

Civic Education Teacher Manual

Republic of Vanuatu

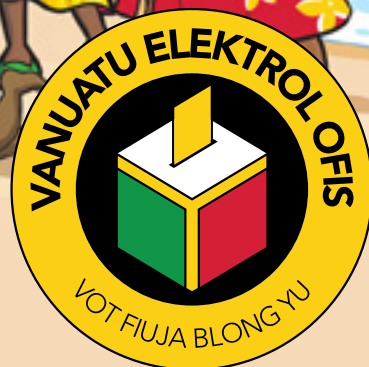


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Introduction

About this Handbook

Welcome to this manual that comes in support of the Civic Education Booklet entitled “Vanuatu Blong yu.”

As teachers, you play a very important role in preparing the younger generations to become active, engaged citizens. In every lesson plan contained in this manual, you will find topics, ideas and activities that will help stimulate students to think, ask questions and learn more about citizenship, democracy and how the state functions in Vanuatu.

Objective of the course

This course aims to develop in students the knowledge, skills, values necessary to become responsible, active citizens and participate in their society and especially in election processes.

Rationale for the course

A healthy democracy requires engaged, informed citizens to ensure meaningful participation in democratic processes. This course provides the basics of civic education to ensure the youth of Vanuatu acquire the knowledge, skills and values that are essential to a well-functioning democracy.

The course contains segments focussing on electoral (or voter) education to help prepare young people to fully take part in the democratic life of the country by exercising their right to vote in an informed manner. Information about voting and the electoral process is included along with concepts such as the link between basic human rights and voting rights: the role, responsibilities and rights of voters; the relationship between elections and democracy and the conditions necessary for democratic elections; why each vote is important.

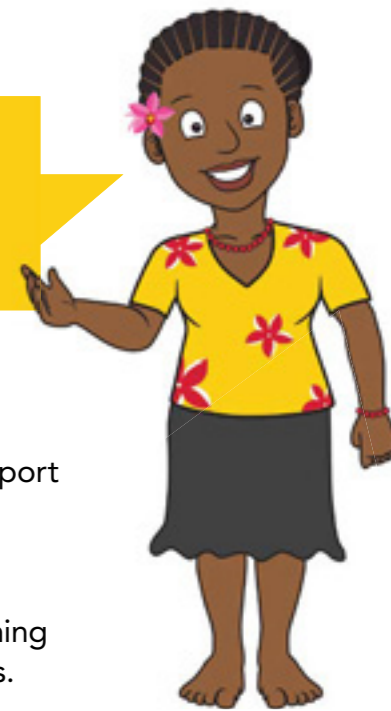
Scope of the course

While it is recommended that the lessons be delivered sequentially, the course is flexible with each lesson a stand-alone topic. Each lesson can also easily be expanded into several lessons. Ideas for exercises and activities are provided for each lesson.

Student Workbook

A Student Workbook is provided alongside this manual with the aim of guiding students through the learning process and suggesting exercises that can be done in class as group work or in pairs and also as homework. Each student will be required to have a personal blank notebook for use during class exercises and homework.

The module aims to develop in students the knowledge, skills, values necessary to participate actively in their society and especially in election processes.



Assessment of learning

The lessons in this course have practical assessment built-in that will support the teacher in tracking students’ understanding. Checking the accuracy of student’s recording in their exercise/note books will provide valuable information and assist the teacher in providing effective feedback to students. As the lesson series provide extensive discussion and questioning activities, it is recommended that teachers keep notes during the classes.

Methodology

This course uses a variety of teaching approaches but with an emphasis on participatory methods. Teaching methods include co-operative work and problem-solving, small group learning activities, open-ended enquiry, student dialogue with debates and discussions, values clarification, and experiential exercises such as role-play. Learning activities/tasks are designed to:

1. be student-centered;
2. be challenging;
3. be engaging;
4. encourage problem solving;
5. allow opportunity for students to discuss and express their choices.

Controversy and Sensitive Topics

Teachers should note that when exploring democracy, students may encounter or bring up uncomfortable, or controversial topics. Teachers need to be prepared for this and view them as “teachable moments,” facilitating discussion and ensuring all sides of arguments are presented. It is important to remember the values of democracy: tolerance, equality, diversity, and that everyone is allowed free expression. Democracy is messy, and conflict can arise. Teachers will need to promote dialogue to reach consensus or compromise. It is important that students have a safe environment in which all views can be heard, respected and tolerated.





Lesson 1: What is Democracy?

Lesson outcome:

Increase knowledge of democratic values, institutions and processes, increase democratic attitudes and skills of students.

Key terms/concepts:

Democracy, rights, freedoms, citizens

Warm-up Idea:

Democracy Quotes

What does democracy mean to you?

Preparation:

Write out the 5 quotes on democracy in large writing on 5 large pieces of paper (A3). You will need to post these around the classroom.



Introduction



A famous president of the United States of America, Abraham Lincoln, gave the best explanation: "A democracy is a Government of the people, by the people and for the people."

Task: Write "Discuss this Abraham Lincoln quote" on the board.

Ask if any students can explain the meaning of this quote in their own words.

Explain that this quote means that democracy is a form of government in which the rulers are elected by the people. The citizens of the country elect the Government to rule the country and the elected government works for the welfare of the people.

Ask students to write in their exercise book what the Abraham Lincoln quote means to them.

Say:

The term democracy is derived from the Greek words demos ("people") and kratos ("rule"). It means "rule by [the] people" and it is a form of government in which the people have the authority to choose their governing body.

Vanuatu is a representative democracy, the people elect representatives to deliberate and decide what is called legislature, or the making of laws.

Warm up

Step 1: Post the 5 big pieces of paper you prepared with the 5 quotations around the room. You can add quotes of your own choosing, in particular if they come from a famous person in Vanuatu.

Step 2: Ask students to circulate around the room and read the quotations. Ask them to stand under a quotation that they like (or one they don't like) or inspires them. Have them discuss their choice with others who have selected the same quote.

Ask students to volunteer comments on how they have been inspired. Invite them to read out their chosen quote and ask them to express their own ideas and comment on the quotes and their meaning.



Quotes

"Democracy means: sticking to the rules of the game, even when the referee is not looking."

Manfred Hausmann (German writer)

"I understand democracy as something that gives the weak the same chance as the strong."

Mahatma Gandhi (Indian leader)

"Democracy is based upon the conviction that there are extraordinary possibilities in ordinary people."

Harry Emerson Fosdick (American pastor)

"The government is us; we are the government, you and I."

Theodore Roosevelt (former American President)

"In a democracy, the highest office is the office of citizen."

USA Supreme Court Justice Felix Frankfurter

Vanuatu and Democracy

A democracy is government through elected representatives. It is a form of society which favours equal rights, freedom of speech and a fair trial and tolerates the views of minorities. A democracy also encourages a healthy Civil Society with responsible and active citizens who value the system of government and work towards a shared vision of civil life.

The people choose their representatives through regular elections. This is when all eligible citizens over the age of 18 who have registered to become voters go to the polls to vote on election day.



In Vanuatu we elect those who represent us in Parliament.

- In Vanuatu, the members of Parliament choose the Prime Minister.
- The Government runs the country according to the Constitution.
- The Constitution is the Supreme Law or Mother Law for the nation.

The Constitution covers all matters relating to democracy, its institutions as well as elections. The Constitution guarantees fundamental rights and freedoms, including freedom of expression, assembly and association and participation in elections.

Several guiding principles act as the foundation of a democracy, such as equality and human rights, citizen participation and political tolerance. While people in Vanuatu have protected rights and freedoms, they also have responsibilities associated with citizenship as well.

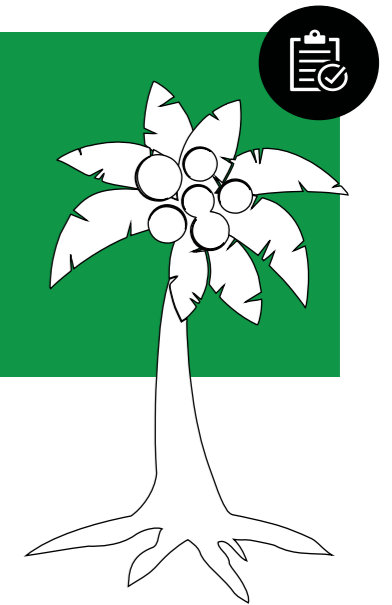
Principles of democracy:

- Sovereignty of the people;
- Government based upon consent of the governed;
- Accountability and transparency of the government;
- Majority rule;
- Minority rights;
- Guarantee of basic human rights;
- Free and fair elections;
- Equality before the law;
- Due process of law;
- Constitutional limits on government;
- Social, economic, and political pluralism;
- Values of tolerance, cooperation, and compromise.

Task: Democracy Tree

Preparation:

Draw the outline of a tree on the blackboard (like the finished tree in the Student Workbook without the words - see image on the right). Ensure students have their Student Workbooks closed (so they cannot see the "Democracy Tree" before it is explored as a group).



Step 1:

Ask students to open their exercise books and reproduce the outline of the tree on a whole page. Explain to students that they are going to brainstorm the key features of a democratic country.

Before the first additions are made to the tree, talk briefly about the tree as a living thing, growing, strong but vulnerable at the same time. If it is looked after it will yield benefits. The fruits rely on all the other parts of the tree working together. The tree can become sick, but can also recover. The tree and its fruit need constant attention.

Step 2: The roots of the tree.

Tell students that democracy is grown by having certain values, principles, institutions and processes in place. Tell them that there are 4 main principles underlying democracy. These form the 4 main roots of the tree.

1. **People Are in Control** (the People are the ultimate authority and the source of the authority of government);
2. **Equality among people** (among the citizens in the exercise of that control);
3. **Constitutional Government** (the people can limit and enable government power by authoritative fundamental laws including the Constitution);
4. **Individual Freedom** (Democracy recognizes the importance of the individual and that all persons have certain fundamental rights. A central purpose of democracy is to protect these rights in the practical world of everyday life).

Write the bolded words in the 4 roots of the tree, explaining each one. Then ask students to write these words on the roots of their own tree in their exercise books.



Step 3: The trunk of the tree:

Say:

There are a number of democratic institutions [the trunk of our tree] to provide us with a tree that is both strong enough to hold the branches and fruit, but flexible enough to withstand strong winds such as social change etc. These institutions form the central structure which support the visible part of the tree and allow it to stand tall, spread and bear fruit. These all form part of the trunk of the tree.

Write each one on or beside the trunk on the drawing.

The key democratic institutions are the following:

- Elections
- The Constitution
- Parliament
- Justice system
- Civil Society (social movements and interest groups)
- Political parties
- Media, right to information & civic education
- Local government
- Executive and public administration

Step 4: The fruits of the tree

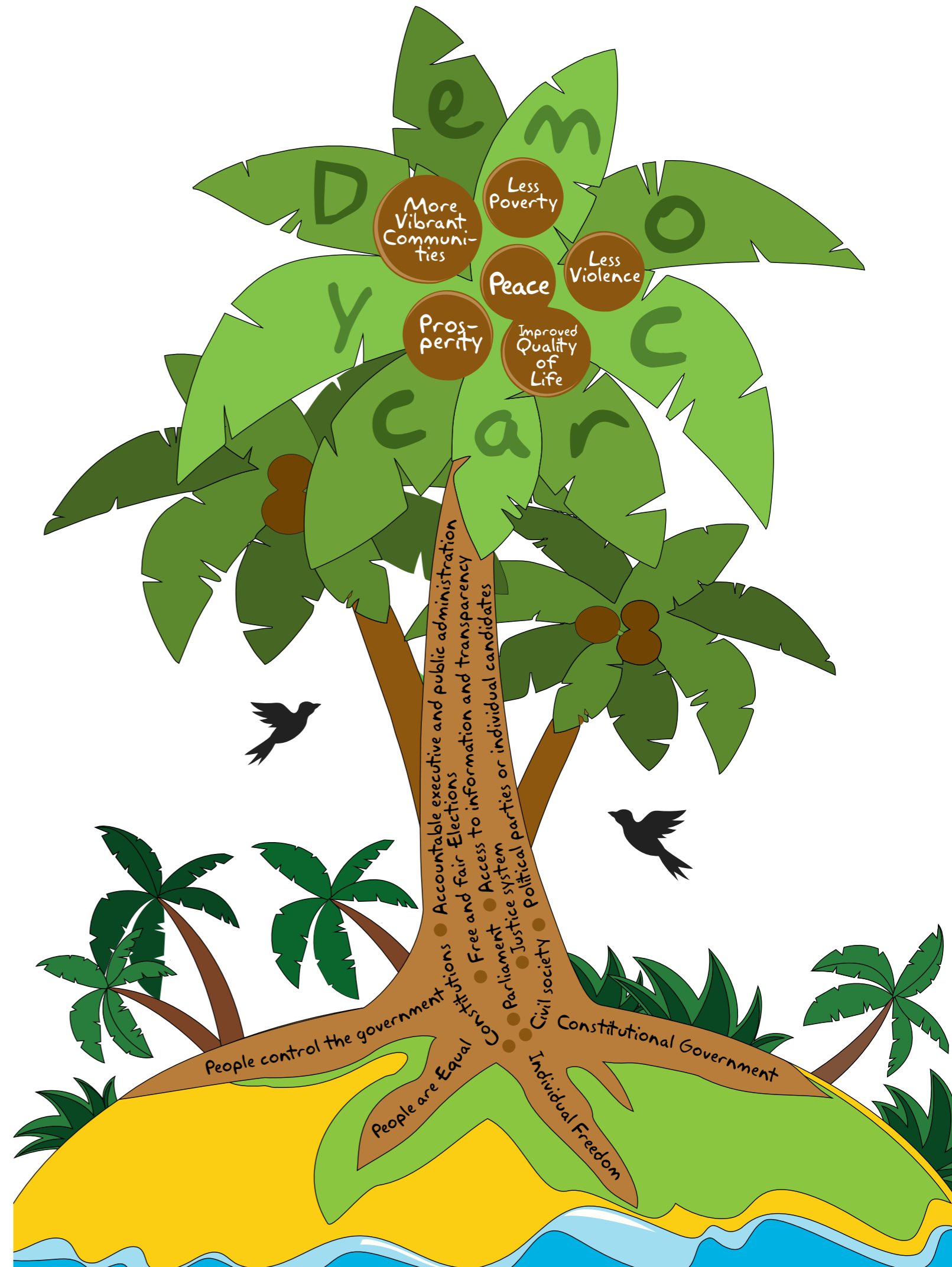
The main benefits of democracy are:

- Peace
- Prosperity
- Less poverty
- Less violence
- More vibrant communities
- Dignity for all humans
- Human beings and societies reaching their fullest potential
- Improved quality of life
- Freedom

Ask students to write these on the fruits of the tree and add others if they have come up with appropriate suggestions.

Step 5:

Once this has been completed, read out and discuss the benefits provided again. Remind students that the institutions must operate in a fair (democratic) way – adhering to the principles listed – so that the democracy tree can bear fruit – the benefits we all expect.



Task: Quiz: Democratic or Undemocratic?

Read out a list of statements and ask students to guess whether the statement represents a democratic state or action or not – and the reason why. Statements could include:

- A dictator rules a country where there are no elections;
- The Parliament sessions are recorded and reported;
- A minority cultural group is not permitted to enter parts of the capital city;
- The police decide on punishments for people breaking the law;
- There is no constitution in a country;
- There is not enough water or food in a community;
- Women are not permitted to vote in elections;
- Women get paid 20% less than men for the same job.

Conclusion:

Ask students to discuss in pairs why they think Vanuatu is a democracy.

Discuss these as a class, writing their responses on the board. Then ask students to write a combined class statement; "We say that Vanuatu is a democratic country because it has the following values, systems and features..."

Ask students to write the finalised statement in their exercise books.



Lesson 2: What is Citizenship?



Lesson outcome:

Increase knowledge of citizenship and its implications, explore the concept of "identity", the importance of the National Identity Card.

Key terms/concepts:

Identity, citizenship and the National Identity Card

Warm-up Idea:

Lead a class discussion about what students think identity is.

Divide the class into small groups and ask them to brainstorm ideas on what being Ni-Vanuatu means to them. Record their brainstorms on the board, ticking ideas that are repeated so that the common or popular ideas are highlighted. Discuss similarities and differences between the ideas. Discuss together: Where might our ideas of what it means to be Ni-Vanuatu come from?



Task: Identity

Conduct short discussion about identity – linking individual identity with the national identity.

Ask students: What is your identity?

Write on the board “A person’s identity is who a person is and what makes them who they are.”

Say:

A person has their own individual identity and identity based on the group or community they belong to. Some parts of a person’s identity are fixed and they choose others. Identity can also be defined as the characteristics, traditions and beliefs used by an individual or group to define themselves as being the same as or different from other individuals or groups.

As a class, brainstorm a list of what types of things determine someone’s identity. Record these ideas, or categories, on the board. Examples might include:

1. Religious/spiritual affiliation;
2. Culture, race, community or ethnicity;
3. Appearance/style;
4. Language or nationality;
5. Hobbies/interests;
6. Gender;
7. Beliefs and values;
8. Group / organisation / community membership;
9. Personality traits.

Say:

Just like individuals have identities, so do nations.

Ask students to raise their hands and talk about the following questions:

- What makes the Ni-Vanuatu national identity?
- What does it mean to be a Ni-Vanuatu?
- Where does a nation’s identity come from?
- How can individuals with so many different identities come together to form a national identity?



Citizenship

Ask students what they think “citizenship” means. Help them draw the distinction between identity and citizenship.

Say:

Citizenship is the status of a person recognised as being a legal member of a nation. Citizenship is a relationship between an individual and a state to which the individual owes loyalty and in turn is entitled to its protection. Each state determines the conditions under which it will recognize persons as its citizens.

In Vanuatu, the laws governing citizenship come from the Constitution or the Citizenship Act. Every person of Ni-Vanuatu ancestry on the Day of Independence in 1980 is considered a citizen of Vanuatu. For those who want to become a citizen of Vanuatu, there are different types of citizenship and eligibility.

Read out and explain each of the criteria below:

1. Naturalisation

A national of age and full capacity of a foreign state or a stateless person may apply to be naturalised as a citizen of Vanuatu if he or she has lived continuously in Vanuatu for at least 10 years immediately before the date of application.

2. Citizenship by Marriage

A non-citizen who is married to a citizen of Vanuatu may apply for citizenship if he or she has lived with his or her spouse in Vanuatu for a period of not less than 2 years.

3. Regaining Citizenship

A person who has renounced or loses his or her Vanuatu citizenship may make an application in the prescribed manner to regain his or her citizenship.

4. Entitlement to Citizenship

Every person who on the Day of Independence on 30th July 1980 is a person of Ni-Vanuatu ancestry and has the nationality or citizenship of a foreign state or the status of an optant (meaning someone who chooses to) shall become a citizen of Vanuatu if he or she makes an application, or an application is made on his or her behalf by his parent or lawful guardian.



Investor Citizenship

There are three different sub-categories currently in force under the Citizenship Act that are determined by the what is known as the Citizenship Investment Program. This means a foreign person can acquire Vanuatu citizenship if they invest a certain amount of money into the country.

Although Individuals can gain citizenship under these different programmes, investor citizens do not have political rights, as long as they are dual citizens. Dual citizens are excluded from voting, contesting and holding public office, unless they are indigenous or naturalised citizens.

The National Identity Card

Say:

Recently the government introduced a national identity card for all Ni-Vanuatu citizens. This is a very important step as the card provides proof that you are a Ni-Vanuatu citizen.

Everyone has the right to be recognised as a person before the law. Everyone has the right to legal Identity. This is part of an international United Nations agreement called the Universal Declaration on Human Rights. We will learn more about this Declaration and its principles in Lesson 5.

Article 6 of the declaration states:

“Everyone has the right to recognition everywhere as a person before the law.”

Having a document that verifies one’s identity is fundamental for any citizen to be able to access rights, benefits, and services. Today, having a legal identity is increasingly important for any person who wants to interact with the authorities, do business, travel and apply for government benefits.

Identity plays an important role in empowering individuals to exercise their rights and responsibilities fairly and equitably in a modern society.

The ID card represents us, makes us unique, brings out what we carry inside.

It not only represents us individually, it represents us all as a nation. It brings us together to be a better country.



Write on the board

A. The importance of legal identity:

- being recognised by the authorities as a citizen;
- rights and responsibilities as a citizen;
- access to government services;
- right and ability to vote;
- travel/obtain a passport;
- facilitation of official dealings with the administration.

B. What is the National ID Card?

Show an example of a real National ID Card, circulate it among the class

Say:

The ID card is a unique card that belongs to you and only you.

The ID card carries:

- your photo;
- last name, first name;
- date of birth;
- place of residence;
- expiry date;
- a unique number;
- the card also has a small chip that contains all this information for easy computer use and verification.

C. Benefits of ID card:

What you can do with the card:

- get healthcare;
- mothers can get healthcare for their baby;
- obtain government aid / emergency / relief / assistance;
- make sure children have a place at school;
- qualify for emergency disaster relief;
- vote when you are 18+ and have registered;
- open a bank account when you are 18+;
- transfer money;
- receive money;
- access government services;
- travel;
- own a vehicle.

Say:

Every Ni-Vanuatu should obtain a National ID Card. Do you have one? Ask students to raise their hands if they do. Do your parents have one?

If you or your parents do not have a card, ask them to apply for one. Citizens can obtain a National ID Card all year around. In Port Vila you can go to the Civil Registry and Vital Statistics Department (Civil Registry) under the Ministry of Internal Affairs. Each provincial capital has a Civil Registry Office which can also issue National ID Cards.

Task: Citizenship and identity

Ask students to use the words "citizenship" and "identity" in a sentence and write it in their exercise books. Ask students to volunteer to read out their sentences.





Lesson 3: What makes a good citizen?

Lesson outcome:

Increase knowledge of citizenship and its implications, what makes a good citizen, and motivate students to want to become better or more active citizens.

Key terms/concepts:

Citizenship and good citizenship

Warm-up Idea:

Small group brainstorm



Warm up Task: What makes a good citizen - Brainstorm

Ensure students have their Student Workbook closed (so they cannot see the "How to be a Good Citizen" illustration).



How to be a Good Citizen

1. Volunteer in your community
2. Be honest and trustworthy
3. Follow rules and laws
4. Respect the rights of others
5. Be informed about the world around you
6. Respect the property of others
7. Be compassionate
8. Take responsibility for your actions
9. Be a good neighbour
10. Protect the environment
11. Respect the national symbols
the flag and anthem
12. Donating blood / plasma if needed
13. Vote

Step 1:

Brainstorm. Ask students: what are some of the qualities of a good citizen? Record all of these on a board. You may need to give some ideas (see above list) or prompt the students to reflect on the different ways of expressing citizenship (in terms of rights and responsibilities, and at all our stages and roles in life).

Step 2:

Instruct students to look at the list: Ask: do you see any common themes or ideas? (there will probably be many items relating to the rights of people, and their responsibilities).

Step 3:

Ask student to sit in groups of 4.

Say:

Now that we have listed many of the aspects of a good citizen, we will work in groups of 4 and rank the top 10 qualities of a good citizen.

Step 4:

Have all the groups share their responses. Start with listing the top 10 qualities as agreed by the first group. Then move on to the second group. If this group comes up with a new quality, add it to the list. If they repeat a quality, put a tick next to this on the initial list. Continue to do this until all the qualities included by all the groups have been listed. With this consolidated list, brainstorm with the students to identify the top 10 most popular qualities.

Debrief - Ask students:

Was it hard to rank the list? Why?
Did you feel some things were equally important?

Step 5:

Ask students to record in their exercise books their own personal ranking of the top 3 qualities of a good citizen list in order of what is "most important" to "least important."

Use the summary list on page 15 in their Student Workbook.



Volunteering

Ask the class if anyone is involved in volunteer work? Invite them to tell the story of what they did or are doing.

Say:

Volunteering does not necessarily mean working for an organisation, it can also mean taking personal initiatives such as offering to do the shopping for a sick neighbour. Being a good citizen can be made of small actions.

Ask students to share personal stories.

Discuss why it is important to volunteer/donate to charity/help the less fortunate.

Task: Good citizen writing

Ask students to sit quietly and write up to 400 words on the topic:

"Why is it important to be a good citizen?"

Give the students 20 to 30 minutes. Then with the time remaining, ask a few students to read out their essay. Invite comments from the class at the end of each essay.





Lesson 4: Rights & Responsibilities in a Democracy

Lesson outcome:

Increase knowledge of rights and responsibilities; motivate students to improve democratic attitudes and learn more about their civic responsibilities.

Key terms/concepts:

Rights and responsibilities, freedom

Warm-up Idea:

Matching rights with definitions



Rights and Responsibilities



Preparation:

Prepare for this class ahead of time by referring to the "Rights & Responsibilities" illustration below. Write out each of the 12 rights and each of the 12 responsibilities on the illustration below on individual slips of paper. You will use these 24 slips of paper in class for the task below.

Say:

While democracy confers rights – entitlements and freedoms – it also brings corresponding responsibilities. For example, if citizens expect the right to a good standard of living, they must be responsible for paying government fees, which pays for a good standard of living. If citizens want a clean environment, they must not throw rubbish on the street or in a natural environment, and can volunteer for example to do a beach clean-up.

Write each of the rights below on the blackboard.

1. Freedom of movement;
2. Freedom of speech;
3. The right to privacy;
4. Freedom of thought, conscience and religion;
5. Freedom of assembly (or association);
6. Freedom from slavery;
7. The right to vote.

Read each right out one by one and for each, ask students to raise their hands and try to define what each one means. Guide them through the answers, hearing the definitions of more than one student each time. Then at the end of each topic, summarise by reading the following correct definition:



1. **Freedom of movement:**
You have the right to move freely from country to country and within countries.
2. **Freedom of speech:**
You have the right to state your opinions and ideas without being stopped or punished.
3. **The right to privacy:**
You have the right to live in private and keep your personal life-style choices private, within your own home.
4. **Freedom of thought, conscience and religion:**
You have the right to form your own opinions, express yourself, think for yourself, and choose your own philosophy and religion.
5. **Freedom of assembly (or association):**
You have the right to demonstrate in public as long as you don't threaten life or property.
6. **Freedom from slavery:**
You should not be forced to work under the threat of penalty or punishment (and for which you have not offered to do voluntarily).
7. **The right to vote:**
You have the right to participate in our democracy by choosing your representatives through elections. You can vote in Vanuatu when you have turned 18 and have registered to be on the electoral roll.

Then give the pair/groups 15 minutes to discuss with each other what the implications of these rights/responsibilities are and relate them to their own lives. Move around the groups and help keep the discussion going if needed.

After the 15 minutes, ask each student/group to report to the class what they think is important about this right and responsibility and how it relates to them personally. Ask them to give real life examples and illustrate how it manifests in their lives.

Task: Rights and Responsibilities in a Democracy

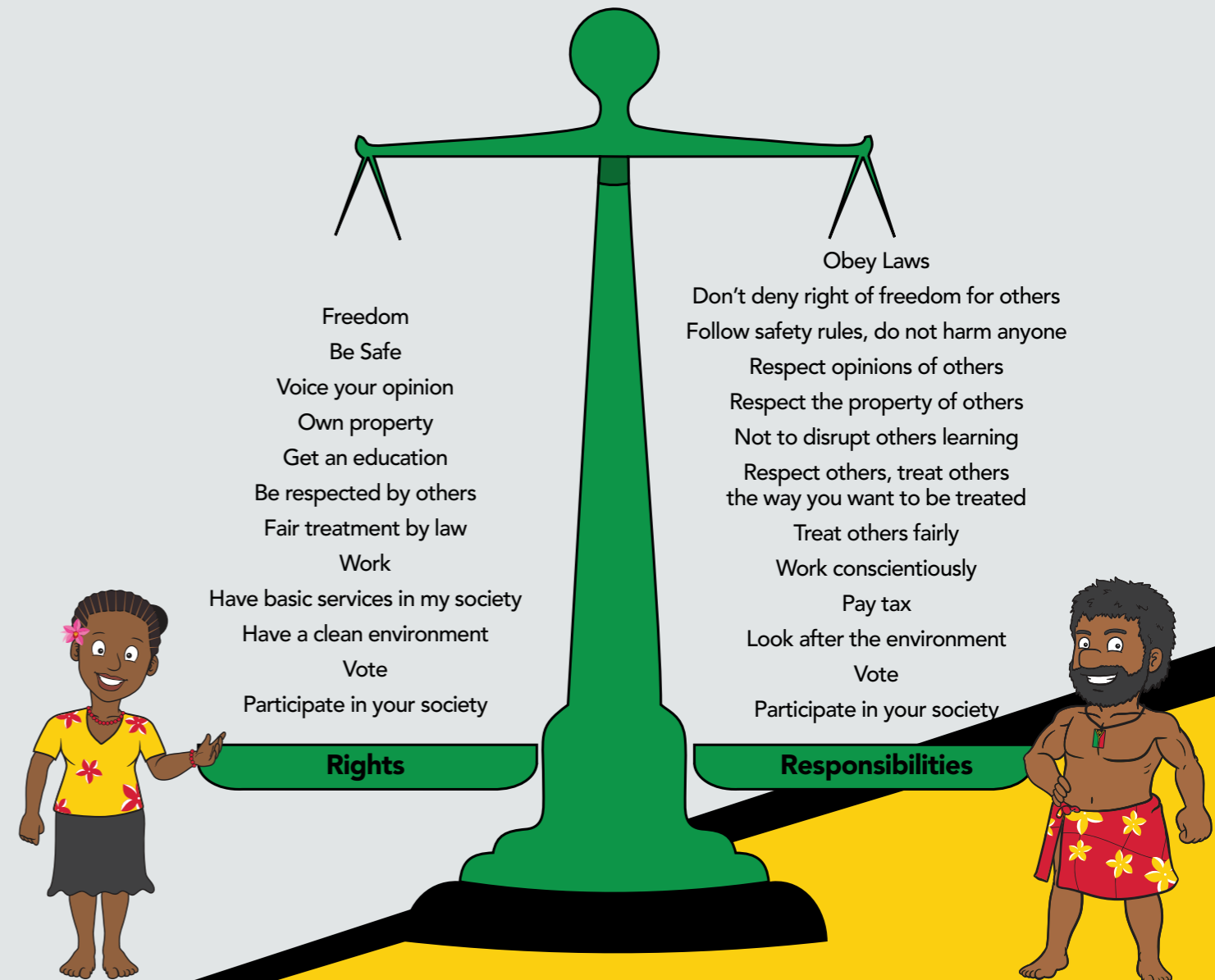
Say:

With all rights come responsibilities. A responsibility is a duty or obligation. It is something you should do in order to respect, promote and maintain certain rights. For example, the right to vote comes with the responsibility to cast a ballot in an informed and purposeful manner.

You have 24 pieces of paper which you prepared ahead of time (12 rights, 12 responsibilities). Mix them up in a box. Depending on the number of students in your class, hand a piece a paper to each student, or to a pair of students or a group of three or more.

Ask the first student or group to read out what is on their paper. It could be a right or a responsibility. Ask the others to look at their papers and find the corresponding right/responsibility. Ask the student/group with the corresponding paper to move and sit together. Do this until all rights and responsibilities have been matched.

Rights and Responsibilities in a Democracy





Lesson 5: Human Rights

Lesson outcome:

Increase knowledge of human rights and how they link to democracy.

Key terms/concepts:

Rights, The Universal Declaration of Human Rights

Warm-up Idea:

What you already know



Warm up Task: True or False

Ask students to open their exercise books and write the numbers 1 to 5 in a column. Then ask them to open their Student Workbook and quietly read the statements numbered 1 to 5. Tell them to reflect on each statement and write "true" or "false" against each number. Then discuss the findings with the class.

Human rights are:

1. Rights or entitlements that a person has simply because he/she is human (right to life, education, food, shelter, etc.) Human rights do not have to be bought, earned or inherited; they belong to people simply because they are human. (True)
2. The natural and God-given rights. (False)
3. The basic standards without which people cannot live in dignity. (True)
4. Rights that cannot be taken away; no one has the right to deprive another person of them for any reason. People still have human rights even when the laws of their countries do not recognise them, or when they violate them - for example, when slavery is practiced, slaves still have rights even though these rights are being violated. (True)
5. The same for all human beings regardless of race, gender, religion, political or other opinion, national or social origin. We are all born free, and equal in dignity and rights - human rights are universal. (True)

Task: What do you already know?

Write the following questions written on the board:

1. What are human rights?
2. Who has human rights?
3. Who is responsible for protecting them?
4. How can they be protected?
5. What rights do we have as Ni-Vanuatu citizens?

Split the class into 5 groups and assign one question to each group. Ask them to brainstorm the answers to their question for 15 minutes. Ask each group to report back to the class with their findings and write the main points on the board.

Say:

Human rights are the rights we have as human beings. They belong to all of us, regardless of who we are or where we live, and they cannot be taken away. They are the things we need in order to thrive and participate fully in society, and they protect every person's individual dignity.

Explain that human rights can be rights to have something positive, as well as rights to be free from something negative. For example:

Rights to have something (positive rights):

- The right to health;
- The right to education.

Rights to be free from something (negative rights):

- The right to be free from slavery;
- The right to be free from discrimination.

Ask students what they think the underlying values of human rights are, allowing them to brainstorm ideas in groups, for example: equality, respect, freedom, dignity and justice.

Explain that many of the values that underpin human rights are important values in Vanuatu's democracy. Moral and ethical values determine what people think is right and wrong, and this is reflected in the law. In a democracy, citizens can pressure the government to amend or introduce laws to reflect the values of the society.

The Universal Declaration of Human Rights

Say:

The Universal Declaration of Human Rights protects our fundamental human rights, and it is important to know what these rights are.

Summarise the basic history of the Universal Declaration of Human Rights (UDHR) for students:

The idea that people have basic rights (such as the right to life) has been around for centuries. In the past, these rights were largely protected by criminal law. For example, killing people (murder) is regarded as a crime by most societies, as is taking someone's property without a good reason (theft). Some countries list the rights of citizens and they are often included in a country's constitution to make sure they are protected.

The history of the Universal Declaration of Human Rights back goes back to the creation of the United Nations in 1945. During the Second World War (1939-1945), so many terrible atrocities were committed that the protection of human rights became an international priority. In this war, many people, including Jews, people with a disability and other groups were abused by the Nazis who were the ruling party in Germany. Their property was taken away from them and millions were killed in the concentration camps set up by the Nazis.

After the war, a new body was set up to try to ensure that similar wars did not happen again, and is dedicated to upholding peace and security in the world. This body is known as the United Nations (UN). It is made up of representatives from all the countries in the world and has its head offices in New York.

The UN attempted to set out at a global level the fundamental rights and freedoms shared by all human beings in a document called the Universal Declaration of Human Rights (UDHR). This document was written in 1948 and countries were asked to agree to the rights set out in it. The Universal Declaration of Human Rights recognises the dignity of all people, and asserts that human rights should apply equally to everyone, no matter who they are or where they live.

It consists of 30 Articles that are the basis for human rights protection and promotion around the world. It includes civil and political rights, like the right to life, liberty, free speech and privacy. It also includes economic, social and cultural rights, like the right to social security, health and education. It has been endorsed by all countries and many countries have included its provisions in their laws or constitutions.

Soon after it was written, new rights were added to the list of rights in the UDHR, and two new documents were written. These are the International Covenant on Economic, Social and Cultural Rights (like the rights to follow your own culture and to decide where you want to live); and the International Covenant on Civil and Political Rights (like the right to a fair trial and the right to vote). Countries were asked to sign these documents to say that they agreed with them and that they would protect the rights which were set out in them.

In addition to this is the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). This is an international treaty adopted in 1979 by the United Nations General Assembly. Described as an international Bill of Rights for women, it was instituted in 1981 and has been ratified (agreed to) by 189 states.



Task: Why human rights are important

Ask students to discuss why human rights are important. Answers may include:

- Human rights are necessary for people to live full and satisfying lives;
- Human rights are important for making sure that people are treated equally and fairly;
- Human rights recognise the value and dignity of each person;
- Human rights recognise the importance of mutual respect between people and help us to live together cooperatively.

“Treat others as you wish to be treated.”

Discuss / brainstorm with students the meaning of this statement.



Explain that one of the key underlying values of human rights is the principle that you should: “treat others as you wish to be treated.” This is known as a “Golden Rule.” It is an idea that has been repeated throughout history in many different cultures and religions.

Ask students: Does your religion have this value? How is it expressed?

When we say that each person has human rights, we are also saying that each person has responsibilities to respect the human rights of others. The rights and responsibilities of citizens are reciprocal. If we all have a right to be treated with respect, then it follows that we have a clear obligation to treat all others with respect. If we all have a right to a say on matters that affect our lives, then we have a responsibility to listen to the views of others on matters that also affect them.

Categories of rights

Say:

Rights can be put into three categories.

Write the categories in bold on the blackboard.

1. Civil and political rights

These are “liberty-orientated” and include the rights to life, liberty and security of the individual; freedom from torture and slavery; political participation; freedom of opinion, expression, thought, conscience and religion; freedom of association and assembly.

2. Economic and social rights

These are “security-orientated” rights, for example the rights to work; education; a reasonable standard of living; food; shelter and health care.

3. Environmental, cultural and developmental rights

These include the rights to live in an environment that is clean and protected from destruction, and rights to cultural, political and economic development.

Homework

Ask the students to choose one of the three categories and write a short essay on what it means to them and how it applies in Vanuatu.



Universal Declaration of Human Rights

<p>1 We Are All Born Free & Equal We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.</p>	<p>2 Don't Discriminate These rights belong to everybody, whatever our differences.</p>	<p>3 The Right to Life We all have the right to life, and to live in freedom and safety.</p>
<p>4 No Slavery Nobody has any right to make us a slave. We cannot make anyone our slave.</p>	<p>5 No Torture Nobody has any right to hurt us or to torture us.</p>	<p>6 You Have Rights No Matter Where You Go I am a person just like you!</p>
<p>7 We're All Equal Before the Law The law is the same for everyone. It must treat us all fairly.</p>	<p>8 Your Human Rights Are Protected by Law We can all ask for the law to help us when we are not treated fairly.</p>	<p>9 No Unfair Detainment Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.</p>
<p>10 The Right to Trial If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.</p>	<p>11 We're Always Innocent Till Proven Guilty Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.</p>	<p>12 The Right to Privacy Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.</p>
<p>13 Freedom to Move We all have the right to go where we want in our own country and to travel as we wish.</p>	<p>14 The Right to Seek a Safe Place to Live If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.</p>	<p>15 Right to a Nationality We all have the right to belong to a country.</p>

<p>16 Marriage and Family Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.</p>	<p>17 The Right to Your Own Things Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.</p>	<p>18 Freedom of Thought We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.</p>
<p>19 Freedom of Expression We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.</p>	<p>20 The Right to Public Assembly We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.</p>	<p>21 The Right to Democracy We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.</p>
<p>22 Social Security We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.</p>	<p>23 Workers' Rights Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.</p>	<p>24 The Right to Play We all have the right to rest from work and to relax.</p>
<p>25 Food and Shelter for All We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.</p>	<p>26 The Right to Education Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.</p>	<p>27 Copyright Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.</p>
<p>28 A Fair and Free World There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.</p>	<p>29 Responsibility We have a duty to other people, and we should protect their rights and freedoms.</p>	<p>30 No One Can Take Away Your Human Rights</p>

United Nations





Lesson 6: Civil Society

Lesson outcome:

Increase knowledge of what Civil Society is, and motivate students to want to become better and more active citizens.

Key terms/concepts:

Civil Society

Warm-up Idea:

Defining Civil Society

Preparation:

Coloured pens and paper to create a class poster.



Warm up Task: Defining Civil Society

Divide the class into groups of 3 or 4 and ask them to work together to come up with a definition of Civil Society and write it down. Give the groups 10 minutes. Then ask each group to read out their definition. Discuss.

Say:

Civil Society is made up of ordinary people working together as a group. These groups are called Civil Society Organisations (CSOs) and also Non-Governmental Organisations (NGOs) and Faith Based Organisations (FBOs).

Civil Society is made up of these organisations that are not associated with government. They also include some schools and universities, advocacy groups, professional associations, labour unions, churches, and cultural institutions. Civil Society offers an environment for social movements, self - organizing groups and individuals, to operate relatively independently from the state.

Civil Society Organisations play many different roles. They are an important source of information for both citizens and government. The following are some of the important roles they play. They:

- check on government policies and actions and hold government accountable;
- engage in advocacy, which means pleading a certain cause, and offer alternative policies for government, the private sector, and other institutions;
- deliver services, especially to the poor and underserved;
- defend citizen rights and work to change and uphold social norms and behaviours.

Ask the class to come up with more actions undertaken by Civil Society e.g. organising sports or cultural events, environmental actions.

Say:

Citizens can raise their voices and become active as members of Civil Society. They can act together and work on issues of common interest to the people like the protection of nature and the environment and respect for human rights.

Civil Society occupies an important position when it comes to what development is needed for the community and country in general.

Civil Society provides opportunities to bring communities together to work together, discuss and decide on collective action. In Vanuatu we have our traditional ways of organising Civil Society. In many communities, the **Nakamal** is a community of related households headed by the Chief. The villagers can get together for open discussion and debate and come to inclusive community decisions.

Taking an active part in Civil Society is a way of mobilising society to articulate demands and voice concerns at local, national, regional and international levels.

Many Civil Society Organisations have offices and employees. But many also rely entirely on volunteers. Volunteering is a good way to do something for the community, meet people and work together, and also learn more about how the country works. Volunteering provides a solid base for active citizenship.

Task: Name a Civil Society Organisation

Ask students to raise their hand and name a Civil Society Organisation they know of in Vanuatu and say a few words about what it does. Examples can include:

- Vanuatu Red Cross;
- Live and Learn;
- Vanuatu Society for People with Disability;
- Vanuatu Women's Centre;
- Wan Smol Bag.

Write the names of the organisations on the board.

Look down the list and explain that Civil Society extends to all areas of our lives.

Why is Civil Society important?

An active Civil Society empowers people and communities. Civil Society Organisations give voice to the marginalised, the disorganised, and voiceless segments of society: the poor, the disabled, the discriminated. They raise awareness of social issues and advocate for change, empowering local communities to develop new programs to meet their own needs.

Civil Society Organisations play an essential role at a time of crisis, such as a natural catastrophe. Organisations like the Red Cross often provide immediate relief to the population after a disaster.

Civil Society Organisations can also achieve longer-term change and transform a situation or correct an injustice. People work together to defend collective interests, increase accountability, provide solidarity mechanisms and promote participation.

Every individual is important. We are all equally responsible and each of us can play a role to advance and improve our society. It can be a simple thing such as being a good neighbour, a good tenant or landlord.

Ask the class to name our basic responsibilities as individuals. They can include the following:

- respect;
- cooperation;
- participation.

Write the students' suggestions on the board.

Activity: Civil Society Poster

Create a poster to represent a positive, active Civil Society featuring the key words from the list above and what defines Civil Society: advocacy, community, volunteering etc.

You can stick several pieces of A4 paper together to make a big sheet of paper. Hang the poster in the classroom or school.





Lesson 7: Media & Social Media

Social Media, misinformation, disinformation

Lesson outcome:

Increase knowledge of the role of media, and especially social media in Vanuatu's political processes, and how the media is used by individuals, groups and governments to exert influence, shape opinion and manage controversy. Also to increase skills in identifying and analysing fake news.

Key terms/concepts:

Media, social media, misinformation, disinformation, fake news, influencer

Warm-up Idea:

Broken Telephone



Warm up Task: Broken Telephone

Instruct students to form a line, and then whisper into the first student's ear:

"The election is on 1 January 2023 and the Polling Stations are open from 8am until 6pm and you must bring your national ID card to vote."

Ask this first student to then repeat this message by whispering it to the ear of the second student in the line. The second student repeats the message to the third student, and so on.

Ask the last person in the line to say out loud what they think the message was.

Repeat the original message to the class and notice how distorted the message became! Make the point that information that you receive via word of mouth is not always accurate. In fact, if you don't receive information directly from the source, there is a good chance that at least part of the message is incorrect. Relate this to how we get our news.

Did you know?

The national media organisation in the country is the Vanuatu Broadcasting and Television Corporation (VTBC). It broadcasts news as well as education and entertainment programmes. It is the official source of information used by the government to inform the people of Vanuatu. VBTC provides radio, television and online news. Television Blong Vanuatu is the country's only national television broadcaster.

The VBTC is administered by a government appointed board. It is an independent state-owned enterprise. It is ruled by the Broadcasting and Television Act. The VBTC comes under the responsibility of the Prime Minister.

Its website is www.vbtc.vu

At election time, there is a lot of information circulating. It is very important to check where the information comes from because as we have seen, word of mouth can be very misleading. The Vanuatu Electoral Office (VEO) is the official source of information on everything concerning elections, including information for voters and candidates. The VEO publishes a lot of useful information on how to register to become a voter. You can also find out how to vote if you are going to vote for the first time.

The website of the VEO is www.electoral.gov.vu.



Activity: Media

Say:

Media is the collective word to describe means of mass communication: broadcasting on TV and radio, publishing in newspapers and the Internet. It also sometimes called "the press."



Step 1:

Ask students to write their responses to the following question in their exercise books:

When you see or hear a news story or a link on social media, how do you decide if it's true?

Allow students a couple minutes to write the answers in their exercise books, then have them turn and share their responses with a partner. Invite a few students/ groups to share their responses.

Step 2:

Say:

Why is this important?

We get a lot of our information about the world, about politics, about political candidates from media sources of varying types. So what they're saying, writing, posting, claiming is important because it can influence what we think and believe about it.

So it is very important to speak to students about the meaning of media.

Step 3:

Ask students: What are your news sources? Record a few responses on the board, and then ask students to look at the concept map of "media" in the Student Workbook.

Step 4:

Provide a short overview of the media and its role in a democracy.

Say:

A free press informs the public, holds leaders accountable, and provides a forum for debate of national issues. It is an essential component in a democracy. In democracies the government is accountable for its actions. Citizens therefore expect to be informed about decisions their governments make on their behalf. The press facilitates this "right to know," by serving as a watchdog over the government, helping citizens to hold government accountable, and questioning its policies. Democratic governments give journalists access to public meetings and public documents. They do not place prior constraints or control what journalists may say or print.

The media plays an important role in building public awareness and providing information that shapes attitudes and public opinion. Media is an increasingly powerful tool whether it's television, radio, or the internet. Social media is quickly expanding its influence on all aspects of our lives.

Citizens need to be well informed to make good decisions when it comes to political issues, especially when they are deciding how to vote in an election. We all need to make sure we can trust news and other information that might help us make up our minds when it comes to voting.

Step 5:

Say:

Go to pages 21 and 22 in the Student Workbook for definitions of some of the dangers and pitfalls of relying blindly on social media for news and information.

Instruct students to look at the list of definitions on pages 21 and 22 and ask for volunteers to read out one term and definition. Then ask them to try and think of an example of this from their own experience. Give examples if students cannot think of any.

Step 6:

Say:

One of the biggest threats facing democracies today is the growth of misinformation and disinformation online, especially at election time. With so much “**information pollution**” it is hard for people to separate fact from fiction and to recognize credible information.

Task: Social Media

Social media: Refers to the means of interactions among people in which they create, share, and/or exchange information and ideas in virtual communities and networks. Some of the main social media include:



Step 1:

Discuss the use of social media using several questions, such as:

- How many of you regularly use some form of social media such as Facebook, Twitter, YouTube, Snapchat, etc.?
- What makes using these sites fun and interesting?
- What is the most popular social media used in Vanuatu?
- What is the most popular social media used in Vanuatu by teenagers / youth?
- Which of these do you think has a negative impact and why?

Step 2:

Say:

Some social media makes us feel good because we can talk freely to our friends and family, share our views or connect with people. But some of it can be unkind, incorrect and harmful. These days, it spreads more easily due to advances in technology. That is why we must be careful about what we share online.

Not all information that we create, post or share is true or meant for others to see. Sometimes information is falsely created or manipulated on purpose to mislead people. Sometimes incorrect information is shared as an honest mistake.

Step 3:

Tell students that there are two kinds of false information online.

Misinformation – when people share something they think is true but isn’t (i.e. when false information is shared, but no harm is meant).

Say:

Disinformation and misinformation are often lumped together in the term “fake news”.

Disinformation – when people share false or misleading information on purpose.

Ask students to share some personal stories of misinformation / disinformation.

Step 4:

Say:

The negative impacts of disinformation on democracy can be huge.

Spotting disinformation and misinformation online can be hard. There are some people who deliberately create misleading content to sway public opinion and cause confusion. However, there are ways that we can spot it.

Step 5:

Instruct students to refer to: “How to Spot Fake News” on page 23 of the Student Workbook. Go through each of the 8 suggested ways to check whether something is real or fake. Ask participants for their own examples (they don’t have to be about elections) and provide other examples.



HOW DO WE SPOT FAKE NEWS*



Consider the Source

Click away from the story to investigate the site, its mission and its contact info.



Read Beyond

Headlines can be outrageous in an effort to get clicks. What's the whole story?



Check the Author

Do a quick search on the author. Are they credible? Are they real?



Supporting Sources?

Click on those links. Determine if the info given actually supports the story.



Check the Date

Reposting old news stories doesn't mean they're relevant to current events.



Is it a Joke? Research

If it is too outlandish, it might be satire. Research the site and author to be sure.



Check Your Biases

Consider if your own beliefs could affect your judgement.



Ask the Experts

Ask a librarian, or consult a fact-checking site.

* Source: IFLA.org



Lesson 8: Our system of government in Vanuatu



Lesson outcome:

Increase knowledge of system of government in Vanuatu, including the 3 branches of government, the Constitution, provincial and municipal government.

Key terms/concepts:

Republic, Representative Democracy, Parliamentary Democracy, Legislature, Executive, Judiciary, Separation of Powers, Constitution, Government, Cabinet, Opposition

Warm-up Idea:

Politics Quiz



Preparation:

Copy and cut out the terms and definitions on the page 50 separately into small slips of paper. These will be used for a matching exercise later in the class.



Warm up Task: Politics Quiz

Split the class into teams of three or four. Ask one person per team to be the note-taker and get ready with a pen and paper. Many of the questions in the quiz below are easy but the point of the exercise is to show students that they know more than they think they do about the topic of politics.

Ask the series of 20 questions below relating to the Vanuatu government and politics one by one. Give students a short time to write down the answers. At the end, read out the questions again, and give the answer. For each correct answer, the team scores 1 point. Add up the points and the team with the highest number wins.

Politics Quiz - Questions and Answers for Teachers

(Take care that some answers can change in time e.g. the name of the PM.)

1. What is the Prime Minister's name?
2. Where is Parliament House? (in Port Vila)
3. What is the date of independence? (30 July 1980)
4. What does MP stand for? (Member of Parliament)
5. What currency is used as the country's legal tender? (Vatu)
6. If you commit a serious crime, you might end up where? (Court and/or jail)
7. What are the official languages of Vanuatu? (English, French, Bislama)
8. What is the word which describes when people vote for their members of Parliament or of Provincial Council. Starts with an E? (Election)
9. What is the name for a rule that is made by the Parliament (starts with L)? (law or legislation)
10. At what age can you vote in Vanuatu? (18)
11. Is Vanuatu a member of the Commonwealth? (Yes)
12. What is the name given to a political system in which power is in the hands of the people which respects human rights, starts with a D...? (Democracy)
13. What is the name given to a political system which generally does not respect human rights, and does not have fair elections, starts with D...? (Dictatorship)
14. Some democracies are also monarchies, this means the symbolic head of the country is what? (King or Queen)
15. What is the national motto of the Republic of Vanuatu? (LONG GOD YUMI STANAP (in Bislama for, "IN GOD WE STAND")
16. We are born with certain rights and freedoms, simply because we are human. What do we call these? (Human Rights)
17. What year was the last National General election in Vanuatu?
18. What is the name of the piece of paper with which people vote? (ballot paper)
19. The most important and highest law in any country is known as the what? Starting with a C... (Constitution)
20. What is the name of the world organisation that aims to maintain international peace and security? (United Nations)

Vanuatu and Democracy

Our Constitution says: "National sovereignty belongs to the people of Vanuatu which they exercise through their elected representatives."



In Vanuatu, there are three official arms of power.



Legislature

The first arm is called the **LEGISLATURE**. These are our Members of Parliament who have the power to make the laws of the country because they have been elected by the citizens.



Judiciary

The second arm is the **JUDICIARY**. These are the courts, lawyers, magistrates and judges who interpret the laws of the country.



Executive

The third arm is called the **EXECUTIVE**. This is the arm that puts into practice the laws and policies of the government. The Executive is made up of the Prime Minister and the Council of Ministers, which form the Government.

The 3 branches of government – the legislature, the executive and the judiciary - have separate, independent powers and responsibilities so that those of one branch are not in conflict with those of the other branches. This is usually called the "Separation of Powers".

The Separation of Powers is also designed to avoid any group having all the power. Each branch's independence helps keep the others from exceeding their power, in this way ensuring the rule of law and protecting individual rights. The Separation of Powers is important because it provides a vital system of checks and balances.

This ensures that the different branches control each other and makes them accountable to each other – these are the "checks." The Separation of Powers divides power between the different branches of government – these are the "balances." Balance aims to ensure that no individual or group of people in government is "all powerful." Power is shared and not concentrated in one branch. The three arms are independent of each other. One should not be more powerful than the other or try to influence the other.



Task: Match Terms with Meaning

Using the pieces of paper you prepared ahead of the class, distribute one term or one definition to all the students (or pairs/threes) and instruct them to walk around the room and find the correct match. Ask the groups to discuss what this term and its definition means to them.

Then ask the students to read out their terms and the definitions and explain what it means to them. Do this until all the groups have spoken to ensure they understand.

Term	Definition
Parliamentary Democracy	Vanuatu has this type of government, where citizens elect representatives to a legislative Parliament to make the necessary laws and decisions for the country.
Government	This is a collective term to mean a group of people with the authority to rule over a country or state.
Constituency	This is a geographical area whose voters elect a representative to a legislative or representative body.
Member of Parliament (MP)	This is the representative the voters in a constituency have elected to Parliament.
Cabinet	Certain members of the Parliament are chosen as Ministers responsible for a certain aspect of the country's affairs, like the economy, education or the environment. Together the Ministers form the Cabinet.
Parliament	This body made up of 52 members has the power to make new laws, also known as legislative power.
Executive	This branch of government comprises the Prime Minister and Cabinet. Their job is to implement the laws voted by the Parliament.
Judiciary	This is the legal system in Vanuatu.
Three branches of government	This is the term given to the legislature, the executive and the judiciary.

Three levels of government: National, Provincial and Municipal

In Vanuatu we have three bodies that represent the people at national, provincial and municipal level.

What is the Parliament?



The National Parliament of Vanuatu is made up of 52 members. They are called Members of Parliament, or MPs for short. The Parliament is made up of representatives elected by the people. When they win an election because the people have voted for them, they become MPs.

Each of the 52 MPs in Parliament represent the people in the 18 constituencies in Vanuatu. A constituency is an area of the country that one or more members of Parliament look after. Six constituencies in the country have one member of Parliament (single member constituency), others have between two and seven members (multi-member constituency).

The MPs meet in the Parliament House in Port Vila. They discuss new laws and the country's development plans and make decisions about how the country should run. Parliament is elected for four years. At the end of the four years from the date of its election, the Parliament is dissolved. In the meantime, the government is called "caretaker." The Caretaker Government looks after the affairs of the state until new elections are held.

Elections for a new National Parliament are held within 60 days maximum after the Parliament has been dissolved. The government is formed from among elected MPs who can be appointed as Ministers.



What is the Work of an MP?

The Members of Parliament make laws of the country. The Parliament has the power to make laws for the peace, order, and the good governing of Vanuatu.

A Member of Parliament represents the people of her or his constituency. She or he should be aware of the needs and priorities of the people in the constituency.

Regular meetings and discussions with the people in the constituency help the MP to know what are their most important development needs such as clinics, roads, schools, water, sanitation, jobs and income generating activities. People have the right to attend these meetings and ask questions of their MP.

If the MP is not doing what the people ask her or him to do or does not do what she or he promised, they have the chance to vote for another person in the next election.

MPs should work to provide basic services for everyone. MPs should treat all the different communities equally.

People have the right to ask their MP about what development plans there are for the constituency and how these will improve their lives.



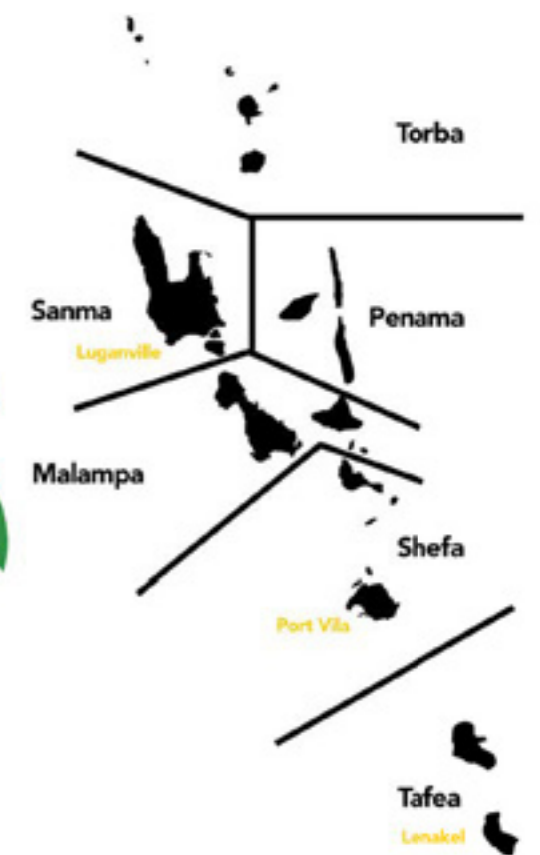
What are Provincial Councils?

There are six provinces in Vanuatu and each has a Provincial Council:

Torba
Sanma
Penama
Malampa
Shefa
Tafea

The Provincial Government Councils are elected by the people for a four-year term. There are also members appointed by the Minister of Internal Affairs to represent chiefs, churches, women and youth. The Council is headed by a Chairman who is elected from among the councillors.

The Provincial Councils are responsible for the good management of the Local Government area. Their responsibility is to promote the health and welfare of the people who live there. They can enact by-laws and standing orders which are subsidiary laws, as can the municipalities (see next page).



What are Municipalities?

There are three municipalities in Vanuatu:

Luganville (Espiritu Santo)
Port Vila (Efate)
Lenakel (Tanna)

Voters in Luganville and Port Vila choose their local representatives to the Municipal Councils in elections every four years. In Lenakel, the councillors are appointed by the Minister of Internal Affairs for a four-year term. The Municipal Council is headed by a Mayor who is elected from among the councillors. There are reserved seats to ensure women's representation in Luganville and Port Vila. Like the Provincial Councils, the Municipalities are responsible for the welfare of the citizens and day-to-day services like schools and health clinics.

Task: Parliament Questions

Ask students to open the Student Workbook and answer the questions on Parliament. They should write the answers quietly in their exercise books.

- What is the name of the Prime Minister?
- What is the name of the MP for your constituency?
- What is the work of a Member of Parliament?
- What is the "separation of powers"?

Give students 10 minutes to complete this task. Then ask students to raise their hands and read out their answers in turn.

Follow with a discussion.

Lesson 9: What makes a good leader?

Lesson outcome:

Increase knowledge of the characteristics of good leaders and representatives.

Key terms/concepts:

Leaders, representatives

Warm-up Idea:

What do we think of leadership?

Preparation:

Large paper and coloured pens/paint.



Leadership

Write the word "Leadership" on the board. Ask students to think of the first word that comes into their minds when they see the word "Leadership."

Ask students to add their word to the board to create a snap-shot of associations we have with "Leadership" as a concept. Discuss the types of leaders that students are familiar with (leaders in their community, church, school, government, etc).

Question for class discussion (or think/pair/share):
Are leaders born or made?



Ask students to think of someone they know personally who is a leader (prompts: sporting team captains, school captains, leaders in families, leaders in workplaces, leaders at school, leaders in friendship groups, leaders in clubs, leaders in the community). Ask students to reflect what individuals can do to gain a leadership position (education, life experience, self-confidence, the desire to serve, motivated to work for the public interest).

Task: Qualities of a good leader

Ask students to reflect on the qualities that make a good leader and write these in a list in their exercise books. Give them 8 to 10 minutes to list as many qualities as they can think of.

Ask students to raise their hands and read out one of the qualities they have listed. Write that quality on the board. Ask students to raise their hand if they have written this (or something very close to this) on their list. Write the number of raised hands against the quality. Then move to the next quality and proceed in the same way until all the qualities students have thought of are up on the board. Then ask students to rank the most important quality by show of hands. Ask one student to come up to the board and rank them in a new column with the most important quality at the top.

You can add some of the following qualities to the list of what makes a good leader.

A good leader is someone who:

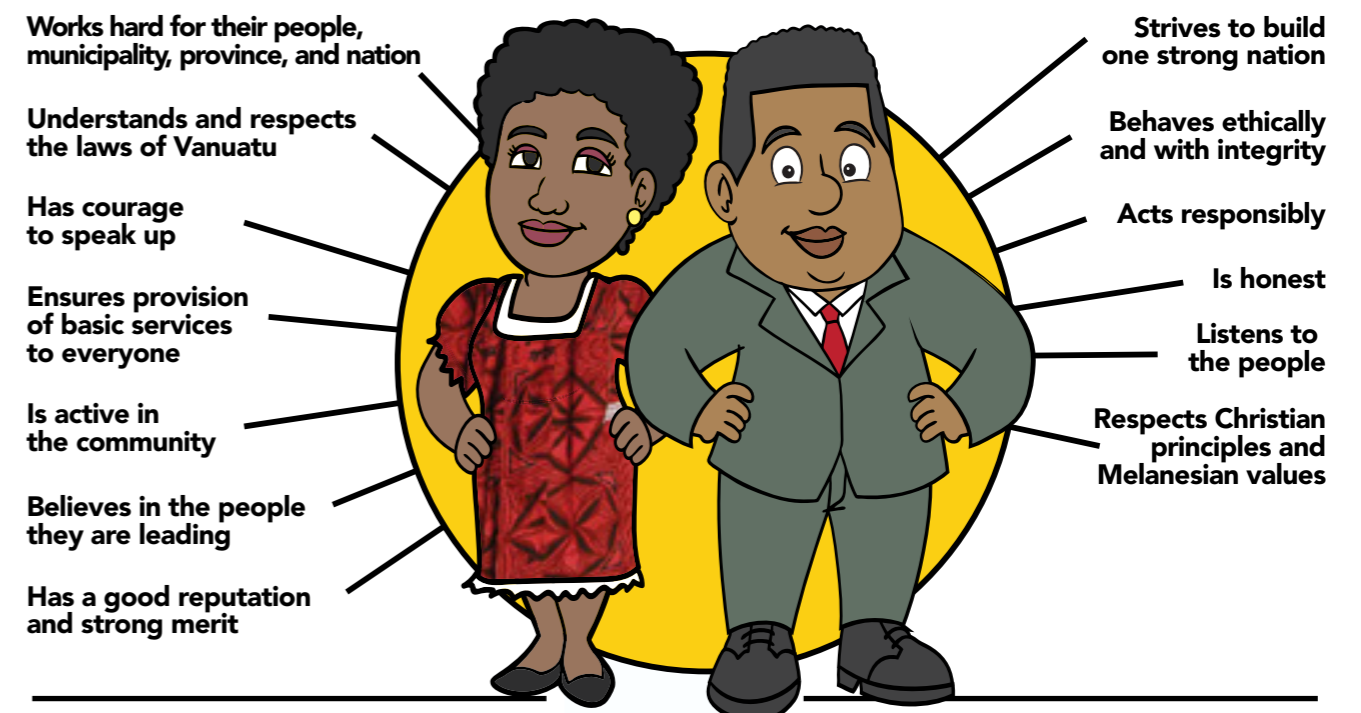
- listens to the people and cares about their needs;
- puts the needs of the people first;
- is honest and does not engage in corruption;
- uses government money to improve the lives of people in the community;
- makes sure the community gets what it needs like roads, schools and health clinics;
- is fair and treats everyone equally and with respect;
- fights to improve the lives of the poor, the smaller groups, the weak and the disabled;
- cares about nature and the environment.

Emphasise that a person's character is more important than their looks, gender, marital status, relationship to you, to the community etc.

Say:

When it comes to choosing your representative at election time, candidates will try to convince people to vote for them. They will promise many things and it is important to think very hard about who is the best candidate. Each of us has different views on what is most important and everyone is entitled to their own opinion. However, in order to vote or choose your leader wisely, you should take time to find out as much as possible about the candidate.

A Good Leader



Women make good leaders

Say:

In Vanuatu and the Pacific region in general, we have very few women in positions of power or in government. It is perhaps due to our culture. In other parts of the world too men always seem to dominate the world of politics, but this is changing. All around the world, women are becoming more confident and people are realising women make good leaders.

Women make good leaders because they put their children and communities first. They think about the future because they think about their children and plan ahead thinking about the future.

Many women in professional positions are respected because they are honest, well organised, efficient and knowledgeable.

Half of the population is made up of women. Vanuatu has many hard working talented and professional women. Even though it is harder for a woman, we have many qualified women who could do a great job of representing their community and fighting to improve living conditions.

It is hard for women to find a balance between professional and family life. Very often a woman has to do two jobs: one in the professional world, and the other at home, taking care of the children and the home.

Task: Draw your ideal representative

Make sure the Student Workbooks are closed so they don't see the "What Makes a Good Leader?" illustration.

Ask students to form pairs or small groups. Each group should draw their ideal representative and write at least 3 of the important qualities a leader should have. Tell them to be creative as they like.

Allow 20 minutes for them to complete their designs. At the end of the session ask each group to stick their drawing at the front of the class. Hold a class discussion on each drawing. Note how many included women in their drawings (or not).

Task: Famous Female Leaders

Ask the class to name some famous female leaders past and present in Vanuatu and internationally. Write the answers on the board. Answers can include:

- Jacinda Ardern (PM New Zealand);
- President Hilda Heine of the Marshall Islands (2016-2020);
- Honorable Fiame Naomi Mata'afa of Samoa (became Prime Minister in May 2021);
- Dame Carol Kidu of Papua New Guinea (served several times as MP, and then as Minister);
- Angela Merkel (German Chancellor for 16 years);
- Kamala Harris (Vice President of the United States).



Lesson 10: Elections in Vanuatu

Lesson outcome:

Increase knowledge of the purpose and processes of elections, especially the criteria for democratic elections.

Key terms/concepts:

Election, Voting, Poll, Universal Suffrage, Free Fair Election, Secret Ballot

Warm-up Idea:

Voting in Public



Warm up Task: Voting in Public

Read the following statements and ask students to put up their hand if they agree "yes" with the statement. Have a student volunteer to count the hands and write the results on the board (e.g. 12/25). Teachers can make up their own statements relevant to the class.

Examples of statements:

1. Cats are better than dogs;
2. Rugby is better than Soccer;
3. Science is better than English.

When de-briefing, explain that this was a simple form of voting. Explain to students that this is the origin of democracy and voting.

Say:

The first democratic form of government was developed in ancient times in the Greek city-states. It was in the 6th century B.C. In Athens those who were considered citizens, rich and poor, participated fully in government. However, minors, women, slaves, and foreigners who represented perhaps 90 percent of the population, were not considered as citizens and were not allowed take part in the vote!

The men met in the city square to discuss and to vote on important matters. Voting was in public - citizens raised their hands to vote on issues. The decisions made became law.

Things have changed a great deal since then. These days we cannot all get together and vote with our hands up, so we elect representatives as such as the Members of Parliament, Provincial Councils and Municipalities to undertake the day-to-day governing and administration of the country on our behalf. They are elected to office by the people and are therefore are responsible to answer to the people.

Task: Introduction

Say:

Voting in elections gives you the chance to have a say in who represents you. What is the purpose of elections in a democratic society? Why do they matter?



An election is a process by which a population chooses a member of a political party or an independent individual to represent them and hold a public office or a position in government. Elections are a peaceful and efficient way of choosing political leaders and also of making important legislative decisions that influence the way society works.

Say:

You may be too young to vote in political elections now, but of course you will turn 18 one day. However, already in daily life we have certain forms of voting. For example, how you decide where to go with friends, how your family decides what to have for dinner, all comes down to a form of voting. This voting may not always be democratic. For example, there could be a dominant personality who decides for everyone. Sometimes decisions are negotiated through a group discussion and consensus or compromise is reached. Consensus is when everyone agrees on the final decision.

Class discussion:

Ask students to share their own voting experiences.

Have they ever voted for something like a favourite song in a song contest?

For the class representative?



Also ask, have you ever attended an election with a parent?

Remind students about the earlier topic of Rights and Responsibilities. Mention that voting is a good example of being both a right and a responsibility (at the same time).

Say:

An election is a time when the people choose who will represent them. This is called voting.

The Representation of the People Act (RPA) is the main electoral law in Vanuatu, although there are several others too.

Elections are one of the main components of a democracy. An election is a great opportunity for change. This is our chance to vote for new leaders who will work for the benefit of the country and its people. This is a time when citizens can think about what they want for Vanuatu and how the country can improve.

Politics is for everyone, not just our Chiefs and Big Men. Politics is about fighting for what you believe in and standing up for your rights and the rights of people in your community. Everyone can contribute to making Vanuatu a good and prosperous country for all the citizens. Young people have an important role to play because political decisions affect their future.

In Vanuatu there are several types of elections:

- **National General Elections** when voters choose their member of Parliament;
- **Provincial Elections** to choose the members of Provincial Councils;
- **Municipal Elections** in Port Vila, Luganville and Lenakel when members of the Municipal Councils are chosen;
- **National Referendums** when the voters are called to approve or not a bill for an amendment of the Constitution to be passed by the Parliament.

Elections are held every four years. On election day, people go to their Polling Station and cast their vote for their preferred candidate. Elections are overseen by the Vanuatu Electoral Commission and are organised by the Vanuatu Electoral Office.



In Vanuatu, we also have the Malvatumauri which is the National Council of Chiefs. There are 22 Chiefs in the Council who advise the government about traditions and indigenous Melanesian values.

What is the Electoral Commission?

The Electoral Commission of Vanuatu is the highest electoral authority in the country. It is responsible for overseeing the registration of voters, maintaining the electoral register and supervising the elections. The “register” is the list of all the registered voters in the country. The Commission has oversight of the electoral operations, the candidate nomination process and announces the results of the elections. The Commission makes sure that the electoral process is conducted according to the laws of Vanuatu.

What is the Vanuatu Electoral Office?

The Vanuatu Electoral Office (VEO) is responsible for the administration and all the practical aspects of organising the election. It controls the election budget and is responsible for registering voters. Several people work as a team in the VEO to prepare the elections.

The VEO is the official source of information on everything relating to the election. The Electoral office has a lot of useful information about the elections, the electoral legal framework, forms, handbooks etc. The Electoral Office is in Port Vila.

The website address is: www.electoral.gov.vu

The Electoral Office also has a Facebook page: [facebook.com/vanuatuelectoraloffice](https://www.facebook.com/vanuatuelectoraloffice)

Voter Registration

Every Vanuatu citizen who reaches 18 years old should register to be on the electoral roll and be able to take part in elections. Citizens should also make sure they have a National Identity Card. This is very important to prove who you are. At election time, registered voters can vote by showing their National Identity Card.

Everyone should make sure that all people with disabilities are able to access the place to vote, get a National ID Card and be registered on the electoral roll. Everyone has the right to get their National ID Card, and when they turn 18, to vote. That also includes people who cannot read and people with disabilities. It is our duty as citizens to help those who cannot register or vote on their own.

Youth

Young people have an important role in the political life of the country. Remember that what happens and what the government decides will affect your life.

Don't think that because you are young that you don't know anything. You do. You know what you want and need in the future, for you, for your family, for your country. This is why you must register, think carefully and listen to what politicians are proposing and vote.

Young people can also become candidates. You can be a candidate for Parliament when you turn 25 and for the Provincial Council at 21 years of age..

Class discussion: Agree or Disagree

- People who don't vote should have the right to vote taken away from them.
- There's no point in voting – nothing will change.
- Government doesn't affect me.
- My vote won't make a difference.
- Politics is boring.



De-brief with the class, emphasising the importance of voting, of having your say, keeping members of Parliament accountable, and improving society.

Task: What is a Free & Fair Election?

Ask the class to define a “free and fair” election. Listen to several students offering their definitions.

Say:

Elections, to be credible and acceptable by all, must be free and fair, genuine and credible. They must also meet international standards of good electoral practice. Elections must reflect the free expression of the will of the people.

An election can be considered “free” when everyone who is a registered is allowed to go and vote. It means everyone has access to the Polling Stations and no community is left out or is prevented from voting. It also means that voters can vote for who they want without pressure or intimidation from anyone. The vote must be secret, and the system must make it impossible to discover how a specific voter has voted. Nobody can force you to say who you voted for if you don't want to.

For an election to be “fair,” the authorities running the election must be impartial and transparent, which means nothing is hidden. Candidates and political parties must be able to compete equally with the same campaign chances. There must be no tampering with

the ballot boxes, no bribery or fraud. The counting of votes must be accurate to give an honest result that is accepted overall by the winners and the losers.

Elections must be held regularly so that elected officials remain accountable to the people. If they do not uphold their responsibilities to the electorate, they can be voted out of office in the next election.

Instruct students to read the section on free and fair elections in their Student Workbook.

Universal Suffrage

Ask students to define what they think “Universal Suffrage” means. Listen to several students.

Say:

Universal Suffrage means that all adult citizens, men, women, young and old, educated or not have an equal right to vote. Everyone has the right to vote, regardless of race, gender, language, income, property, career, social standing, class, education, religion, disability or political conviction

One person, one vote

“One person, one vote” means that each vote cast has the same weight. This rules out the possibility, for instance, of votes from higher-income groups carrying more weight than votes from the less well off.

Secret ballot

In a secret ballot, voters are able to cast their votes without anyone else being able to find out how they voted. This is very important to prevent people from being put under pressure because of the way they vote.

Task: Where do you stand?



In an open space in the classroom, put a sign on one side of the room that says “Strongly Agree” and a sign on the other side that says “Strongly Disagree.” Mark the midpoint between the two walls with tape or string.

Ask all students to stand in the middle of the room. Explain that you are going to read out some statements and you want them each to move to a spot in the room that represents the degree to which they agree or disagree. Warn them that you might ask them to explain why they chose a certain spot.

Read the statements below and give students a chance to choose their positions. Ask various students to explain their responses, and allow an opportunity for other students to change locations if the answers affect their decisions. Make sure that students understand there are no right or wrong answers (as the statements relate to their values), and take time to discuss the ideas and opinions that arise.

- People who don't vote should have the right to vote taken away from them.
- There's no point in voting – nothing will change.
- Government doesn't affect me.
- My vote won't make a difference.
- Politics is boring.
- Politics is a waste of time.

De-brief with the class, emphasizing the importance of voting, of having your say, keeping members of Parliament, Provincial Councils and Municipalities accountable, and improving society.

Political Campaigns

Say:

Candidates can be nominated by a political party or as an independent. In every election candidates who are hoping to be elected will organise campaigns. This is when they publish their ideas and plans for what they will do if they are elected. They also print posters, leaflets and flyers to distribute to the population and hold public meetings called rallies when people can come and hear what they are proposing

During the campaign, candidates explain what they will do for the people and their communities. It is important to listen carefully and don't hesitate to ask questions. Does this person have the qualities of a good leader? If a candidate offers money or treats like food, drink, equipment or other things in exchange for votes, this is wrong and is considered an electoral offense.



Women as Candidates

Vanuatu is among the countries with the **lowest rates of women elected to Parliament** in the world. Active participation of all major segments of society in political processes, women as well as men, is an essential aspect of a strong democracy. Seen by the outside world, electoral processes are no longer considered credible if they don't include the opportunity for full and equal participation by women. The young women in this class need to start thinking about what they might be able to offer the country later on in life and decide if they could one day run for office.

Class discussion: Women in politics

Ask: Do you think women are as capable of being political leaders? Tell students to explain why they agree or disagree. At the end of the discussion, ask the class to raise their hands if they would vote for a female candidate.



Say:

Whether the candidate is female or not, the important thing is that the person is honest, trustworthy and will deliver what they promise.

Write the bold headings below on the board

Take each heading one by one and guide the class discussion by asking students the questions (see some of the answers in italics).

- **What would you look for in a candidate?**
(What are the most important qualities in a leader? What are the community's most pressing needs. Does this candidate have any experience?)
- **How would you find out about the candidates?**
(Newspapers, internet, go to their campaign office, ask people in the constituency who know him/her, does he/she belong to a political party? What does that party stand for?)
- **What materials will tell you more about the candidates?**
(Newspapers, internet, go to their campaign office, ask for the candidate's manifesto, ask for their CV.)
- **How would you learn about the candidates' leadership abilities?**
(Have they been elected before? What previous experience of leadership do they have? Are they known as a leader in the community? What have they done for the community?)
- **How would you find out what other people think of a candidate?**
(Ask questions from people in the community, family and friends.)

Remember!

It is your responsibility to find out for yourself what you need to know to make your own mind up. Don't just rely on hearsay.

Nobody has the right to force you to choose or vote for any specific individual (and it is a secret ballot, so nobody can find out who you voted for). You do not have to tell anyone who you have voted for or chosen if you don't want to.

You do not have to vote for relatives or friends. Nor do you have to vote for the same candidate as your family or friends. It your choice and it is up to you to decide who you think would make a good leader.



Homework:

Instruct students to write the three questions below in their exercise books. Tell them to write a detailed answer for each question. Each answer should be a paragraph.

1. What is the purpose/function of elections in a democracy?
2. What are the purpose/functions of representatives in a democracy?
3. How would you go about choosing the best candidate to vote for in an election?





Lesson 11: Including Everyone in a Democracy

Lesson outcome:

Increase knowledge of diversity in Vanuatu, and of groups who may be disadvantaged or marginalised in society in general, and who may have difficulty accessing political and electoral rights specifically.

Key terms/concepts:

Inclusion/exclusion, equality/inequality, diversity, discrimination, universal suffrage, disability, Convention on the Rights of Persons with Disabilities (CPRD)

Warm-up Idea:

Ten-Minute Challenge



Warm up Task: Ten-Minute Challenge

Tell students to do this reflective writing exercise in silence, and they will not be asked to share this piece of writing with anyone if they don't want to.

Instruct students to do a ten-minute free write based on two memories:

1. Recall a time from your schooling when you felt especially included (engaged, appreciated, and validated) and
2. Recall a time when you felt especially excluded, alienated, and invalidated.

Request a couple of volunteers to share their two memories. As a class, discuss: What makes students feel included? What makes them feel excluded?

Ask them to reflect upon the similarities and differences in their own stories.

Facilitate a discussion, examining consistencies and differences in the stories. Then discuss the concept of discrimination. Ask students: What does discrimination mean?

Say:

The definition of discrimination is the act of making unjustified distinctions between human beings based on the group, class, or other categories to which they belong or are perceived to belong. People may be discriminated on the basis of race, gender, disability, age, religion, as well as others.

Were any of your memories of exclusion based on discrimination? Clarify the language of inclusion and exclusion.

Task: Definitions

Ensure students have their workbooks closed. Write the following words on the board:

Equality;
Social Inclusion;
Social Exclusion.

Go through each one by one inviting students to offer a definition. Guide students through the answers, then read out the definitions on the following page.

Equality...

is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability.

Social Inclusion...

is about people - particularly for people who are disadvantaged - being able to participate in society, through enhancing opportunities, access to resources and respect for rights. A socially inclusive society is defined as one where all people feel valued, their differences are respected and their basic needs are met so they can live in dignity.

Social Exclusion...

is a form of discrimination. It occurs when people are excluded from participating in the economic, social and political life of their community, based on their belonging to a certain social class or category on the grounds of race, religion, age, gender, disability etc. A socially exclusive society occurs when people are wholly or partially excluded from participating in the economic, social and political life of their community, based on their belonging to a certain social class, category or group.



Task: Discrimination

Step 1:

Ask students to brainstorm the basis on which people discriminate. Write these on the board, on a concept map, around the word "discrimination." When the class ideas are exhausted, go through the list as a class, and then add any categories that may be missing: *age, gender, community, criminal record, height, weight, disability, nationality, marital status, race, religion, geographical location, social class, personality, as well as any other categories.*

Step 2:

Provide a brief overview on discrimination and/or marginalisation in Vanuatu society.

Say:

Discrimination affects peoples' opportunities, their well-being, and their sense of self. Discrimination remains a fundamental problem in the world today. Sometimes laws, traditions, policies and practices exist that cause or perpetuate discrimination. Societies continue to make distinctions based on ethnicity, race, disability, gender and other characteristics that should have no bearing on people's achievements or on their well-being.

Step 3:

Ask students: Are there any groups in Vanuatu's society that might feel excluded? Who and why?

Step 4:

Next, ask students to think beyond the context of Vanuatu, and think of other countries in the world. Ask them to brainstorm those groups throughout the world that may feel excluded, or may be marginalised (being marginalised refers to the relegation to the fringes of society due to a lack of access to rights, resources, and opportunities).

Try to elicit such groups as: women, persons with disabilities; people living or working in remote areas; minorities; refugees and people displaced by natural disasters and migrants; home and hospital bound voters; prisoners; school drop-outs; people suffering an illness (ie: COVID-19); youth and the elderly.

Ensure students understand all these terms.

Step 5:

Instruct students to look at the "marginalised" graphic on page 34 in their Student Workbook.



Step 6:

Next, allocate one potentially marginalised group to pairs of students and ask them to brainstorm and write in their exercise books:

1. How might this group be marginalised or excluded from some aspects of society?
2. What barriers might these people face in accessing their political rights?

Allow about 10 minutes for this brainstorm, and come up with examples from their own experience or from their general knowledge. Circulate around the class and give suggestions to any groups who are struggling to think of responses.

When this is completed, as a class, the pairs' ideas will be shared one by one.

Step 7:

In preparation, write Question 1 on the left-hand side of the board, and Question 2 on the right-hand side of the board. As each pair reads out their responses to both questions, summarise their responses in a couple of words on the appropriate side of the board.

As each pair reads their responses, you may find similar answers. When this occurs, just put a tick next to similar answers. At the end when all the pair's responses have been recorded, have a general discussion on the similarities and differences to the responses.

Emphasise that many pairs listed "discrimination" to both Question 1 and 2. This should highlight how it is societal discrimination and exclusion of certain groups of people that is sometimes the biggest barrier facing these people in accessing their political rights.

Remind students that political rights include: rights to join a political party; run for office and participate freely in political rallies, and so on.

Step 8:

Remind students that democratic societies emphasize the principle that all people are equal. Equality means that all individuals are valued equally, have equal opportunities, and may not be discriminated against because of their race, religion, ethnic group, gender or disability.

Task: Convention on the Rights of Persons with Disabilities

Explain to students that they will now be doing an activity specifically exploring how persons with disabilities sometimes have difficulties accessing their political rights.

Provide a brief overview of Convention on the Rights of Persons with Disabilities (CPRD).

Say:

The CPRD is a list of rights that people with disabilities have. The Convention is made up of different parts called Articles. Normally, each Article stands for one right. Article 29 is about the right to take part in politics. This Article says that all people with disabilities have the same right to take part in politics as other citizens.

This means everyone should support people with disabilities. By taking part in politics, people with disabilities can make sure that governments make laws and decisions that help them. The right to vote and stand for elections is very important. It gives people with disabilities a chance to make important decisions. It also means that people with disabilities are equal before the law with other citizens.

CPRD definition is:

Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.



Vanuatu signed the CRPD in 2007 and ratified (agreed to) it in 2008. The Government has devoted efforts to ensure that persons with disabilities are able to enjoy fully, and on an equal basis with others, all human rights in accordance with this Convention. The National Disability Inclusive Development Policy 2018-2025 is part of the government's official plan. It was prepared after a nationwide consultation and reflected the contributions of persons with disabilities.

Say:

Governments have to encourage people with disabilities to be more involved in the community and politics, by for example encouraging people with disabilities to:

- join organisations of people interested in politics;
- meet and form organisations of people with disabilities.

Have a class discussion about whether they know any people with disabilities who are active politically.

Task: Accessible Elections**Step 1:**

Begin this activity by explaining that voting and becoming a candidate in an election are two of the most important political rights that should be accessible to persons with disabilities.

Say:

The election authorities must make sure every eligible voter is given the opportunity to vote. Voting should be easy and accessible, so that people do not have to go far, or do much in order to register and cast their vote, no matter where they live or what their circumstances are. Likewise, it should be easy for them to become a candidate.



The CPRD says that everyone has the right to vote. This means that all people with disabilities have the same right to vote as other citizens. However, in many countries, people with intellectual disabilities and mental health problems cannot vote.

Step 2:

Do a quick brainstorm as a class on the board, asking and writing responses to: What types of disabilities can people have?

Elicit responses such as: vision impairment; deaf or hard of hearing; mobility impairments; intellectual disability & mental health conditions, chronic illnesses, etc.

Ensure that appropriate language is used as you write these terms on the board, ensuring you use Inclusive language.

Step 3:

Allocate one disability to pairs of students. Ask them to brainstorm the types of challenges that people with this disability might face when:

1. voting;
2. being a candidate.

Step 4:

Share these brainstorm ideas, again pointing out similarities and differences in the responses, depending on the disability.

Summarise the brainstorm ideas by discussing accessible elections in general.

Say:

People with disabilities often find it hard to take part in elections. For example:

- the Polling Station is hard to reach and enter if you are using a wheelchair;
- disabled people do not know about their right to vote or stand for elections;
- information about elections and voting is difficult to understand;
- people may not have the confidence to become a candidate.

Step 5:

Instruct students to answer the following question in their exercise book.

“Why do some people with disabilities often find it hard to take part in elections?”

Step 6:

Now instruct the students, still in their same pairs, to brainstorm some strategies that might address some of the challenges that people with these disabilities might face.

Step 7:

Share these brainstorm ideas, again pointing out similarities and differences in the responses, depending on the disability. Praise the students' creative suggestions, and prompt other students to also think of solutions as you go through each pair's responses. Summarise the brainstorm by discussing strategies for making elections accessible in general.

Say:

There are many ways to help people with disabilities to vote and stand as a candidate.

Assistance to elderly persons living with a disability

The Vanuatu Electoral Office has a policy of making the voting procedure for people with disabilities as easy as possible.

The Presiding Officer of the Polling Station and other polling officers must:

- make sure that people who need assistance (aged, voters with disabilities, pregnant or nursing women and parents with babies) move to the front of the queue;
- ensure that they are treated with respect and dignity;
- remind voters with disabilities in the line that they can be accompanied by any person of their choice if they need assistance to mark their ballots. It should be made clear that nobody can assist more than one voter.

Voters with disabilities marking the ballot papers

Any voter with a physical disability may designate a person of their choice – who must be a registered voter- to accompany them into the voting booth. Polling clerks, party / candidate agents and observers are not permitted to assist a voter, with the exception of the Presiding Officer, who must vote according to the voter's choice and keep the secrecy of the vote.

Ask students if they know any organisation working in support of People with Disabilities? You can mention:

- Vanuatu Disability Promotion and Advocacy Association;
- Vanuatu Society for People with Disabilities;
- The Rainbow Disability Theatre (Wan Smolbag);
- Vanuatu Paralympic Committee.



Lesson 12: Voting



Lesson outcome:

Increase knowledge of the voting process, what to expect in a Polling Station.

Key terms/concepts:

Presiding Officer, Polling Clerk, Ballot Box, Ballot

Warm-up Idea:

Political parties in Vanuatu



What is Voting?

Say:

You have never voted in an official election before. This is a big step in becoming an adult. When you turn 18 you will be able to register as a voter and take part in elections. Voting is the most important thing you can do to be part of the life of the country. If you don't vote, it is like keeping silent when you have something to say. Remember everyone has the right to express their choice through the ballot box. As a young voter, your voice will be important in determining the future of the country.

Warm up Task: Political parties in Vanuatu

What are political parties?

Say:

Let's talk about political parties and independent candidates. When you vote, you are free to choose one or the other.

Brainstorm: Ask students to name as many Vanuatu political parties as possible. Allow students to think, and write the names of the parties they suggest on the board.

Below is the list of Political Parties that won seats in the 2019 General Election. How many of these do you know?

- Union of Moderate Parties
- National United Party
- Green Confederation
- Rural Development Party
- Vanuatu Liberal Movement
- Vanuatu National Development Party
- People Unity Development Party
- Vanuatu Cultural Self-reliance Movement
- Vemarana
- Ngwasoanda Custom Movement
- Oceania Transformation Movement
- The People's Party
- Vanuatu Community Movement
- Friend Melanesian Party
- Kia Koe Party
- Vanuatu Progressive Development Party

Say:

Vanuatu is a small country but we have many political parties. Some are well established, others do not last very long. They come together for an election and sometimes disappear soon after if they do not win. Some parties join forces with others to form an alliance or coalition, which may or may not last.

If you are interested in joining or voting for a political party, look into its history, learn how long it has been in existence, and most important, what it stands for. Political parties publish their programme and intentions. This is called a Manifesto or Political Party Policy Platform. Independent candidates also publish what their intentions are.

Choose wisely

When making up your mind about who to vote for, remind yourself about what makes a good leader. We want our leaders to be honest, hard-working and trustworthy people who don't engage in corruption. We want them to put the needs of the people first and work to improve life in our community. Our leaders should care about the rights of women, people from the smaller communities, minorities and people with disabilities. Our leaders should care about education, health care for the people and employment opportunities for youth. It is important that the candidate who will represent you cares about youth and also works to preserve the environment in our islands and villages.

Listen to what political parties and independent candidates are proposing and what they stand for. Go and meet the candidate, ask questions, share your ideas.

Remember to be polite but don't be afraid! Speak out with your suggestions to the candidates. This is not disrespectful. It is your right. It is fine to disagree but it is not enough to criticize what the politicians are doing or not doing. You must come up with positive suggestions about how things can improve and ask them if they are willing to commit and do those things.

Young people can influence political parties and independent candidates. Youth votes count a lot in an election. Don't forget, your vote is worth just as much as the vote of an older person.



Task: Discussion

Divide the class into groups of 4. Ask them to discuss for 10 minutes the three main things they think politicians should do for the country. Ask each group to report to the class and summarize the ideas on the board. If an idea is repeated, put a tick next to the idea. At the end, note which ideas come out on top.

Say:

As you can see, you as young people already have good ideas for what the country needs. Try and find out if any of the political parties or independent politicians share these ideas.

Ask: Who knows the name of the MP for this constituency?

Say:

When the Parliament is in session, MPs sit in Parliament House in Port Vila. They consider and can propose new laws as well as raising issues in the Parliament. This includes asking Government Ministers questions about current issues including those which affect their local constituents.

MPs split their time between working in the Parliament itself in Port Vila, as well as working in the constituency that elected them. If they are a member of a political party, they will also work with the party to take forward the vision and values of that party.

Some MPs from the governing party (or parties) can become Government Ministers with specific responsibilities in certain areas, such as Health or Education. They do not stop working for their constituency and, whatever their role in Government or Parliament, they must still hold regular meetings to listen to and help their constituents. They can ask a question of a Government Minister on behalf of the people in their community and highlight particular issues which local people feel strongly about.

So it is very important to know who your MP is!

Hao blong yu vot long eleksen



Voting

Generally, there is one Polling Station in each polling district, although in populated areas (mostly urban) there can be more than one Polling Station in a district. Polling stations are located mostly in schools and community centres, and are managed by staff from the Vanuatu Electoral Office. Police provide security at polling locations.

Task: Voting Steps - Election Day

Say:

Voting days are set on a single day, never on a weekend. Polling in Vanuatu takes place in a single day, from 7:30am to 4:30pm. The number of voters per Polling Station varies. For elections, the country, province or municipality is divided into constituencies and each constituency is further divided into polling districts.

Voting procedures are the same for national, provincial and municipal elections. Remember that you must register before you can vote on Election Day. Make sure you have your National Identity Card and register when you turn 18. When you register, your name will appear on the Voter Roll at your Polling Station. If your name is not on the Roll, you will not be able to vote.

Polling Stations

A Polling Station is where voting takes place. The general rule is to establish one Polling Station per Polling District. However, there are some districts with more than one Polling Station, depending on the number of voters and accessibility (this happens in populated areas, mostly urban). The location of Polling Stations is published in advance by the Principal Electoral Officer (PEO). There are around 352 Polling Stations all over the country.

A person can vote in an election only if:

1. his or her name is contained in the roll of electors at the Polling Station; and
2. he or she produces his/he National Identity Card at the Polling Station on polling day.

Every Polling Station has a Returning (“Presiding”) Officer appointed by the Registration Officer. The Registration Officer will also appoint clerks to assist the Returning (“Presiding”) Officer.

Ask students to raise their hands and answer the question: who might you find in a Polling Station?

Answer: 3 officials:

- **Presiding Officer:**
The PO is responsible for the overall management of the voting process ensuring the procedures are carefully followed before, during and after polling.
- **Polling Clerk 1:**
is responsible for the identification of voters and issuing of ballot papers.
- **Polling Clerk 2:**
is responsible for inking voters.

Other people are allowed in the Polling Station during voting. They must stay in the designated area and must be accredited by the Vanuatu Electoral Office. They must not interfere with the process or see who voters are voting for. They include:

- Accredited agents of political parties or candidates (wearing a VEO badge);
- Accredited national/international observers (wearing a VEO badge);
- Members of the media with valid press cards and VEO badge;
- Police Officers assigned to the Polling Station (normally stationed at the entrance but can be allowed to enter the Polling station by the Presiding Officer for example to assist people with disability);
- Candidate agents and observers are allowed to sit in a designated area to watch the process and ensure everything is being done correctly.

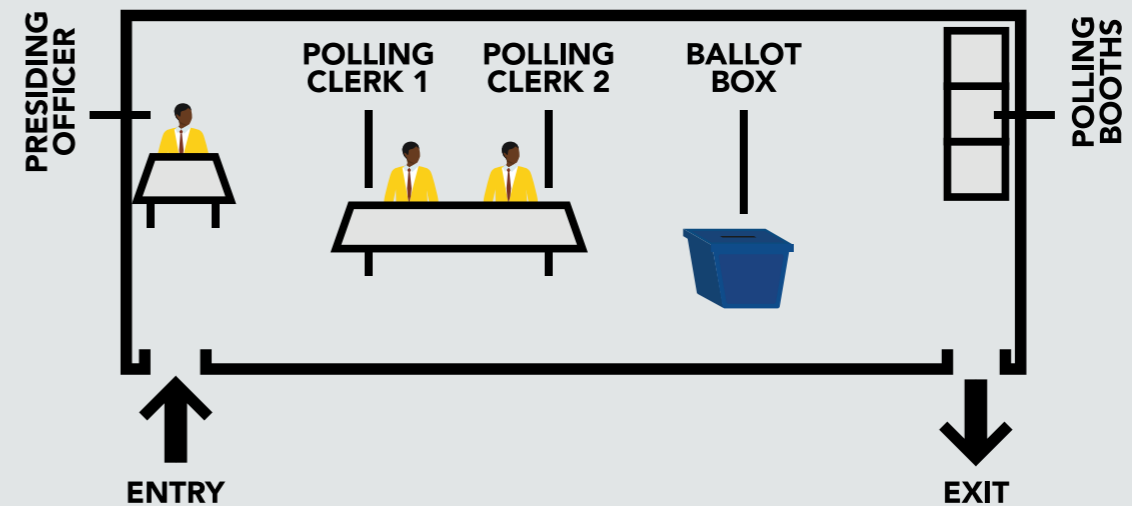
The Vanuatu Electoral Office (VEO) has a policy of making the voting procedure for people with disabilities as easy as possible. Any voter with a physical disability may designate a person of their choice who must be a registered voter to assist them.

Polling Station Layout

Regular Polling Station

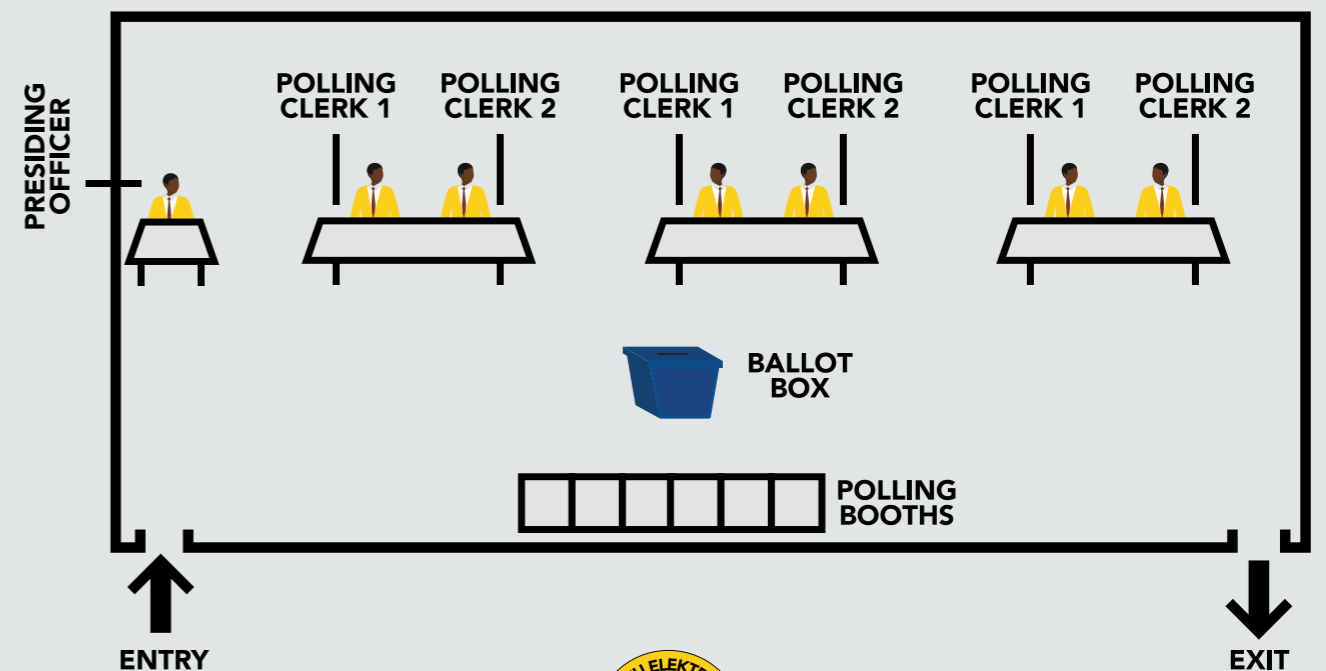
The Polling Station is managed by at least three officials:

- Presiding (returning) officer (PO)
- Two polling clerks (a pair of polling clerks make a checkpoint)



Mega Polling Station

In big (“mega”) Polling Stations (mostly in urban centers), there may be several checkpoints to speed up the process, as well as a queue controller to assist with the flow of voters.



Instruct students to look at the voting steps in their Student Workbook, and then match the step with the correct number.

1. Show your National ID card to the Polling Clerk.
2. The Polling Clerk looks for your name on the Voter Roll.
3. When the Polling Clerk has found your name and has checked your identity, he or she will place a tick next to your name and number.
4. The Polling Clerk gives you a ballot paper.
5. Go to the Voting Booth.
6. Look at the ballot paper carefully and find the person you want to vote for.
7. Place a tick by the name of of the candidate you want to vote for and put it into the envelope and come out of the voting booth.
8. Show the Polling Clerk that you have one ballot.
9. Put your ballot into the ballot box.
10. Give the Polling Clerk your left thumb and get it inked.
11. Take your National ID Card back.
12. Leave the Polling Station.

Your vote is secret

Nobody will know who you vote for and you are not obliged to tell anybody. Your vote is secret. If someone tries to threaten you or frighten you or force you to say who you are voting for, report them to the police.

Remember it is wrong to accept money or treats from a candidate or a candidate representative in exchange for your vote. This is an offense and you could be fined or punished.

There are many laws, rules and regulations surrounding elections. These are important because we all want the election to be free, fair, transparent, trustworthy and peaceful. It is everyone's responsibility to obey the law and avoid doing anything illegal. Doing something wrong is called an offense and can mean you could be liable to a fine or even imprisonment.



Lesson 13: Election offenses & the importance of voting



Lesson outcome:

Increase knowledge of rules surrounding elections, election offenses, the importance of voting and youth taking part in elections.

Key terms/concepts:

Offenses, vote buying, intimidation

Warm-up Idea:

Right or Wrong?



Task: Right or Wrong?

Say:

There are many laws, rules and regulations surrounding elections. These are important because we all want the election to be free, fair, transparent, trustworthy and peaceful. It is everyone's responsibility to obey the law and avoid doing anything illegal. Doing something wrong is called an offense and can mean you could be liable to a fine or even imprisonment.

Instruct students to open their exercise books and write the numbers 1 to 12 in a column.

Then instruct students to open the Student Workbook and look at the statements from 1 to 12. Give them 10 minutes to decide whether the statements are right or wrong. Instruct them to write their answers to the corresponding statement in their exercise books.

At the end of the 10 minutes, read out each statement one by one. Ask students to raise their hand if they answered "right." Ask one or two students to explain their answer. Then give the correct answer and the explanation in the right column of the table below. Instruct students to place a tick next to their answer if they answered correctly or a cross if they got it wrong. At the end, instruct student to count how many ticks or correct answers they got.

	Statement	Right / Wrong	Explanation
1	I voted in my Polling Station and ran to the other side of the island and voted again in my friend's Polling Station. I'm really happy because my vote is worth twice as much!	Wrong	Voting more than once in the same election is a serious offence. The golden rule is one person, one vote.
2	I can vote in any Polling Station in my district.	Wrong	You can only vote in your assigned Polling Station. Your name will only appear on the Voter Roll in your assigned Polling Station. Be sure to check where it is located.
3	Pretending to be someone else and using their National ID Card to vote is an offense.	Right	Impersonating someone and voting in their place is a serious offense.
4	My vote is worth a lot: a candidate gave me 2000 Vatu to vote for him!	Wrong	This is called bribery. Taking money in exchange for voting for a particular candidate is a crime.

5	Treating is part of our culture. I can accept gifts of food, drink and other treats from a candidate and promise to vote for them even if I don't. The vote is secret, they will never know!	Wrong	Accepting treats or gifts from a candidate is also a form of bribery. Both you and the candidate can be punished for treating and accepting treats.
6	Freedom of expression is my right. I can say what I want about a candidate, even if it's not true.	Wrong	Freedom of expression does not include lying or making things up. Spreading false information about a candidate is an offense.
7	Preventing an electoral officer from doing their work will be punished even if she or he is doing something wrong.	Right	Nobody should interfere with polling officials. If you see a polling official doing something wrong, report it to the police but do not interfere.
8	Destroying or stealing ballot papers will get me into serious trouble.	Right	The only ballot paper you can touch is the one you use to vote. Tampering with ballot papers is considered a serious offense.
9	I can take a photo of my ballot paper and send it to my friends or my favourite candidate to show them I have voted.	Wrong	The vote is secret. Taking photos inside the Polling Station is not allowed. It is everyone's responsibility to keep the vote secret.
10	Giving false information to the electoral authorities is lying and unacceptable.	Right	The information you give to the electoral authorities such as your name and address must be correct. Otherwise you could face a fine or even end up in court.
11	The ballot box and other election material can only be handled by election officials.	Right	No-one except election officials is allowed to touch or otherwise interfere with the ballot box or any other material used for the election. The only time you can get close to the ballot box is when you put your ballot paper through the slot at the top and cast your vote. All other electoral materials like the voter roll, the tally sheets should not be touched.
12	My sister looks a lot like me. I can take her ID card and vote in her place. It's all right because we are family.	Wrong	This is impersonation and is an offense. You can only vote for yourself. The only time you can vote for someone else is if that person is sick or cannot move. But they must fill in a form before election day and if it is approved by the VEO, you can bring the form with you and vote on their behalf. This is called proxy voting.

What are the main electoral offenses?

1. Voting more than once.
2. Voting in a place that is not your assigned Polling Station.
3. Pretending to be someone else and voting in their place.
4. Bribery: taking money from a candidate and promising to vote for them.
5. Treating: accepting gifts of food, drink or anything else in exchange for voting for a particular candidate.
6. Making false statements about candidates.
7. Preventing an electoral officer from doing their work.
8. Destroying or stealing ballot papers.
9. Doing something that means voting is not secret anymore.
10. Giving false information to the electoral authorities.
11. Interfering with the ballot box or any other election material.



Say:

Election offenses are very serious. You can be fined or even end up in court or in prison. Cheating or otherwise breaking the rules during an election harms the credibility of the process for everyone. This is bad for our country's democracy. We must all make sure the election is fair and credible.

It is the right of any citizen to report any electoral offence by lodging a case through the normal courts, no later than 21 days from the date the alleged offence took place.

It is the right of any candidate or citizen to lodge an electoral petition challenging the results of elections. The electoral petitions must be presented within 21 days of the publication in the Official Gazette of the results of the election. Petitions are handled directly by the Supreme Court.



My Vote my Voice

Say:

People vote for different reasons: many vote because it is a right and a responsibility and they want to see change and improvements in their community. Others don't vote because they think it is a waste of time. But every vote counts. Increasing the number of people that vote in each election means better representation, and a better quality of life for everyone. When you vote, you are choosing policies and people who you believe have your best interests, and those of the community and nation, at heart.

Instruct students to look at the illustration called "Why Vote?" on page 45 in their Student Workbook. Ask students what this woman is thinking about. Allow students to take turns to express what the images mean to them. Ask them that if there are things missing from the image, what are they?

Why Vote?



Say:

If you're interested in issues like protecting the environment, animal rights, health care, immigration, university, jobs and income tax – you should vote. If the candidates you vote for don't perform as promised, you can try to vote them out at the next election and choose a candidate who you believe will do better.

Task: Class Debate



Tell students they are going to participate in a debate on the topic: "Voting should be compulsory".

Preparation:

Divide the students into two groups – "FOR" and "AGAINST".

1. Ask one student to volunteer to be the chairperson of the debate.
2. Split each of the 2 groups into three smaller groups.
3. Smaller groups discuss and prepare their arguments (two-minute speeches).
4. 3 members from the "For" and "Against" groups will share their arguments.

Provide sufficient time for students to discuss as a group and prepare their speeches. Instruct students to plan their team arguments using: Debate Planning Sheet in their Student Workbook, and "Arguments for and Against Compulsory Voting" (see pages 96 and 97) .

Introduction to Topic:

Compulsory voting is born from a fundamental belief that participation is an essential, non-negotiable aspect of democracy — a civic duty (responsibility) and not just a right.

Most democratic governments consider voting in elections as a citizenship right. Some believe that participation in elections is also a citizen's civic responsibility. Some countries have made voting compulsory by law and go as far as to impose punishments like fines on people who do not vote. The degree to which compulsory voting is enforced varies from country to country.

Around 20 countries have compulsory voting including: Argentina, Australia, Belgium, Brazil, Bolivia, Bulgaria, Costa Rica, Democratic Republic of Congo, Ecuador, Egypt, Greece, Gabon, Guatemala, Honduras, Lebanon, Libya, Luxemburg, Nauru, North Korea, Mexico, Panama, Peru, Singapore, Switzerland, Thailand, Uruguay.

Debate:

The FOR team argues that voting should be compulsory. The AGAINST team will argue against it.

Explain that students do not need to personally agree with the statement to argue for it.

The Chairperson manages the process, inviting speakers to speak in turn, and checking the time. Each speaker has a maximum of 2 minutes.

The Chairperson checks the time carefully. They give a sign when a speaker has 10 seconds left. After 2 minutes, the speaker may finish their sentence then must stop.

After both sides have spoken, give both teams 2 minutes to prepare a rebuttal and summary.

Firstly, AGAINST and then FOR presents their 2-minute rebuttal and summary.

The debate is then finished.



Arguments for both sides

FOR

- Voting is a necessary part of the duties of citizenship, just like jury duty, paying taxes, compulsory education.
- Parliament reflects more accurately the “will of the electorate.”
- Governments must consider all voters in policies and management.
- Candidates can concentrate their campaigning on issues, rather than encouraging people to vote.
- Gives greater legitimacy to the elected government.
- Candidates winning seats win most of the people’s votes.
- In countries with low turnout, candidates can win with a small % of the total vote.
- Low turnout raises questions about the legitimacy of the entire political system: “What right does an elected leader have to rule if most people didn’t vote for them?”
- In a democracy that is by and for the people, everyone must have their say.
- With compulsory voting, Australia has one of the highest civic participation in the world (95% turnout), compared with Tonga (67%) and USA (57%) in the US presidential election.
- Encourages greater participation in groups with low participation rates. In voluntary voting, poorer, and less educated people tend not to vote, moving politics toward the rich and educated. As they don’t vote politicians do not make policies for them, increasing their marginalisation.
- With compulsory voting, candidates must take notice and consider their needs.
- Compulsory voting increases people’s political education because they pay more attention to politics if they know they must vote.
- Compulsory voting does not force a choice. People can always put a spoiled ballot or blank in the box. The voter isn’t forced to vote for anyone because voting is secret.
- Compulsory voting keeps the politics more responsive to the people. Candidates who lack money don’t need to spend money just to persuade voters to come out and vote.

AGAINST

- Citizens have the right to choose to vote or not.
- It is undemocratic to force people to vote and a violation of freedom.
- The democratic legitimacy of governments elected under compulsory voting can be put into question if people have been forced.
- Compulsory voting reduces the legitimacy of elected MPs as they win from the votes of uninterested and ill-informed people who vote just because they have to.
- It increases the number of “donkey votes” (votes for a random candidate by people who must vote by law but don’t think about the candidates they vote for).
- It may increase the number of invalid votes (ballot papers which are spoiled or not marked correctly).
- Voters in countries with compulsory voting seem to be no more politically educated (and are perhaps less so) than voters in voluntary voting countries (i.e. Australia vs. New Zealand).
- Compulsory voting forces people to vote for someone even if they do not like any of the candidates on offer.
- Voluntary voting does not necessarily produce bias to the wealthy or well educated. In many countries, poor and uneducated can be organised in large numbers and back candidates who support their concerns.
- Compulsory voting has made the political system unresponsive. If voting were made voluntary, it would shake up the political system. Parties and candidates would have try harder and to do more to convince people of the merits of their policies to get voters to the polls.
- It costs a lot of money to manage elections with the whole adult population voting (including the costs for managing the fines of non-voters).
- It is much cheaper to have voluntary voting.

After the debate has finished, ask students to raise their hands if they support compulsory voting.

Task: Close with “I will Vote Because:”

Ask students to think quietly for one minute to complete the sentence. Go around the whole class inviting each student to say their sentence.



Our Class Election

Session 1: candidate nominations, appointment of polling staff

Lesson outcome:

Increase knowledge of the purpose and processes of elections.

Key terms/concepts:

Election, voting, ballot, campaign



Preparation / Materials:

Carboard box for "ballot box"

Carboard box broken up to use as voting screen

List of students in the class = "Voter Roll"

Bottle of ink or coloured pen to "ink" fingers of voters

A3 paper and coloured pens or paint (for posters)

Several sheets of A4 paper

Sheets of A4 cut into squares to make the "ballots," with at least as many squares as there are students (plus a few extra)

Sticky tape

3 photocopies of Polling Station lay-out diagram



Say:

We are going to conduct our very own voting exercise to elect our two class representatives, one girl and one boy. Remember that the voting process will not be exactly as a real election, but the principles are the same. In our election, anyone in this class can be a candidate, but in real elections there are rules about who can become a candidate. For example, you must be at least 25 years old to stand as a candidate to become a Member of Parliament, 21 years old if you want to run for the Provincial or Municipal Council and you must be registered as a voter. People cannot be candidates if they are serving a prison sentence, are bankrupt or have any debts to the government or a government agency. Also it is important to know that public servants are not allowed to contest elections and that includes judges and magistrates, members of the police force, and anyone who is chairman, vice-chairman, secretary or treasurer of the National Council of Chiefs, the District Council of Chiefs, Island Council of Chiefs and Area Council of Chiefs. You will be interested to know that members of the teaching service cannot stand as candidates. The only way is to resign from your public service job before the election.

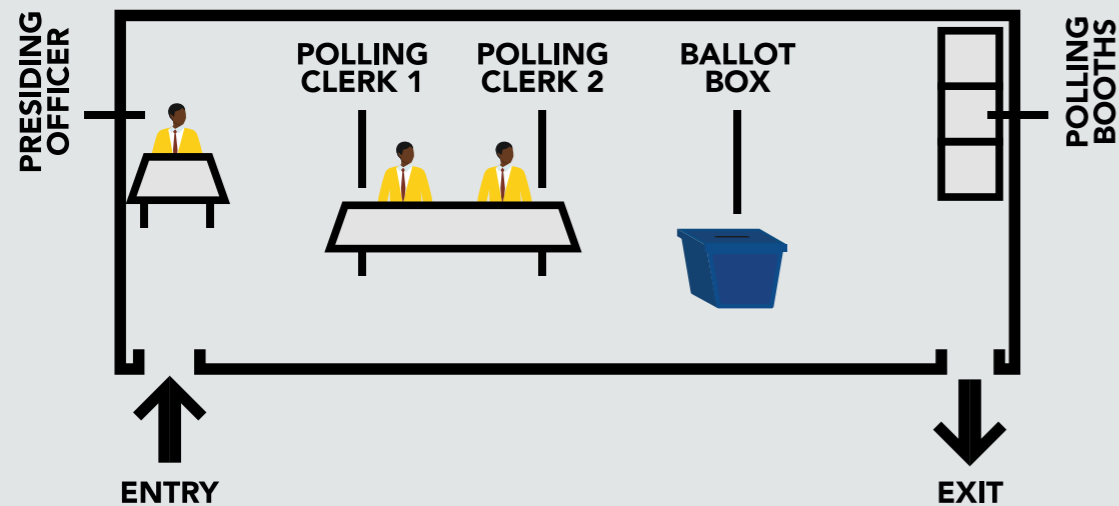


Polling Station Layout

Regular Polling Station

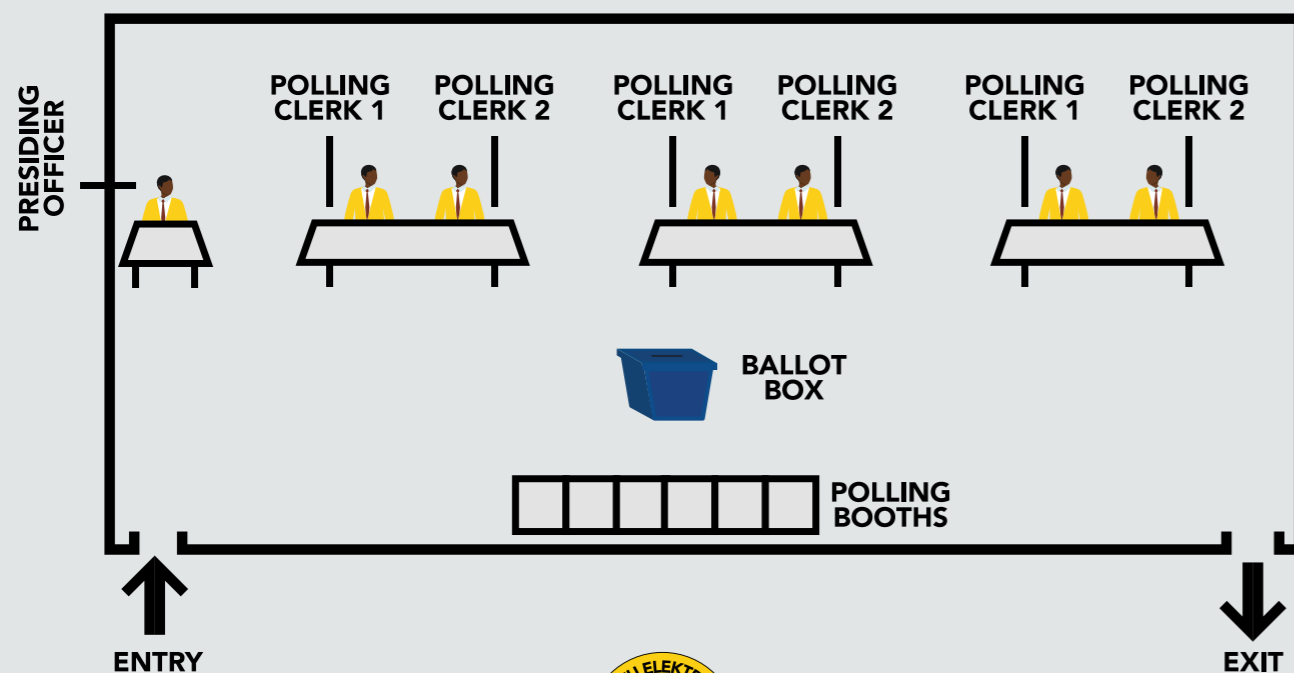
The Polling Station is managed by at least three officials:

- Presiding (returning) officer (PO)
- Two polling clerks (a pair of polling clerks make a checkpoint)



Mega Polling Station

In big ("mega") Polling Stations (mostly in urban centers), there may be several checkpoints to speed up the process, as well as a queue controller to assist with the flow of voters.



Step 1: Candidate Nominations

Say:

As in any election, we will have several candidates for each seat. This is to make sure there is a real competition between the candidates. There is one seat for a girl and one seat for a boy. So we need several girls and several boys to come forward and stand as candidates. In a real election, there could be any number of candidates but for our election, we would like to have three of each. Hands up who wants to be a candidate!

Ensure you have at least three of each. If students are reluctant, try to encourage them, or else nominate someone to make up the numbers. Once the three candidates have been identified, have them sit each in a corner of the room.

Step 2: Appointment of campaign managers and campaign helpers

Say:

Now each candidate needs a team to help them. In a real election candidates have a team of helpers who organise the candidate's campaign. This means they help the candidate get organised, write the ideas of what they will do if they get elected (the Manifesto), design posters and leaflets, organise rallies, write speeches and set up media interviews.

The campaign manager is the head of the team and oversees the roles and responsibilities of the team members and helps the candidate get organised. Hands up who wants to be a campaign manager for Candidate 1, (say the name of the Candidate) for Candidate 2 (say the name of the Candidate) and for Candidate 3 (say the name of the candidate).

Make sure you have one campaign manager for each candidate. Ask the campaign managers to go and sit with their candidates.

Step 3: Appointment of campaign helpers

Say:

For each of the candidates, we need two campaign team members. Hands up who wants to be on the campaign team for candidate 1 (say the name of the candidate), for candidate 2 (say the name of the candidate) and for candidate 3 (say the name of the candidate).

Make sure you have three team members in all for each candidate. Instruct them to go and sit with the Candidate, his/her manager and helper.

Say:

Now the candidates and their team will work quietly together in their corners to prepare the candidate's campaign. This is what they need to do:

- Prepare the candidate's campaign speech: write down the ideas of the candidate of what he or she will do if they get elected; list the qualities of the candidate and the reasons why people should vote for them. The speech will last 3 minutes so make sure it is neither too long nor too short.
- Design a campaign poster with a slogan.

Give the candidates and campaign teams the rest of the session to accomplish these tasks.

Step 4: Appointment of Polling staff

Gather the rest of the students at one end of the room.

Say:

Now we are going to appoint the polling staff to work in our Polling Station. We need three members of staff:

1. Presiding Officer (oversees the process and the setting up of the Polling station)
2. Polling Clerk 1 (identification of Voters)
3. Polling Clerk 2 (ballot issuer and inking of voters)

Who wants to work in the Polling station?

Make sure you have 3 volunteers with at least one girl or more. Explain the role of each staff member.

Step 5: Groups

Move the "polling staff" and the rest of the class into groups of 3 or 4 and have them work on a series of posters to illustrate "I Vote Because" for the rest of the session.

Hand out the photocopies of the Polling Station lay-out diagram to the "polling staff" to take home and study.



Our Class Election

Session 2: Voting and Counting



Preparation / Materials:

Prepare a tally sheet with the names of the candidates in a list, one below the other, in alphabetical order for use during counting.

Remind students that today is voting day and that this election is for the two class representatives (one girl, one boy).



Step 1: Candidates prepare

Instruct that the candidates and their campaign helpers have 30 minutes to finalise their Manifesto and campaign speeches. Invite the candidates to go outside and rehearse their speeches with their helpers out of earshot of the others.

Step 2: Setting up the Polling station

Instruct students to stick their posters of “I am Voting Because” around the room. Remind the 3 “Staff” of their roles:

1. Presiding Officer

Oversees the process and the setting up of the Polling station, oversees the counting.

2. Polling Clerk 1

Identification of Voters: finds the name of the voter on the list of student names, places a tick next to their name.

3. Polling Clerk 2

Ballot issuer and inking of voters: gives one ballot paper to each voter and marks their left thumb after voters have cast their ballots.

Instruct the 3 “staff” to take the lead to move the furniture around and set up the Polling Station with help of the rest of the students (use the diagram). Provide seating for the candidates and some campaign helpers to sit as observers in the Polling Station.

- Task a couple of students to make the ballot box out of the cardboard box (closed on all sides with a slit at the top with the top lid unsealed). Explain that in a real election the ballot box will be transparent and sealed with numbered security seals.
- Task a couple of other students to make a voting screen from another cardboard box.
- Ensure the tables and chairs for the polling “staff” are in the correct place and that the voting screen is placed in such a way that the voter’s back will be against a wall (to protect the secrecy of the vote). Ensure there is a pen behind the voting screen for marking the ballot.
- Make sure the “Voter Roll” (list of students in the class) is placed on the desk of Polling Clerk 1.
- Make sure “ballots” and ink/pen are on the desk of Polling Clerk 2.

Say:

We are soon going to vote. This election is not exactly like a real election. In a real election, the ballot will be pre-printed with the names of the candidates. On this occasion, you will be given a blank ballot and you will write the name of your chosen candidate on the ballot when you are behind the voting screen. The vote is secret so make sure you use block capitals so no-one can recognise your handwriting. When you have written the name of the candidate you want to vote for, fold the ballot into four before you come out from behind the voting screen. Then place the folded ballot in the ballot box. If you make a mistake when marking the ballot, you can request a new one from the Polling Clerk but you must hand in the spoilt ballot first. Once you have voted, the Polling Clerk will ink or mark your left thumb. The reason for this is to make sure people do not cheat and try to vote more than once. If your finger is marked, that means you have voted and you will not be able to vote again.

Now we will hear what the candidates have to say. But in a real election, campaigning stops 48 hours before polling. This gives everyone time to think. There is no campaigning on polling day and candidates are not allowed to put up posters near the Polling Station or hand out leaflets. Our election is a little different because we are going to hear from the candidates right before the vote.

Step 4: Campaign speeches

Ask the campaign helpers to stick their candidate’s poster up where everyone can see it. Invite each candidate in turn to the front of the class. Ask the Presiding Officer to be time keeper and ensure none of the speeches exceed 3 minutes. Give the candidate a sign when there are 15 seconds left.

Each candidate makes their speech.

Step 5: Voting

Say:

Now let’s get ready for voting. Think hard about what the candidates have said and what matters most to you before you make up your mind who to vote for.

Instruct the Presiding Officer, and Polling Clerk 1 and 2 to take their places. Ask everyone to stand in an orderly queue.

Then instruct the Presiding Officer to face everyone, turn the ballot box upside down and show everyone that it is empty. Then instruct him/her to seal the top lid, leaving only the slit where people will introduce their ballot into the box.

Say:

Polling staff are allowed to vote. They always vote first.

Take the three “staff” through the process. The Presiding Officer votes first.

Identification (PO student says their name or shows an ID card if they have one). Clerk 1 crosses the name off.

He/she moves to Clerk 2 who issues ballot. After the person has voted, Polling Clerk 2 inks/ marks the voter’s finger.

Presiding Officer goes behind the screen, marks his/her ballot and comes out to cast their vote. Then Presiding Officer takes the place of Clerk 1 to allow him/her to vote. After Clerk 1 has voted, Presiding Officer takes the place of Clerk 2 to allow him/her to vote. After that Presiding Officer stands by the ballot box or moves around to check that Clerks 1 and 2 are following the procedures.

Invite the candidates and their helpers to vote next.

Say:

Candidates and their representatives are allowed to remain in the Polling Station to observe the voting. They must sit in a designated area. Today the candidate representatives are the campaign helpers. In a real election, the candidate representatives must be accredited by the Vanuatu Electoral Office and wear their accreditation badge at all times.

Invite the candidates and some of their helpers to sit in the observer seats. Proceed with voting. When a student has voted, have them move to the back of the room.

Step 6: Counting

Say:

Now that everyone has voted, we are going to count the votes and see who are the winners. In an election, counting takes place in the Polling Station right after the vote is over. In our election, we are all going to watch and see how the counting takes place. In a real election, voters are not allowed to stay in the Polling Station after they have voted. But observers, candidate representatives and members of the media can witness the counting.

Instruct Polling Clerks 1 and 2 to clear their tables and move them together to make one big table (use more tables and desks if they are small).

Instruct Polling Clerk 1 to write the names of the candidate on the Board in alphabetical order, copying out the tally sheet you have prepared. Make sure Polling Clerk 2 has the tally sheet in front of them.

Then, ask Presiding Officer to open the ballot box in front of everyone and tip all the ballots onto the table. Make a pile.

Polling Clerk 1 remains at the board. Polling Clerk 2 who remains seated with the tally sheet.

Instruct the Presiding Officer to pick up a ballot paper, unfold it and read out the name on the ballot paper out loud, showing it to the class.

Instruct Polling Clerks 1 and 2 to make a mark by the name of the candidate on the board and on the tally sheet.

Say:

Every time a candidate gets a vote, we are going to put the ballot into a pile. There is a pile for each candidate.

Allow the process to continue until all the ballots have been unfolded. Any spoiled or unreadable ballots should be placed to one side.

At the end of the process, say:

All the votes have been counted. Our Presiding Officer will now check that the number of votes for each candidate is the same on the board as on the tally sheet. We now ask our Presiding Officer to count the ballots in each pile to make sure we have not made any mistakes.



Ensure the ballots are placed on the correct pile. Allow the process to continue.

Ask Polling Clerk 1 to count the marks on the board, and Polling Clerk 2 to count the marks on the tally sheet. Each calls out the results in turn.

The candidates with the most votes wins.

Say:

Our female winner is xxx and our male winner is xxx. We would like to congratulate the winners of course, but also those who did not win. We are happy that they took part because participating is an important aspect of how democracy works. Not everyone can win in an election, and we must accept the results peacefully.

Invite the winning candidates to come to the front and say a few words.

NB: If two candidates end up with the same number of votes, you must organise a second round with only those two candidates contesting. For this, make sure there are enough blank ballot papers.

Say:

Candidate X and Candidate Y received the same number of votes. We are going to vote again but only for these two candidates. Choose only one of the two.

Take the class through the whole process again. First re-arrange the room back into the voting set-up and conduct a second poll.

Then follow the same process for the counting. Write the names of the two candidates on the board, and create a second tally sheet.

Announce the winners.



