the box?
5. Can you see anything on the paper?
6. Why do you think you can't see anything?

QUESTIONS FOR POSTER 6

THE ROLE OF OBSERVERS

1. Why is there a person observing the elections?
2. Is it necessary?
3. Can the head adjudicate and interfere in the electoral process?

ANSWERS PEOPLE MAY GIVE

1. They observe the process of elections.
2. Yes, to see to it that the elections are free and fair.
3. He cannot interfere but can report any irregularities to the presiding and returning officer for attention.

THE ROLE OF OBSERVERS DURING ELECTIONS

There may be international and local observers during the coming elections. Their task is not to interfere in the electoral process, but to observe that the election process is free and fair. They will be allowed to enter polling stations to observe the actual voting and counting of votes. At the end they will compile official reports on the fairness of the elections and how free they were.

NOTES FOR USING POSTER 6

We must expect to see quite a lot of people inside the voting station on election day. There will be a number of electoral officials who will supervise the various steps of the voting process. They will tell us what to do at each point but they will not tell us whom to vote for. The officials will be trained by the Directorate of Elections before the election. People might be afraid of the officials, because they might not be very sure what to do. Some people might have had bad experiences with certain officials during previous elections. Allow people to talk about their feelings, and discuss ways of dealing with their fears. There will also be party political agents. They will make sure that there is no cheating inside the voting station. The voters will pass before each official one by one. It will be fairly quiet in the voting station. Everyone will be busy. Officials will give instructions. Some voters may ask questions. People will not be allowed to stand and talk to each other.

THE VOTING PROCESS

STEP: 1: PROOF OF IDENTITY

In poster 3 we saw that we need an identity document and a voters registration card to be able to vote. The identity document proves that a voter is a Namibian. The valid registration card proves that a person is registered as a voter. To be allowed to vote, you have to register as a voter and you have to bring your voters registration card with you to the election. (See page 20 who can vote and lost voters registration card).

STEP 2: CHECKING OF HANDS

Each person may only vote once in an election. Therefore, before we vote, an official will check whether or not we have voted already. In this picture, an official is checking people's hands in a box. The box contains a special light that is able to show up the invisible mark on people's hands if they have voted already. The light is completely harmless. The official looks through a little window in the box to check each person's hands. If he sees that the person has not voted before, then he shows them on to the next official. If he sees that the person has voted already, then he may decide to lay a charge against the person. Such person has contravened the Electoral Act.

STEP 3: MARKING OF HANDS

It is against the law to vote more than once in an election. If some people vote more than once in an election, then the result of that election will not be fair. Therefore when we go to vote our hands will be marked in some way so that we cannot vote again. There are different ways of doing this. The method shown in this picture has been used in Namibia before. In this picture, the official is holding a bowl containing a special liquid to mark people's fingers. The liquid is completely harmless and tasteless, and it stays on the skin for about one week, even if the hands are washed many times. The only way it can be seen is if the hands are placed under the special light contained in the box in Step 2. Voters may have to dip both hands into a bowl of liquid, or they may have to press their fingers or thumbs onto a wet sponge containing the liquid.

STEP 4: ISSUING OF VOTING PAPERS

The official issuing of voting papers. Another name for a voting paper is a ballot paper. A ballot paper is what we use to vote. If we are holding more than one election at the same time each voter is given one voting paper for each election.

STEP 5: THE VOTING BOOTH

The voting booth will have three sides, but it will be open at the back. It will be placed in a corner, or in a place away from everyone else in the voting station, so that nobody will be able to see whom we vote for. There will be no secret cameras inside the polling station. We do not write our names on our voting papers, so when the votes are counted, nobody will know who marked which paper.

STEP 6: THE BALLOT BOX

There will be officials who will watch the ballot boxes very carefully. Before voting begins, they and the party agents will check that the boxes are completely empty. Then they will check that the boxes are closed with a special seal. During the night they will be locked in a safe place, very often at police stations. All ballot boxes can only be transported when accompanied by the police. They will remain sealed until the election is over. Then they will be opened in front of observers, party agents and electoral officials. All the votes will be counted twice so that there are no mistakes and no cheating.

What is a ballot box? The ballot box is the box in which voters put their ballot papers after they have voted.

EXTRA INFORMATION

The ELECTORAL OFFICIAL is a small group of people chosen by the parties to draw up the rules for the election. These people must be independent. They are not allowed to favour one party above another. They help to make sure that the election is fair. When the election is over, they announce the result. The ELECTORAL LAW says exactly how an election should be run. This law says what a party must do if it wishes to take part in an election. The law tells party members what they are allowed to do and what they are not allowed to do while they are campaigning. The law explains exactly how things should be done on election day.

POSTER 7

VOTING



- DESCRIPTION:
- This poster shows a woman inside the voting booth, holding a voting paper that she has just marked.
- AIM:
- To show what people will do when they are alone in the voting booth.
- KEY POINTS:
- Your vote is secret.
 - How to mark the voting paper.
 - A spoilt paper is a wasted vote.
- INSTRUCTIONS:
- Do not take down Poster 6 (inside the voting station). Put this poster up next to it.
 - When talking about the voting paper, also use the example of a ballot paper on page 54.
 - When you are ready to show people how to make a cross, hand out pencils, blank paper and practice pages for making crosses. (Page 53)

QUESTION FOR POSTER 7

INSIDE THE VOTING BOOTH

1. Whom can you see in this poster?
2. Where is the woman?
3. Is there anyone with her in the voting booth?

ANSWERS PEOPLE MAY GIVE

1. The woman who has been in all of the other posters.
2. She is inside the voting booth.
3. No, she is alone.

MARKING THE BALLOT PAPER

1. What is the woman holding?
2. Where do you think she got the pen that she is holding?
3. What kind of mark has she made on the paper?
4. Which party has she voted for?
5. How many crosses has she made on the ballot paper?
6. Why has she made only one cross?
7. If she makes more than one cross, how will we know which party she likes best?
8. How do you think the woman is feeling?
9. Does anybody else in the voting station know which party she has voted for?

ANSWERS PEOPLE MAY GIVE

1. A voting paper.
 2. Share ideas. See notes.
 3. A cross.
 4. The fish party.
 5. One
 6. She has only voted for one party, her favourite party.
 7. We will not know and her ballot paper will be invalid.
 8. Share ideas.
 9. No, because she is alone and her back is turned to everyone.
-

NOTES FOR USING POSTER 7

INSIDE THE VOTING BOOTH

When we vote we will be alone in the voting booth. This means that our vote is secret. Blind people, people without hands and other handicapped people will be helped, but everyone else will have to vote on their own.

The woman's vote is completely secret. Nobody is able to watch her as she makes her cross. Before she leaves the voting booth, she must fold the ballot paper in half so that nobody can see her cross. It is her secret and she does not have to tell anybody. There is no way that anyone can ever find out which party she chose.

When we enter the voting booth, we will find a pen or a pencil on the counter. A soft pencil is the easiest thing to use, and this is what is usually provided. We must leave the pen or pencil in the booth when we have finished voting, so that the next person can use it. We do not have to take our own pens and pencils to vote.

TENDERED VOTES

During the coming elections registered voters can vote outside the constituencies they have registered in. For this purpose each polling station will make provision for tendered votes. This system implies that the cast votes will be placed in an envelope (one for the Presidential and one for the National Assembly elections) and will be deposited in a separate ballot box.

On the envelope the name of the constituency will appear. All ballot boxes containing tendered votes will be sealed and send to Windhoek for counting. The votes will then be added to that constituency where the voter is registered in.

WHAT IS A BALLOT PAPER

A ballot is a form given on election day. It is a document which indicates the parties and/or candidates a voter can vote for and on which the voter must indicate his/her choice.

Ballots are printed on special paper and have secret markings to make sure that no-one can make copies of the ballot and vote more than once.

People are not allowed to write their names on the ballot, or the name of the party they are voting for. Voters are only allowed to make a cross (x) next to the party/candidates of their choice. If the ballot paper is incorrectly marked or any comment made on it, it becomes invalid and is considered as a spoilt ballot paper. It will not be counted as a vote for a party or candidate.

All we need to be able to do is to recognise the symbol and name of our party or candidate, and make the correct mark in the correct place on the ballot paper. So even people who cannot read are able to vote.

Disabled people will on request be assisted by a presiding or polling officer to cast their vote. Such officials must indicate the choice of such voter on the ballot paper and may under no circumstances influence the choice of the voter. A disabled person may also on request be accompanied by any other person above the age of 18 years who can assist the disabled voter in the voting process in the presence of a polling official.

A. A ballot paper for the National Assembly usually includes:

1. The names and abbreviation of all the parties or candidates taking part in the election;
2. The symbols of each of the parties;
3. A blank space for voting.

B. The ballot paper for the presidential election will include:

1. The name of the candidate.
2. The name and abbreviation of the party he/she represent.
3. The symbol of the party he/she represent.
4. A blank space for voting.
5. Photograph of candidate.

C. A ballot paper for Regional Council Elections will include.

1. The name of the candidates.
2. Black space for voting.

D. A ballot paper for a Local Authority Council election will include:

1. The name of parties.
 2. Symbol of parties.
 3. Blank space for voting.
-

FURTHER NOTES FOR USING POSTER 7

HOW TO MARK THE VOTING PAPER

Voting is very simple. All you must do is place ONE cross in the blank box next to the name and symbol of the party, or candidate you want to vote for. You must not sign your names, so even people who cannot write are able to vote. In some countries, voters can make a thumb print or another kind of mark next to the name of their favourite party. But a cross is always acceptable, so it is good for you to learn how to make the cross.

When a voting paper is not marked correctly, then it is called a spoilt paper. A spoilt paper cannot be counted, because the vote is not clear. A spoilt paper is a wasted vote.

The following voting papers are spoilt papers.

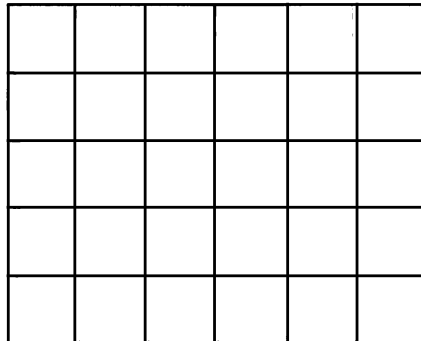
A paper with more than one cross.

A paper with no mark at all.

A paper where the voter has signed or written any words.

PRACTISE MAKING A CROSS

It may be a good idea to give people an opportunity to practice making crosses. If people have never written before, you may have to show them how to hold a pen comfortably. First let people practise making big crosses on a blank sheet of paper. Then hand out photocopies or hand drawn copies of the practice page. Show everyone how to make a cross inside a blank box. Remind people that a cross should not go beyond the sides of its box. Allow people to complete a few crosses on their own. They can complete the sheet at home.



SECRECY OF VOTE

A secret ballot means that no-one except the voter, knows or sees whom he/she voted for. Every voter is assured and protected by law that he/she is free to vote for the party or candidate of his/her choice, without fear of intimidation or force.

No-one may enter the polling booth with the voter, except when he/she is physically handicapped. The voter folds his/her own ballot paper and places it in the ballot box him/herself. A secret ballot ensures the voter's right of free and fair elections.

POSTER 8

COMPETITION



- DESCRIPTION:**
- This poster shows an audience, two linesmen and a referee.
- AIMS:**
- To highlight the need for fair play during a match.
 - Best players will be chosen to form a national team.
- KEY POINTS:**
- All parties have a role to play in our society.
 - Winners and losers should respect each other after the election.
 - The party that gets the most votes will have the most power in the new government, but other parties will also have a role to play.
- INSTRUCTIONS:**
- First allow people to discuss what they see in the picture.
 - Then use the questions about other competitions to build a link between the picture and voting.
-

QUESTIONS FOR POSTER 8

ABOUT THIS PICTURE

1. What is happening in this picture?
2. Why are the people clapping and waving?
3. Do you think that all the people in the picture support the same team/group/choir?
4. If they do not all support the same team/group/choir, then why are they all clapping?
5. What is the role of the referee?
6. What is the role of the selection?

ABOUT OTHER COMPETITIONS

1. Do all competitions have judges? Why?
2. Do all competitions have rules? Why?
3. Do all the teams/groups/choirs in a competition win prizes?
4. How do you think a team/group/choir feels when it wins a prize in a competition?
5. How do you think the losing teams/groups/choirs feel?
6. How do winners and losers feel towards each other?
7. How should winners and losers treat each other?
8. Have you ever watched a competition where you did not agree with the judge's decision about the winners?
9. How did you feel?
10. If a team/group/choir loses a competition, should it give up?

ANSWERS PEOPLE MAY GIVE

1. Share ideas.
2. They have just seen/heard a good performance.
3. Share ideas.
4. Even if you do not support a team, you clap for them if they do well.
5. To apply rules.
6. To select a National team.

ABOUT OTHER COMPETITIONS

1. Some competitions have referees. They do the same job as judges.
2. Yes. Without rules there is no order in a competition.
3. No, only the best teams win prizes.
4. to 10. Share ideas. See notes.

NOTES FOR USING POSTER 8

ABOUT THIS PICTURE

All competitions have rules. If teams do not play according to the same rules, then it is impossible to judge which team is best. Judges must apply the rules to make sure that the result is fair. In many competitions, silver cups are given to the winners. They keep the cups until the next competition. Then all teams must compete again to see who is the best.

ABOUT OTHER COMPETITIONS

It is important for people to talk about winning and losing. They should also discuss what happens when people do not accept the rules or the result of a competition. If a team loses in a competition, it should not give up, because it can always enter other competitions and try again. If a winning team becomes lazy, then it can be easily beaten in the next competition.

ABOUT THE ELECTIONS

An election is like a very big competition between all the political parties in the country. The winning parties in an election are the parties that get the most votes.

The strongest party (that is the party that gets the most votes) will have the largest number of representatives in the new parliament. This party will have the most power. But it will not be able to make decisions on its own, because there will also be other parties in the parliament. The party that gets the second biggest number of votes will have the second biggest number of representatives. A party that does not get so many votes will only have a few representatives, but that party's voice will still be represented in parliament. We know that not all the teams in a competition win prizes and in a competition there are winners and losers. In a constitutional democracy like Namibia, the constitution protects minorities from abuse by the majority.

After the election, it is very important for people to accept the new government. If party leaders and their supporters disagree and fight with each other, then there will not be peace in Namibia. In some countries there have even been wars between the different parties after the election, because people have not accepted the results.

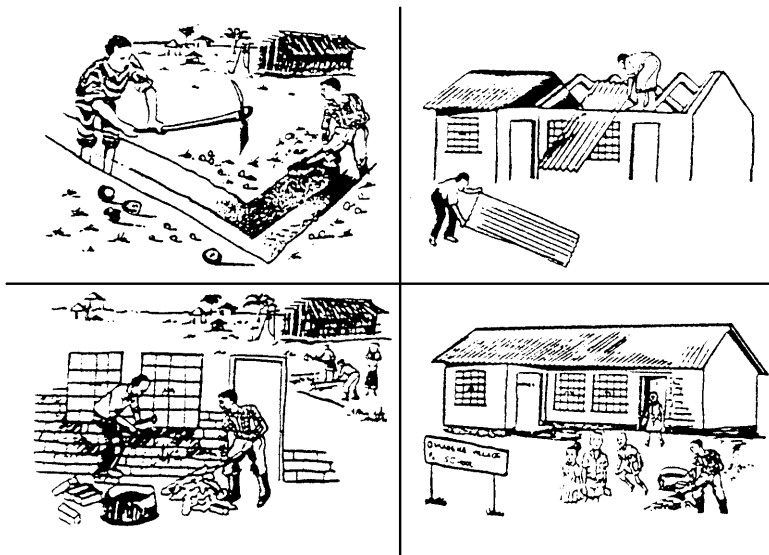
However, after an election the parties must not become lazy. They must work hard to get more supporters, so that they can get more votes in the next election. There should be an election for a new government about once every five years. This gives the winning parties enough time to change some things in the country and to do things their way. However, it does not allow them to stay in power for too long, especially if the people are not happy with the way they are running the country.

EXTRA INFORMATION

The leaders of all the parties that win enough votes get together to form the new parliament. The party with the most representatives in parliament forms the new government. The other parties which have fewer representatives in parliament form the opposition.

POSTER 9

LOCALISING DEMOCRACY



DESCRIPTION: This poster shows how people can contribute to localise democracy.

AIMS: To enable people to talk about some of their dreams for their community.

KEY POINTS: Everybody should vote, because voting can make a difference to our lives.
What does the government/municipality do?
We must organise ourselves to make sure that the new government responds to our needs.

INSTRUCTIONS: Ask the first question without pointing to the picture. Let people form pairs to discuss this question. Then ask the other questions, starting at the left hand side of the picture and moving across to the right hand side.

QUESTION FOR POSTER 9

ABOUT PEOPLE'S DREAMS

1. What are the three most important improvements that you would like to see in your community?

ANSWERS PEOPLE MAY GIVE

1. Share ideas.

ABOUT THE ELECTION

1. What does a government/municipality do?
2. What would you like the new government/municipality to do for you?
3. Have you heard people talk about democracy.
What does democracy mean?
4. If you have voted before in other elections, do you think that this election will be different?
5. Do you think that it is important for everybody to vote in this election?
6. Will you vote in this election? Why?
7. How should people choose the party or candidate that they want to vote for?

AFTER THE ELECTIONS

1. How can we make sure that the new government listens to us?
2. What different groups and organisations are active in your community?
3. What can these groups do to help people improve their lives?
4. Is it important for these groups to be strong?
5. What can you do to strengthen your community organisations?

ANSWERS PEOPLE MAY GIVE

AFTER ELECTION

1. to 5 share ideas. See notes.

ABOUT PEOPLE'S DREAMS

Let people sit in pairs and discuss this question with their partners. When you see that people have had enough time to answer the question in pairs, ask a few people to share their dreams with the whole group until you have a good list of ideas.

ABOUT THE PICTURE

This poster shows some of the improvements that people would like to see in their communities: jobs, water, better education, housing, land. People are working together to build their community. The government or municipality can support them by providing training, money, skilled help and important services such as schools and clinics. But people can also do a lot if they organise themselves.

ABOUT THE ELECTION

The government runs the country. It makes the rules for the country and it also applies those rules. The government collects taxes from the people in order to build the country and to provide what the people need. The government decides how much should be spent each year on education, housing, hospitals, roads, and so on.

Democracy is when the people can choose their own representatives such as a democratic government, Regional Council, or municipality that represents the people. A democratic government listens to the people and it acts for the people. It is therefore important that all eligible citizen vote in elections for the different levels of government.

We must vote for the party and candidate that we can trust, and that responds best to our needs. Then that party and candidate will represent us in the parliament. Our candidate might become President in the State House.

AFTER THE ELECTION

We need government's, Regional Council and local authorities that will listen to the people and respond to their needs. We need a government Regional Council that will spend money wisely and honestly, and help to improve our lives. If they do not do this, then we should let them know that we are not satisfied. One can refuse to vote for them in the next election.

However, if one person complains to the government, then nobody will listen. One person's voice is not loud enough. That is why it is important for people to organise themselves in groups that represent their interests. People can get together to form women's groups, civic organisations, churches, sporting associations, trade unions and so on. In these groups, one person's voice can be heard, and when these groups join together to speak to the government, then the government will listen.

POSTER 10

WORKING FOR DEMOCRACY



- DESCRIPTION:
- This poster shows people working in the fields, with the crops in three different stages of growth.
- AIMS:
- To summarise some of the important lessons of workshops.
 - To motivate people to vote.
- KEY POINTS:
- Each person's vote is secret.
 - It is important that everybody should vote in the election.
 - We must be patient after the election, because changes will happen slowly.
 - People have the right to vote for different parties in the election.
- INSTRUCTIONS
- Guide people through the poster from left to right, pointing to the different stages of growing omahangu and asking people what they can see.
-

QUESTIONS FOR POSTER 10

OUR VOTE IS SECRET

1. What is the woman in the front of the picture doing?
2. Can you see the seed that the woman has just planted? Why not?
3. Do you think we can say that our vote is like the seed that has just been planted in this picture?

EVERYBODY MUST VOTE

1. How many plants grow from one seed?
2. How many seeds must the woman plant to get a good crop?
3. If we say that our vote is like a seed, then why is it important that as many people as possible vote?
4. Do you think that if only a few people vote in the election we will see any changes in our country?

WE MUST BE PATIENT AFTER THE ELECTION

1. What do you see in the field in the middle of the picture?
2. How long does it take for a omahangu plant to grow to this height?
3. Why does the plant not appear immediately after the seed has been planted?
4. If we say that our vote is like a seed, how long do you think it will take for us to see some changes after the election?
5. Do you think we must give up hope if it takes a very long time for the change to come?

WORKING TOGETHER AFTER THE ELECTION

1. What are the people doing in the field in the background?
 2. Do the plants grow well if the people do not care for them properly?
 3. Is it an easy job to harvest omahangu?
 4. If we say that voting is like planting a crop, do you think that our lives will be easier after the election?
 5. Do you think that we will see changes in our lives if we just wait for the new government to do something for us?
 6. What can we do ourselves to improve our lives?
-

ANSWERS PEOPLE MAY GIVE

OUR VOTE IS SECRET

1. She is planting seeds.
2. No, because she has covered it up with soil.
3. Share ideas. See notes.

EVERYBODY MUST VOTE

1. Only one.
2. A lot of seeds.
3. And 4. Share ideas. See notes.

WE MUST BE PATIENT AFTER THE ELECTION

1. Young plants.
2. A few weeks.
3. Because plants grow slowly.
4. and 5. Share ideas. See notes.

WORKING TOGETHER AFTER THE ELECTION

1. Harvesting omahangu.
2. No.
3. No.
4. to 6. Share ideas. See notes.

NOTES FOR USING POSTER 10

OUR VOTE IS SECRET

Once a seed is planted in the ground, nobody can see it. In the same way once we have placed our voting paper in the ballot box, nobody will know which party we have voted for.

EVERYBODY MUST VOTE

A seed is very small and only gives rise to one plant. To have a good crop, one needs to plant many seeds. Each person has only one vote. Therefore if only a few people vote, their votes will not be able to change anything. But if many people vote, then their voices will be heard and there will be change. It is important that everybody should vote in the election.

WE MUST BE PATIENT AFTER THE ELECTION

A seed grows slowly. At first we can see nothing, but slowly the new plant appears above the ground and after many months it will bear fruit.

In the same way, immediately after the election, we will probably see very little change in our lives. A country, region or town changes much more slowly than a omahangu plant grows. But we should not give up hope. Slowly we will see change and the new government will start to bear fruit.

If the government does not bear fruit we can vote for another party at the next elections. Elections are held every five years,

DIFFERENT PEOPLE CAN VOTE FOR DIFFERENT PARTIES

It is good to have different types of food, even though some crops are more important than others. A person must decide which crop grows best on his land. Different people choose to grow different crops.

In the same way, people must decide which party suits them best. In an election, people do not all have to vote for the same party. Some parties may be stronger than others, but each party has a role to play, representing the wishes of different people.

WORKING TOGETHER AFTER THE ELECTION

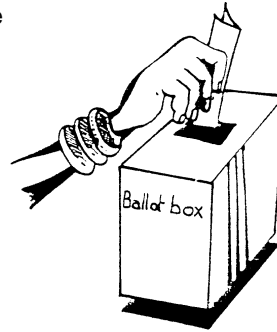
People have to work hard to help their crops to grow well. Then they must work hard to harvest the crop. In the same way, we must not just sit and wait for our lives to change after the election. We must organise ourselves and do whatever we can to help to improve our lives. We will have to work hard to harvest the fruit of a new government. The government cannot do everything on its own, and we cannot do everything on our own. The government and the people need to work together.

5. MINI ELECTION

At the end of the workshop it is good for people to have a chance to practise voting themselves.

YOU WILL NEED

- At least two tables
(four tables if possible).
- A ballot box.
- A voting booth.
- Voting papers (use photocopies/hand drawn copies of the voting paper).
- A few pencils or pens.
- A long piece of string to tie around the ballot box.



HOW TO MAKE A BALLOT BOX

Find a medium-sized cardboard box that can be closed. Cut a slit on one side, about as wide as your hand, big enough for people to drop their folded voting papers in.

HOW TO MAKE A VOTING BOOTH

Find a large cardboard box and cut off the top, the bottom, and one side. This will leave three sides standing. Stand this booth at the edge of a table.



HOW TO ORGANISE YOUR MINI ELECTION

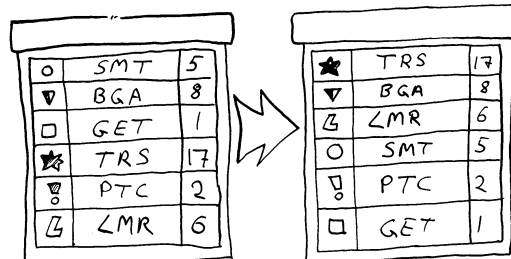
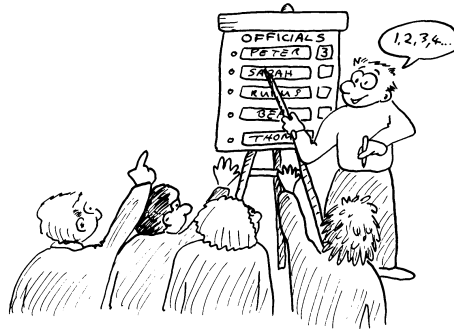
A. Decide who will be officials and who will be voters in your mini election.

You will need six people to play the roles of the officials:

1. Official to check ID documents and voters registration cards.
2. Official to check voters hands.
3. Official to mark voters hands.
4. Official to issue voting papers.
5. Official to guard the ballot box and count the voting papers after the election.
6. Party agent.



You can choose specific people to play these roles, or you can allow people to choose the roles themselves. Anyone who does not play the role of an official will play the role of a voter. It is good if the officials can count the votes themselves.

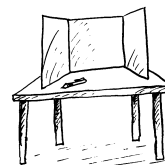
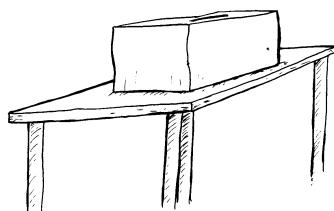
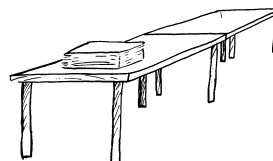
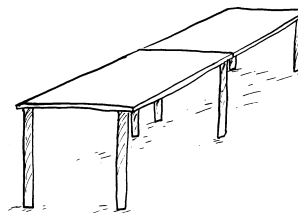


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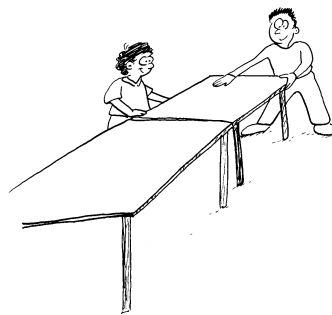
B. Arrange the furniture and equipment.

1. Place two tables together to form a long, straight surface.
2. Leave some open space and place one table on its own, with the voting booth on top, so that nobody can see into it.
3. Place the fourth table (or a chair) at the end, with the ballot box on top of it.
4. Place a pile of voting papers at the end of the long table.
5. Place a pen or pencil in the voting booth.

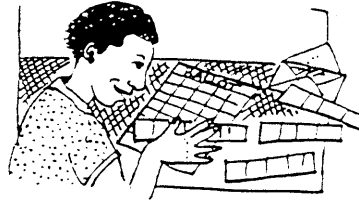


C. Tell the officials what they must do and where they must stand.

1. The first official must stand (or sit) at the beginning of the long table. This official must check the voters ID books and voters registration card.
2. The second official must check that there is no mark on the voters hands.
3. The third official must mark the voters' hands. She/he must stand next to the second official at the long table. Because we do not have the special liquid that will be used to mark people's hands in the real election, the official can just make a mark with a pen on the outside of each voter's hand.



-
4. The fourth official must hand out voting papers. She/he must stand at the end of the long table. Each voter will receive one voting paper.



5. The official who guards the ballot box must open the box at the very beginning of the election and show everyone that it is empty. Then the box must be sealed (you can tie some string around it). During the election, the official must stand behind the table and make sure that all the voters place their voting papers in the box.
6. The party agent observes the correctness of the process. This also applies to independent observers.

D. Explain to the voters what will happen during the mini election, and then let the voting take place.

1. When the officials have taken their places, allow the voters to stand in a queue, a small distance from the long table.
2. Voters must pass before all the officials one by one.
3. To vote, they must place a cross on the voting paper next to the party they like best.
4. Then they must fold their voting papers and drop them into the ballot box before sitting down again.
5. Give everyone a chance to vote.

E. Count the votes

1. All officials must watch the counting process and make sure that it is done correctly.
 2. The official who guarded the ballot box must empty the voting papers on to the table in front of everybody.
 3. The voting papers must be counted one by one.
 4. Make a separate pile for each party, and a pile for spoilt voting papers.
 5. Count the number of papers in each pile and write this number down.
 6. When all the papers have been counted, announce the results in order, starting with the party that received the most votes and ending with the party that received the fewest votes. Give the exact number of votes for each party, and also give the number of spoilt papers.
-

DISCUSSION

After the mini election, it is important to discuss any questions or comments that people have.

1. If people do not ask many questions, then you can go through the following questions with them:
 - How did you feel when you stood in the queue?
 - How did you feel when you passed before the officials?
 - How did you feel when you were alone in the voting booth?
 - Are you sure that nobody could see which party you voted for?

2. Examine a few spoilt papers (If there are any). Pass the spoilt papers around and ask people to tell you what is wrong with them. Also show that it is impossible to find out who marked these papers. Each person's vote is secret.

IMPORTANT

Remind people that the real election might be slightly different to this, but the steps will be the same.











6. THE ROLE OF THE MEDIA DURING ELECTIONS.

The media consists of the public media which includes radio, the television and newspapers, and the mass communications of political parties during their political campaign. The role of the media is important during elections. The media should:

- Inform the public in an objective and impartial way about all election issues.
- Make important announcements, such as where and when to vote and the polling hours.
- Be open to all points of view.
- Report election information fairly and in a balanced manner.
- Cater for illiterate people by making ample use of pictorial (e.g. photos, drawings) materials.

7. EXAMPLE OF A VOTING PAPER

NATIONAL ASSEMBLY ELECTION

PARTY	a			
PARTY	b			
PARTY	c			
PARTY	d			
PARTY	e			

Materials:

- newsprint
- kokis
- prestik

8. IDEAS ON WHAT TO DO

8.1 WORD ASSOCIATION GAME:

This game tells you, firstly how much people understand, and secondly what their attitudes are:

- You give a word. Participants must think of the word or phrase that immediately comes to their mind. For example, if you say “family”, then someone may think of “children”, or “makes me happy”, etc. If participants don’t know a word you use, then tell them not to worry.
- Ask all participants to stand up. Give them the word; let them think of a word or phrase. When they have one, they must sit down, without saying their word.
- When everyone is sitting down, go around the group and let each person tell you the word they thought of.
- Jot down what people say, then give the next word. (You could write all the words on newsprint for all to see.)

Use these words:

- church
- democratic government
- school
- National Assembly
- proportional representation
- elections/voting
- secret ballot
- one person, one vote
- constitution
- Regional Council
- Local Authority

Sum up:

Refer to the notes on newsprint. You may want to explain some terms that people did not know - use the notes in Section 1 to help you.

8.2 ANOTHER IDEA: DISCUSSION ABOUT VOTER EDUCATION

Time: 30–45 minutes

What to do:

Either break into smaller groups of 3–4 people then have a report-back. Or discuss in the larger group.

Discussion topic: Is it import/necessary for us (participants) to pass on the information to family, friends or others?

A note about breaking into small groups:

- Assign people to small groups of between 3-5 people.
- Ask each group to elect someone to chair the discussion.

Explain that this person must:

- guide the discussion;
- summarise the important points;
- make sure that everyone has a chance to talk;
- make sure that everyone understands the discussion;
- make sure that all the points are covered in the time limit;
- report back to the larger group;
- Structure the group discussions by giving clear discussion questions;
- Set a time limit;

Reports back can be boring. So ask participants to be brief and to give only the main points.

Questions to guide the discussion:

- Would anyone like to explain what elections are, what happens, and what people do?
In the larger group, or in the report-back, keep calling on people until they have covered concepts like: democratic government, elections, proportional representation, constitution, ballot, etc.
- Suppose that we had an expert here who knew all about voting and elections. What questions would you like to ask that person? What do you need to know about elections and voting before you can teach others?
- Try first to draw on the collective knowledge of the group to answer questions. If people do not know, then help out. Use your posters to help with teaching.

“Sum up”

Cover the main points from the discussion, one at a time.

8.3 FILLING IN A BALLOT

Aims:

- To explain the procedure for election day.
- To practice filling in a ballot, and to give ideas on how to teach this at grassroots level.

Time: 30 minutes

MATERIALS:

- poster "The voting station"
- poster "Ballot"
- photocopies of model ballots for people to practise on
- examples of spoiled ballots.

What to do...

- Step-by-step explain what happens on election day
- Practice filling in a ballot. Use the poster, "Ballot".
Explain each section of the ballot.
- Show participants different ways to fill in the ballot.
- Show examples of spoilt ballots.
- Stress that people must not write their own names, or the party on the ballot, as this is one way to spoil the ballot.
- Ask people to practice filling in the ballot. Go around and check.

Sum up:

Discuss with participants how to teach this in workshops.

8.4 WORKING WITH ILLITERATE VOTERS

Aims:

- To show community educators how to teach illiterate voters to fill in a ballot.

Time: 30-45 minutes

MATERIALS:

- all posters dealing with the voting process
- photocopies of flashcards of names of parties for each participant
- envelopes for the flashcards
- rough paper, pencils, prestik
- voting booth
- ballot box

What to do:

- Begin by explaining that you are going to teach people how to vote.
- Stress that the community educator's role is not to influence the voters whom to vote for. This is especially important with illiterate voters.

Step-by-step guide:

Go through this in the same way as you would with literate voters.

Step 1:

Stick up the poster, "Ballot", on the wall so everyone can see it clearly. Explain that this is a large copy of the form that people will get on election day. Then go on to explain exactly what a ballot is.

- First go through each name with the group. Read it to them pointing to it on the poster.
- Then read each name together as a group.
- Show the large flashcards. Explain and show how each one matches a name on the ballot.
- Place a flashcard under the name it matches. Say the name and get voters to repeat the name after you.
- Stick the flashcard on top of the correct name prestik. Repeat the process with each one.
- Remove the flashcards one by one, again saying the names.

Step 2:

- Ask each participant to come up and match any flashcard to a name on the poster. When they have done this they must stick the flashcard on top of the name, and say the name. (You may need to help)
- Continue in this way until all the names are found. With illiterate voters, this step should be practiced about four times.

Step 3:

- Then ask participants to remove the flashcards, one at a time, saying the name on the flashcard aloud. Again this step should be practiced about four times.

Step 4:

- Hand out the model ballots and small flashcards (in the envelopes). Explain that these are copies of ballots.
- Help people to practise matching the flashcards to the names on the ballot. Go around and check.
- Then call out a name and ask people to match the flashcards to the ballot - continue until all the flashcards are used.

Step 5:

- Now explain to participants that you will teach them how to mark the ballot - to write a cross or a tick next to the party of their choice, or draw a circle around the party.

Here illiterate people may need to be taught

- how to hold a pencil (demonstrate and let people practice);
- how to write a cross, a tick, or circle a name.

- First demonstrate a cross on the newsprint and say, “This is a cross and this is how we write it.” (In the air show the directions you go to make a cross.)
- Then ask people to copy making a cross in the air, after you.
- Ask them to write a cross on rough paper.
- Participants should copy and practice many crosses on rough paper.

Now, using the poster, “Ballot”, show where people will write their cross. Be careful not to influence how people will vote. Explain that they need to decide whom they

will vote for and then make their cross next to that name or symbol. Demonstrate this for all to see - use many examples.

- Finally, ask people to practice the cross on the model ballots. Go around and help if necessary.
- Follow exactly the same steps to teach the tick and the circle.
- Let people take their model ballots and flashcards away with them, so that they can practise at home.

Sum up:

Discuss each step that you followed with the community educators and how they can use this method with illiterate voters. (Role play with participants acting the teacher if necessary). Most illiterate people do not know that there are organisations that teach adults to read and write. Community educators should find out which literacy organisations are in the area so that they can refer illiterate people to them.

8.5 ELECTION DAY ROLE PLAY

Aims:

- To show the role of each election official.
- To familiarise people with what happens in an election.
- To help people gain insight into how the secret ballot is protected.
- To help participants prepare for the role plays they will do with their own groups.

Time: 1 hour

VOTERS RIGHTS

- Voters have the right to vote in secret.
- Voters have the right to vote for the party of their choice, without fear of intimidation or violence.
- Voters have the right to free and fair elections.
- Voters have the right to vote once in every election.
- Voters must have access to all the parties' views and positions, so that they can make informed choices.

The mass media - radio, newspapers, television, and magazines- should allow each party equal space and time to present its position.

INSTRUCTION SHEETS

The returning officer:

- Opens the ballot box in the presence of party representatives and observers for the counting.
- Counts the votes with the help of counting officers
- After counting, returns all ballots to the ballot box and reseals it.
- Announces the results.

MATERIALS:

- poster on election day
- manual notes
- photocopies of ballots
- polling booth and ballot box
- seals for ballot box
- pencils and sharpener
- tally sheets
- name tags for those who are acting out specific roles
- cut up photocopies of the instruction sheets for the various roles

What to do:

- Explain that a role play is like playing to act out of a real situation. People act out different roles. Explain what the aims of this role play are. There are 11 specific roles (either choose people or let them volunteer for roles).
- Give out the instruction sheets for the specific roles
 - 1 returning officer
 - 1 presiding officer
 - 5 election officials – 1 to check identity, 1 to check the voters' hand; 1 to give the ballot, 1 to mark the hand, 1 to guard ballot box.
 - 2 representatives of political parties (although in actual elections each party has monitors)
 - 2 observers - a church person and an international observer
 - The rest are voters.
- Explain what each person will do and what steps you will follow -use the notes below.

The Presiding officer

- Checks that voting runs smoothly in a polling station
- Counts the number of unused ballots before voting begins.
- Opens the ballot box before voting begins, to show it is empty. Closes and seals it.
- Shows voters where to go.
- After voting closes the poll.

A polling official

- The voter tells his/her identity and gives proof of his/her identity and that he/she is in possession of the voters registration card.
- Helps to count and mark the tally sheet

A polling official

- hands out a ballot to each voter.

A polling official

- who guards the ballot box, closely watches the ballot box to make sure that no-one tampers with it.

One polling official

- Checks that each voter's hand is not already stamped.

One polling official

- pretends to mark the hand with ink.

Party representatives and observers

- Watch the procedure and see how many people have voted.
 - Watch the sealing and opening of the ballot box.
 - Watch the counting of the votes.
-

Step-by-step description of the role play

Step 1: Getting ready

- Prepare the voters' list by writing the names of all the participants onto blank paper. Give this to the clerk who checks each person's identity.
- Set up the polling station as in the poster "Inside voters station". Position people correctly.
- Set up the ballot box, ballots and voting booth.

Step 2: Taking an oath of secrecy

- Once you have assigned roles the presiding officer gets all the election officials and party representatives to take an oath of secrecy.

Step 3: Opening the poll

- The presiding officer:
 - counts the total number of unused ballots.
 - opens the ballot box, shows everyone that it is empty, then closes it and fastens the string.

Step 4: Voting

- Voters queue at the table and identify themselves.
 - The electoral official checks the names on the voter's list and the voter's registration card.
 - All election official checks that the person's hand is not already marked.
 - The ballot clerk gives the voter a ballot.
 - The next election official marks the voter's hand.
 - The voter goes into the voting booth and makes her mark on the ballot.
 - The voter then puts the ballot into the ballot box.
-

Step 5: Counting the votes

- Once everyone has voted, (including those that played role) close the poll. The presiding officer seals the ballot box. Only the presiding officer can handle the ballot box.
- All ballot boxes are transported from the polling points to the centre of the constituency for counting under supervision.
- The returning officer opens the ballot box and empties it onto the table.
- He/she calls out the name of the party that is marked on each ballot, and each ballot to the party representatives and observers. A separate pile is kept for each party.
- The ballot officer and party representatives keep count of the number of votes for each party on the tally sheets.
- Spoilt ballots are put to one side. These are only counted at the end. The number of spoilt ballots is also put onto the tally sheets.
- The totals are calculated.
- The polling officer tells the returning officer the results.
- The returning officer announces the results.
- All the ballots are put back into the ballot box, which is resealed by the returning officer.

Ideas for after the role-play

- To discuss what happened in the role play.
- To reflect on the process.

What to do:

- Discuss the election procedure. Encourage people to ask questions.
- Each participant talks about in how far their role was important to the election process.
- Discuss how the secrecy of the ballot was guarded.
Look at why secrecy is important.
- Show the video.
- Discuss spoiled votes and practice filling in the ballot again.
- Collect all ballots. All ballots will eventually be transported to the Directorate of Elections where they will be kept in store for one year before being destroyed.

8.6 WHY VOTE?

Aims:

- To help participants list ideas on how to motivate people to vote.

Time: 1hour

MATERIALS:

- a list of reasons why people would not vote; and a list of slogans for voting. Use notes in the manual.
- photocopies of each list.
- newsprint and kokis.

What to do:

- Explain that participants are going to debate why people should vote. (Use the notes in the manual and explain what people have said about why they would or would not vote.)
- Divide participants into two groups – the first group will argue against voting. Give them the list of reasons why people would not vote. The second group will argue for voting. Give them the list of slogans.
- Allow each group time to prepare their arguments. (about 20 minutes)
- Each group is given 10 minutes to argue their point.

Sum up:

Discuss how we can convince people that they must vote. What is the best way to teach people in the community about voting? Use newsprint to list ideas.

Why voting

Voting is an integral part of every democracy. It is the personal choice a voter can make on who should govern the country. It is the participatory role of the voter which makes an election so important. During the election the voter will vote for that party or candidate which or who can improve the quality of life. Voters want to vote for more quality, human rights, better education, jobs, housing, peace and tranquillity.

8.7 SUMMARY AND CONCLUSION

Aims

To help people talk about what they have learned.

Time: 10 minutes.

What to do

- First remind people of what you covered in the workshop -why it is important to vote, who can vote, and what happens on election day.
- Go around and ask each person to say what they learned in the two workshops.
- Ask people if they feel more prepared for voting in the future elections.
- Encourage people to tell their family and friends what they have learned. Remind them that they will be able to find out more about the election nearer to the actual election date.

There will be news about elections on the radio. Political parties and other organisations will also give more information.

There are other people doing voter education. If you are feeling alone, contact us and we will put you in touch with other organisations in your area who might be involved in voter education.

9. CODE OF CONDUCT FOR POLITICAL PARTIES

Guidelines for the Conduct of political activities by Political Parties, Associations, Organisations and Independent Candidates during Election Campaign as contained in Government Gazette of the Republic of Namibia, No 503, 17 October 1992.

An essential part of free and fair elections is freedom of political campaigning. Everyone has the right to express his or her political convictions and ideas, without threat or fear of intimidation. Freedom of political campaigning, however, also carries responsibilities which include the freedom of others to express their own and independent opinion.

The Namibian political parties, associations, organisations and independent candidates subscribe to the following:

- (1) Intimidation, in any form, is impermissible.
- (2) No weapon of any kind, including any traditional weapon, may be brought to any political rally, meeting, march or other demonstration.
- (3) Parties shall avoid holding rallies, meetings, marches or demonstration physically close to one another during the same time of the day.
- (4) Parties shall refrain from utilising public address systems, either fixed or mobile between 21:00 and 07:00 hours and which could constitute a public nuisance.
- (5) Speakers at political rallies may not use language which incites violence in any form against other persons or group of persons. Parties will not issue pamphlets, newsletters or posters which contain materials which incite people to violence.
- (6) Party members and supporters will not disrupt other parties' rallies, meetings, marches or demonstrations.
- (7) Party members and supporters will not seek to obstruct other persons from attending the political rallies of other parties.
- (8) Party members and supporters will not disfigure or destroy political or campaign materials of other parties.
- (9) Party leaders will use their good offices to seek to ensure reasonable freedom of access by all political parties to potential voters, including those at farms and on state-owned properties, outside working hours.

-
- (10) Parties will establish lines of communication to one another at headquarters, regional and local levels, and will appoint liaison personnel who will be constantly on call to deal with any problems that may arise.
 - (11) The Director of Elections will meet party representatives on a weekly basis to discuss all matters of concern related to the election campaign and the election itself. Emergency meetings will be convened as and when necessary.
 - (12) Designated members will attend their parties' rallies to ensure compliance with this Code.
 - (13) All allegations of intimidation and other unlawful conduct in the election campaign will be brought to the attention of the Police and to the attention of the Directorate of Elections at the place where they are alleged to have occurred.
 - (14) Party leaders will issue directions to their members and supporters to observe this Code of Conduct, and take all other necessary steps to ensure compliance.
 - (15) The Directorate of Elections and party leaders undertake to publicise this Code of Conduct throughout Namibia by all means at their disposal.
 - (16) Parties will in their advertising and propaganda efforts have to take care not to disfigure the environment.

EVALUATION OF THE WORKSHOP

1. Get feedback on what participants did or did not find useful negative and positive aspects.
 2. Encourage participants to reflect on what happened in the workshops.
 3. Consider a simple questionnaires which should contain questions on the following aspects:
 - What did you expect from the workshop?
 - Did you learn what you hoped to learn?
 - Was the presenter well organised, helpful, willing to listen to criticism?
 - What do you still need to learn?
 - What ideas from this workshop can you use in your own workshop?
-