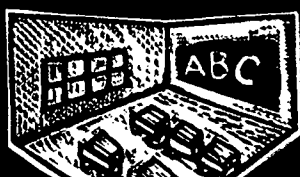


VOTER EDUCATION: Manual for Community Educators

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Voter Education: Manual for Community Educators

A 'Project Vote' Publication:

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A directory of organisations involved in voter education in South Africa

FOREWORD

What is Project Vote?

South Africa's transition from white minority domination to nonracial democracy is moving toward open and competitive national elections. Key to the success of these elections will be the ability of South Africans, so long denied the franchise, to confidently participate in the electoral process. Voter education is fundamental for an enlightened electorate and is at the heart of PROJECT VOTE.

The Centre for Development Studies (CDS) and the U.S. National Democratic Institute for International Affairs (NDI) initiated PROJECT VOTE in November 1991 to familiarise disenfranchised citizens of South Africa with democratic election procedures.

PROJECT VOTE encompasses a wide array of components from creating multi-lingual literature for public distribution to holding small workshops for civic and political organisers who, in turn, impart the lessons they learn to others.

What has Project Vote achieved?

In its first year, PROJECT VOTE —

- conducted a nationwide series of voter education workshops for civic and political leaders on issues ranging from election laws and procedures to the conduct of political organisations in election campaigns;
- produced print and audio-visual educational materials including a 30 minute video depicting each stage of an election process; and
- sponsored the participation of South African community leaders as observers of elections in emerging democracies elsewhere in the world.

PROJECT VOTE is expanding its program by disseminating education materials throughout South Africa and conducting technical workshops with those who will be able to reach an even wider audience.

This manual is one of two manuals for promoting voter education. The other manual titled "*Voter Education: Manual for Trainers*" is designed as a guide to trainers of community educators. In the Trainers Manual, some of the concepts outlined in this manual are expanded on, and more detailed explanations are offered to enable trainers to respond to specific questions in more detail.

These manuals are being made available to voter education trainers and/or community educators for use in the run-up to national elections in South Africa. They are based on the findings of a qualitative study of the attitudes of disenfranchised South Africans towards elections. While the manuals will be used initially by "Project Vote" in their voter education programme, the entire portable election kit, of which the manuals form part, will be made available to other organisations and structures involved in voter/elections education.

INTRODUCTION

These first elections are likely to be for a constitution-making body (this is known as a **constituent assembly**). This body will have the power to draw up a new **constitution** which will be the highest law of the land.

South Africa is likely to have national democratic elections in late 1993 or by early 1994. For the first time in our history all South African citizens will be able to vote, in this way we can shape the future for ourselves, for our children, and for future generations. However, for these elections to end apartheid forever, all South Africans should vote. We need to educate people about how to vote and we need to show them that voting can make a difference – to people's lives and to our country.

Who is this manual for?

This manual is part of an election kit for community educators who will run voter education workshops in their own communities.

These workshops aim to empower those South Africans who have been denied the vote, in two ways:

1. The workshops will give people **information** about the elections – what voting is, who can vote, what happens on election day, and how to vote.
2. The workshops aim to **motivate** as many people as possible to vote in the future elections. By voting we can bring into power a new government which aims to achieve better schooling for our children, more and better jobs and better living conditions.

How is this manual organised?

The manual gives you a clear structure for your own workshops, including what you need to prepare, what to do in each session, and how to do it. There are two workshop sessions, each lasting two hours.

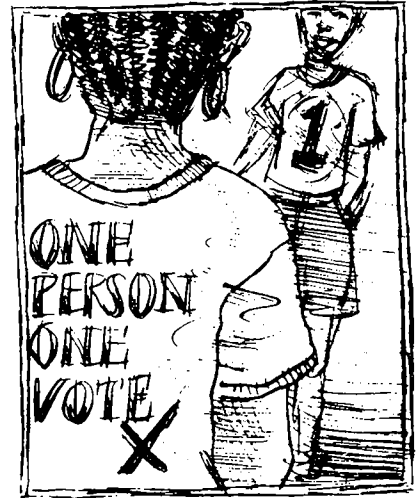
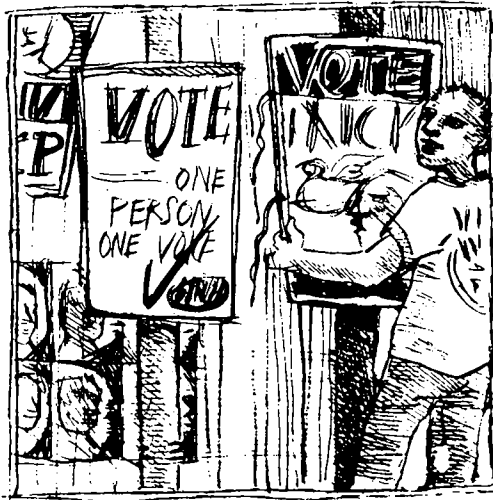
Remember there are many people who cannot read or write. That is why we have included a special section on how to teach illiterate people to fill in the ballot.

In Workshop 1 you will:

1. Discuss what elections are; and
2. Teach people how to fill in a ballot.

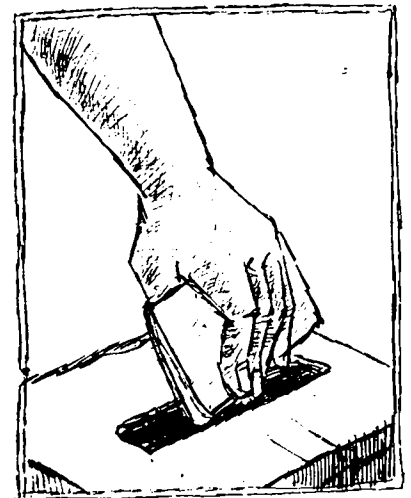
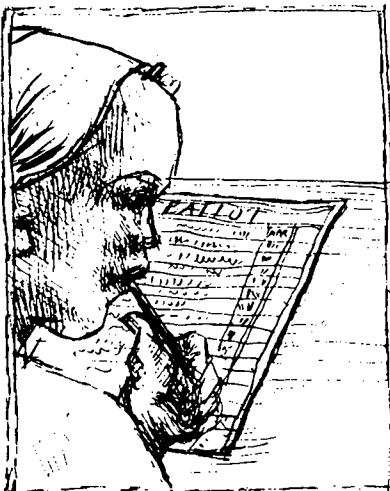
In Workshop 2 you will:

1. Discuss why it is important to vote; and
2. Do a role-play about election day.



Voters' rights

- Voters have the right to vote in secret.
- Voters have the right to vote for the party of their choice, without fear of intimidation or violence.
- Voters have the right to free and fair elections.
- Voters have the right to vote once.
- Voters must have access to all the parties' views and positions, so that they can make informed choices. The mass media – radio, newspapers, television, and magazines – should allow each party equal space and time to present its position. (See page 34 for more information on the role of the media in elections.)



A. PREPARING FOR YOUR WORKSHOPS

- Step 1:** Read through the whole manual before your workshops so that you know what your tasks are and how to prepare.
- Step 2:** Invite people to your workshops. Remember to tell them to come for two one day workshops over successive week-ends. Find out if there are any community or church events in the area. Try to organise your workshops on the same days as these events, and invite the people who are at these events. Then more people will come to your workshops.
- Step 3:** Find out as much as possible about the people who are coming to your workshops. Can they read? What languages do they speak? It is probably better to have separate workshops for illiterate people. There are some suggestions on pages 16-21.
- Step 4:** Prepare everything you need before the workshops. For example, photocopy and cut up all the flashcards you need. If photocopying is a problem, then contact one of the organisations in the directory at the back of this manual.
- Step 5:** Use the checklist on page 4 when you organise your workshops.

Try not to hold workshops with more than 12-15 people at one time. It is difficult to manage a bigger group than this.

Checklist for organising your workshop:

• Venue:

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

• Food:

- Will you provide tea, coffee, biscuits?

• Participants:

- How will you invite them to the workshops?
- How many are there?
- Are any of the participants illiterate?

• What you need:

An election kit which contains:

- this manual and the posters in the back pocket of the manual;
- model ballot box;
- model voting booth;
- model ballots;
- posters for walls;
- newspaper "Voting Times";
- stickers for ballot box and polling booth;
- name tags for the role-play;
- pencils;

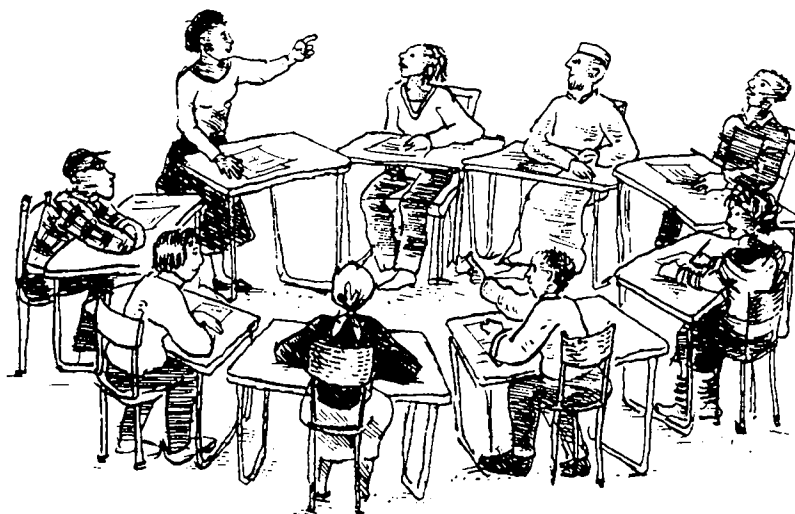
You will also need:

- scissors;
- prestik, kokis and large sheets of paper;
- sharpeners and rubbers;
- an envelope for each participant;
- extra pencils.

B. WORKSHOP 1

Preparation

Arrange the chairs in the room so that you are sitting in a circle and everyone can see each other.



1. Starting the workshop

Time: 10-15 minutes.

Start off in a relaxed way and build an atmosphere of trust and tolerance for everyone's point of view.

Always tell people what you will cover in the workshops, so that they understand what is happening.

Be sensitive and tolerant of people whose political beliefs differ from your own.

Introduce yourself

Explain that soon everyone in South Africa will be able to vote for a new government. You have had special training to run workshops that teach people about choosing or voting for a new government. Stress that you are not going to tell people who to choose or who to vote for, but rather how to vote and why it is important to vote.

Allow people to ask you questions about yourself and about the workshops.

Participants introduce themselves

Ask each person to introduce herself to the group and to say what she hopes to learn in these workshops.

Tell people what this workshop is about

- First say that together the workshops take two days because there is so much to cover.
- In this workshop you will cover:
 - What elections mean and what voting is.
 - How to vote.

2. Discussing elections

Aims:

This discussion helps you find out what people already know about voting. You also begin to give information about elections.

Time: 15-20 minutes.

What you need:

- poster "Elections in other countries" – in the pocket at the back of this manual;
- prestik.

What to do:

• Draw on the knowledge of people in the group.

• Start with what people know.

• Use concrete examples.

- Make sure that everyone can see the poster clearly – stick it on the wall or place it in the middle of the group.
- Explain that we are going to talk about elections and voting.
- Ask if anyone knows what an election is. Give people a chance to explain if they can. Encourage people to talk about any kind of voting they have done, for example, in their church meetings, or in any community or village meetings. Some people may have voted in homeland/township elections.
- Point to the different photographs on the poster. Ask:
 - What do you think these people are doing?
 - Who do you think these people are?

ELECTIONS IN OTHER COUNTRIES



Explain that these photographs show people voting for the first time in Namibian and Angolan elections, as well as people voting during elections in Rumania (a country in Eastern Europe).

Go through each photograph asking these kinds of questions:

- What do you think this person is doing?
- What is that man doing?
- Who is this person? Why is he or she here?

It doesn't matter if people do not give the right answers. You simply want to get them talking about elections and voting.

Use these notes when you explain what an election is.

About elections

This is what some people have said about elections:

"Elections are when people vote for the best party that they hope will truly represent their own needs."

"As a black person in this country for my life to change, the structures of the government must change. But I need to take part in choosing a party to govern our country."

Democracy means that people choose their government. Soon all South Africans 18 years and over will choose the new government for this country. People choose the new government by voting in elections.

We know that not all elections are fair. For example, the elections in South Africa in the past were only for white people and for a white government. We must make sure that our future elections are free and fair. This means all people should be free to vote for the government of their choice without being intimidated by anyone, bribed, or threatened with violence. People should not be forced to vote for a government they do not believe in.

The way that the elections are carried out must be fair. Everyone must be able to vote – men and women, townspeople and rural people, people who cannot read or write.

Sum up:

- Turn the poster over. Look at the drawing called "Polling Station".



• **Remember:**
Don't bore people with long lectures. Keep your talk brief.
Adults learn best by doing.
Use familiar language and words.

• Encourage people to ask questions, to participate and to discuss. But try to keep to the topic you are discussing.

• Make notes of questions that you want to pick up on later. Refer to these notes at appropriate points.

• Don't let any one person dominate discussions.

• Make sure that everyone understands what is being discussed.

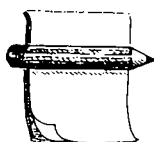
- Make sure that everyone can see the poster clearly.
- Explain that this is a drawing of a polling station which is where people go to vote on election day. There will be many polling stations. They may be set up in church halls, community centres, schools, public buildings, or they could be mobile polling stations. People usually vote in the polling station closest to where they live.

Polling stations are usually open from early in the morning until the evening. Voting could happen on only one day, or over several days.

- Point to the different parts of the drawing: the people in the queue, the man showing his identity document, the woman having her hand marked, the man receiving a ballot, the woman voting, the man putting his vote into the ballot box, the officials and monitors.

Encourage people to ask questions about the poster. Say that you will explain all the different parts of the picture in more detail in these workshops, so that when our elections come people will know what to expect.

3. Word association game



Aims:

In this game people can say what they know about elections and voting. It also gives you a chance to find out what people know and to explain more.

Time: 15-20 minutes.

What you need:

- A piece of paper and a pencil to write down what people say. (Explain that this is what you are doing.)

What to do:

- Explain that you are going to play a word game of words. Everyone must stand up. You will give a word. People must think of the first word that comes into their minds. But they must not say it out loud. For example, you could say "family". Then maybe someone will think of "children" or "makes me happy".
- When people have thought of a word, they must sit down.
- Tell people not to worry if they do not know the word you give.
- Once everyone is sitting down ask people to call out the words they thought of, one at a time.
- Write down their words on a piece of paper.
- Repeat these steps for each word.

• Always tell people what you are doing and why.

• Present the activity clearly.



• Listen carefully to what people say.

Use these words:

democracy
apartheid
voting
elections
proportional representation
democratic government
one person, one vote.

Sum up:

When you are finished, sum up what people said about each word. (Use the notes you made during the game.)

- Use these notes when you talk about democratic government and proportional representation.

- The word **democracy** comes from two ancient Greek words — *demos* means people; and *-kratos* means to rule.

Democracy is government of the people, for the people and by the people.

- Remember: don't bore people with long lectures.

About democratic government

In a large country like ours, not everyone can be part of the government. So we choose a small number of people to act for us or to represent us in government. Elections take place every four or five years, to make sure that those in the government **remain** responsible and accountable to the people who put them in power.

A democratic government represents all of the people — there is **majority rule**. It is not possible or practical for all the representatives and all the parties to be in power. That's why compromise is an important part of democratic rule — everyone must accept what the majority wants. However, a democratic government must also try to accommodate the minority.

About proportional representation

Elections can happen in many different ways. Each way determines how many seats each party will win in the government.

Over the past two and a half years there have been negotiations in South Africa. The political parties and organisations that have participated in these negotiations all agree that proportional representation is the best way for elections to happen in South Africa.

In proportional representation you vote for a political party. (Any organisation that stands for election will become a political party before the election.) The number of votes that a political party wins in the election determines how many seats it gets in the government.

So this system makes sure that most groups have a say in the government, but how much say they have depends on how many people voted for them. The party that gets the most votes will get the most seats and become the "governing" group. For example, if a party wins half the votes, then it is entitled to only half the seats in government. The other parties are the opposition. Democratic government and proportional representation make room for the voices of the majority and the minority.

A candidate is a person from a political party who stands for elections.

Before the elections, each political party draws up a list of the people in the party who they want in the government. These people are called candidates. The list includes national and regional candidates. The political party shows this list to voters.

When the voting is over, the candidates are given seats in parliament in the order they appear on the party's list. For example, if there are 400 seats in parliament for the national and regional candidates, each party must draw up a list of 400 candidates in rank order, from 1 to 400. If the party wins 60% of the votes, then the first 240 candidates on the list will be given seats in parliament.

There are many different kinds of proportional representation. South Africa has not yet agreed what kind of proportional representation it wants.









Have a 10 minute break.

Tell people to stretch their legs.

4. How to fill in a ballot

BALLOT PAPER

(Make a cross next to the party or organisation of your choice)

AFRICAN DEMOCRATIC MOVEMENT	ADM	
AFRICAN NATIONAL CONGRESS	ANC	
AFRIKANER-VOLKSUNIE	AVU	
AZANIAN PEOPLE'S ORGANISATION	AZAPO	
BOPHUTHATSWANA NATIONAL PARTY	BNP	
CONSERVATIVE PARTY	CP	
DEMOCRATIC PARTY	DP	
DIKWANKWETLA PARTY	QWAQWA	
INKATHA FREEDOM PARTY	IFP	
INTANDO YESIZWE PARTY	IYP	
INYANZA NATIONAL MOVEMENT	INM	
LABOUR PARTY OF SOUTH AFRICA	LP	
NATIONAL PARTY	NP	
NATIONAL PEOPLE'S PARTY	NPP	
PAN AFRICANIST CONGRESS	PAC	
SOLIDARITY PARTY	SP	
UNITED PEOPLE'S FRONT	UPF	

*This is a sample and not an official ballot paper. Some of the above political parties/organisations may choose not to enter the elections.

Aims:

To teach people what a ballot is and how to fill it in correctly. There are special ways of teaching this to illiterate voters (see pages 16-21).

Time: 1 hour.

What you need:

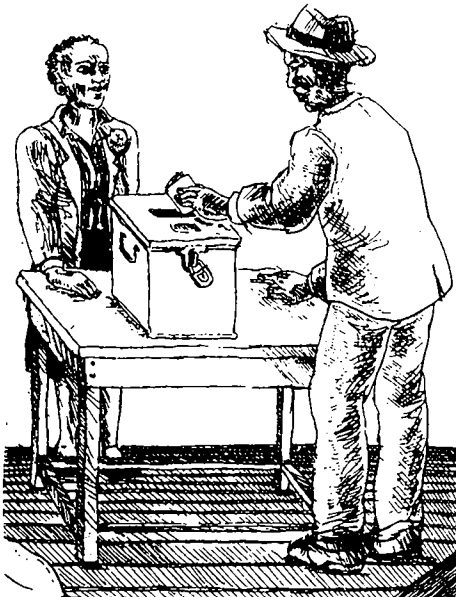
- poster "Ballot", in the pocket at the back of this manual;
- prestik;
- model ballots for each person;
- pencils and a sharpener;
- voting booth;
- ballot box.

Explain that you are going to practise voting.

Step 1:

Set up the room

- Place the poster "Ballot" where everyone can see it. Say that this is a big copy of the form something like the one each person will get on election day. This is where voters must mark their vote. It is called a **ballot**. (Show the photo of the Namibian woman marking the ballot.)
- Place the **voting booth** in the corner of the room. Explain that this is a private area where voters go to mark their ballot. It is called a voting booth. In an election no-one may enter the voting booth with you. Your vote is secret, because you do not need anybody . . . not your mother, your husband, your minister, your boss . . . to know which party you voted for. Only you need know, and only you will know.



- Place the **ballot box** on a table. Explain that after voting, people place their ballots in this ballot box.

Use these notes to discuss the ballot box.

In your play, the ballot box is not sealed, so that you can reuse the box many times. However, during elections, the ballot box will be sealed.

The roles of the various election officials are explained on page 31.

About the ballot box









The ballot box is the box into which voters put their ballots, after they have voted. Before voting begins the ballot box is locked. When voting ends the ballot box is sealed. This security measure makes sure that once voters have put their ballots into the box, they cannot be taken out until the seal is broken. Officials from political parties must see that the ballot box is not opened until everyone has voted.

Sometimes ballot boxes must be transported to other places before the votes can be counted. These boxes must also be sealed. Officials from political parties must be present when ballot boxes are transported.

Only an election officer called a "returning officer" (because he/she "returns" the votes for the Election Committee) can break the seals to count the votes. This is done in front of officials from political parties and election observers or monitors. On election day the ballot box is guarded to make sure that no-one tampers with it.

BALLOT PAPER

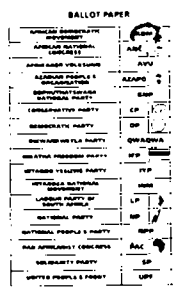
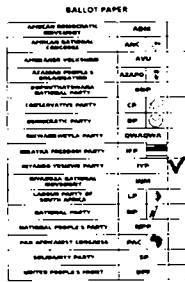
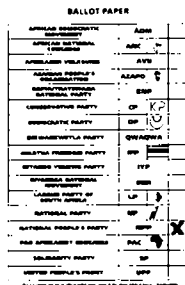
(Make a cross next to the party or organisation of your choice.)

AFRICAN DEMOCRATIC MOVEMENT	ADM	
AFRICAN NATIONAL CONGRESS	ANC	
AFRIKANER-VOLKSUNIE	AVU	
AZANIAN PEOPLE'S ORGANISATION	AZAPO	
BOPHUTHATSWANA NATIONAL PARTY	BNP	
CONSERVATIVE PARTY	CP	
DEMOCRATIC PARTY	DP	
DIKWANKWETLA PARTY	QWAQWA	
INKATHA FREEDOM PARTY	IFP	
INTANDO YESIZWE PARTY	IYP	
INYANZA NATIONAL MOVEMENT	INM	
LABOUR PARTY OF SOUTH AFRICA	LP	
NATIONAL PARTY	NP	
NATIONAL PEOPLE'S PARTY	NPP	
PAN AFRICANIST CONGRESS	PAC	
SOLIDARITY PARTY	SP	
UNITED PEOPLE'S FRONT	UPF	

*This is a sample and not an official ballot paper. Some of the above political parties/organisations may choose not to enter the elections.

Step 2: Explain the activity

- Hand out the small model ballots. Explain that each person can only vote once, in other words, there is **one person, one vote**. Real ballots are printed on special paper and have secret markings to make sure that no-one can make copies of the ballot and vote more than once.
- Use the poster to talk about each column of the ballot – the names of the parties, the letters of the parties, the symbols of each party, and the columns in which voters make their mark.



Step 3:

How do you mark a ballot?

We are not yet sure what system will be used in South Africa for marking the ballot. Usually a pencil is used, and people either make a cross (X), or a tick (✓) or circle (AFG party) the party of their choice. Sometimes a rubber stamp is used, or people make a thumb-print in the correct place (like the Namibian woman is doing in the photograph).

- Explain that we will practise marking the ballot by using the cross, tick and circle.
- Use the poster to show examples of how to mark the ballot. Show many examples using different parties, so that you do not influence how people will vote.
- Tell people that they must not write their names on the ballot, or the name of the party they are voting for. The ballot is secret – no-one knows who you have voted for.

Use these notes to discuss the secrecy of the ballot.

Why the ballot is secret

Many people say, "Democracy is about honesty and openness, so why should we have a secret ballot?" or "The very word secret shows that something is happening which we cannot control." A secret ballot means that no-one, except you, knows or sees who you have voted for. The right to a secret ballot is there to make sure that you are free to vote for the party of your choice, without fear of intimidation or force.

Your right to secrecy is guaranteed and protected by electoral laws and procedures. You must not write your name on the ballot. So no-one can ever find out who you have voted for, unless you tell them. No-one may enter the voting booth with you. You vote alone, with no witnesses. You fold your own ballot before placing it in the box – no-one sees where you have placed your mark. A secret ballot helps make sure that there are free and fair elections.

Step 4:

Practise marking the ballot

- Tell each person to go into the voting booth, one at a time and to mark her ballot, either using a cross (X) or a tick (✓).
- Then each person must fold her ballot before she leaves the voting booth so nobody sees who she is voting for, and puts it into the ballot box.

Step 5:

Count the votes

- Open the ballot box and count the votes. This gives you an opportunity to see if anyone has spoiled her ballot.

Use these notes to talk about what a spoiled ballot is.

About spoiled ballots

Sometimes a person does not agree with the policies of any party and does not wish to vote for any of them. A person may deliberately spoil her vote by putting any mark on the ballot which should not be there. The number of spoiled votes is also published after the elections.

Often ballots are spoiled because people do not know how to fill them in properly. If this happens in your group, show people how to fill in the ballot one more time, and let them practise this again.

Stress that if you mark your ballot incorrectly, then it will not count as a vote for the party of your choice.

Sum up:

- Repeat these rules:
 - Do not write anything on the ballot, except your mark next to the party you are voting for.
 - You can only vote once – this is what one person, one vote means.
 - The ballot is secret – no-one knows who you have voted for.
 - If you spoil your ballot, then it will not count as a vote.

5. Working with illiterate voters

Aims:

To show illiterate voters how to fill in a ballot. To give illiterate voters practice in filling in ballots.

Time: 1 hour.

What you need:

- poster "Ballot";
- photocopies of flashcards of names of parties for each participant;
- photocopies of 3 model ballots for each participant;
- envelopes – place the small cut-up flashcards in them;
- rough paper, pencils, prestik;
- voting booth;
- ballot box.

What to do:

- Explain that you are going to teach people how to vote. Stress that you will not tell people who to vote for.
- Set up the room in the same way as you would for people who can read and write. In other words, use the voting booth and the ballot box and explain exactly what these are. (See pages 12 and 13.)

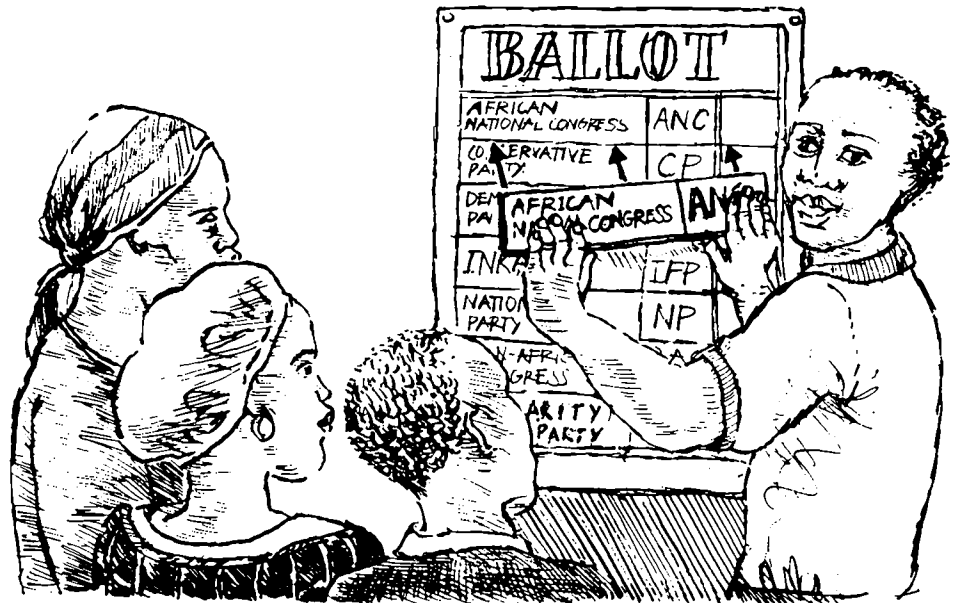
Follow these steps exactly:

Step 1:

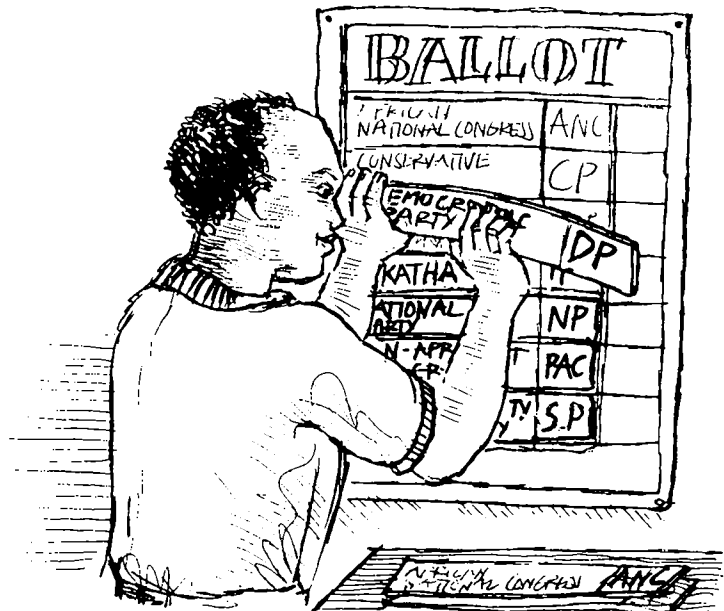
- Place the poster "Ballot" where everyone can see it clearly. Explain that this is a large copy of the form something like the one that everyone will get on election day. Each person marks her vote on this paper. It is called a **ballot**.
- First go through each name on the ballot with the group. Read it to them, pointing to the name on the poster.
- Then read each name together as a group.
- Show the large flashcards. Explain and show how each one matches a name on the ballot.

Use the notes on page 14 to explain exactly what a ballot is.

- Place a flashcard under the name it matches. Say the name out loud and get the group to repeat the name after you.



- Stick the flashcard on top of the correct name with prestik. Repeat the process with each one.
- Remove the flashcards one by one, again saying the names.

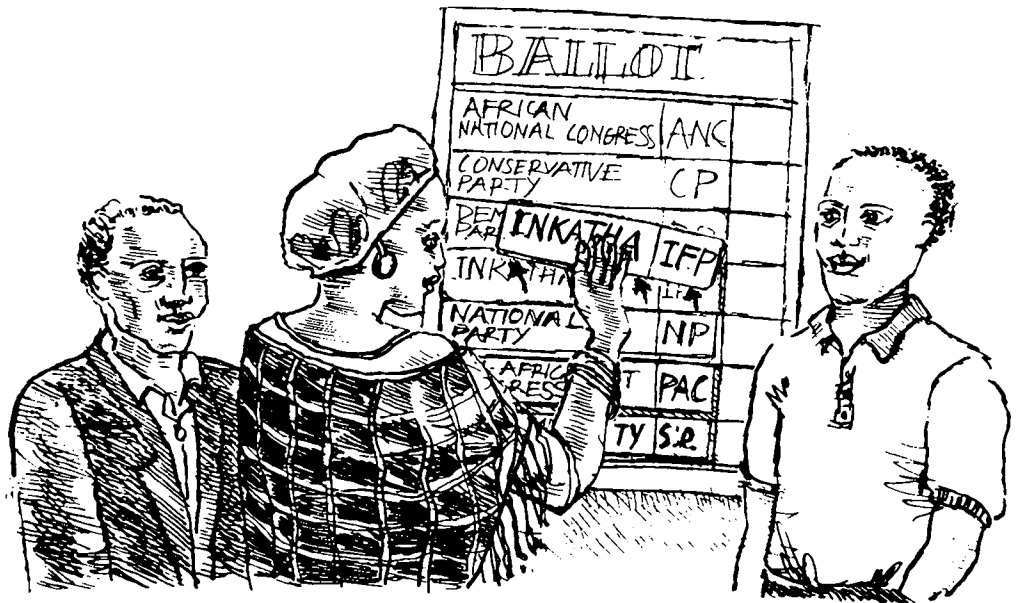


Step 2:

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

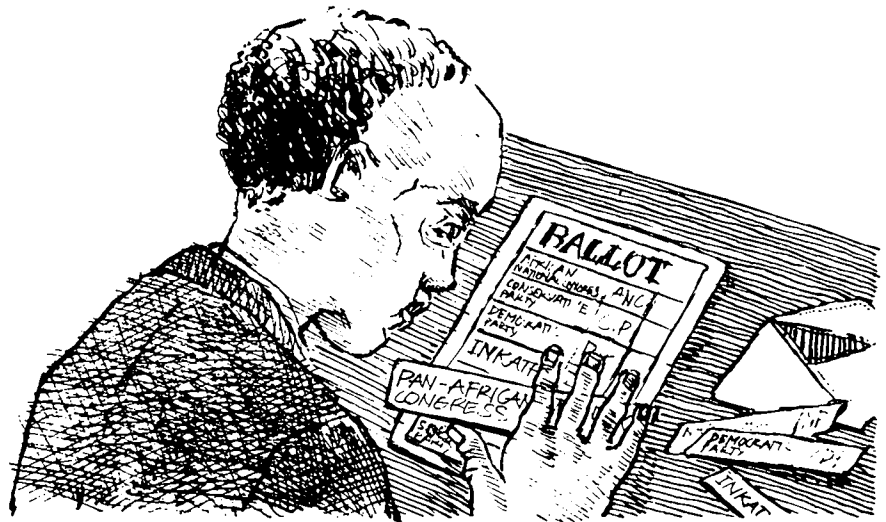
Step 3:

- Then ask people to remove the flashcards, one at a time, saying the name on the flashcard. Again practise this step about four times.



Step 4:

- Hand out the model ballots and small flashcards (in the envelopes). Explain that these are copies of ballots.
- Help people to practise matching the small flashcards to the names on the ballot. Go around and check.

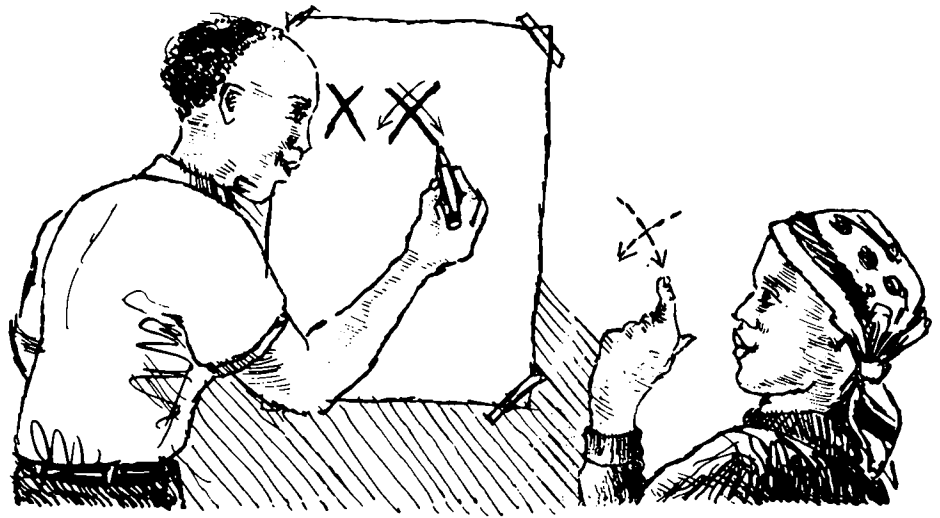


- Then call out a name and ask people to match the flashcard to the ballot – continue until all the flashcards are used.

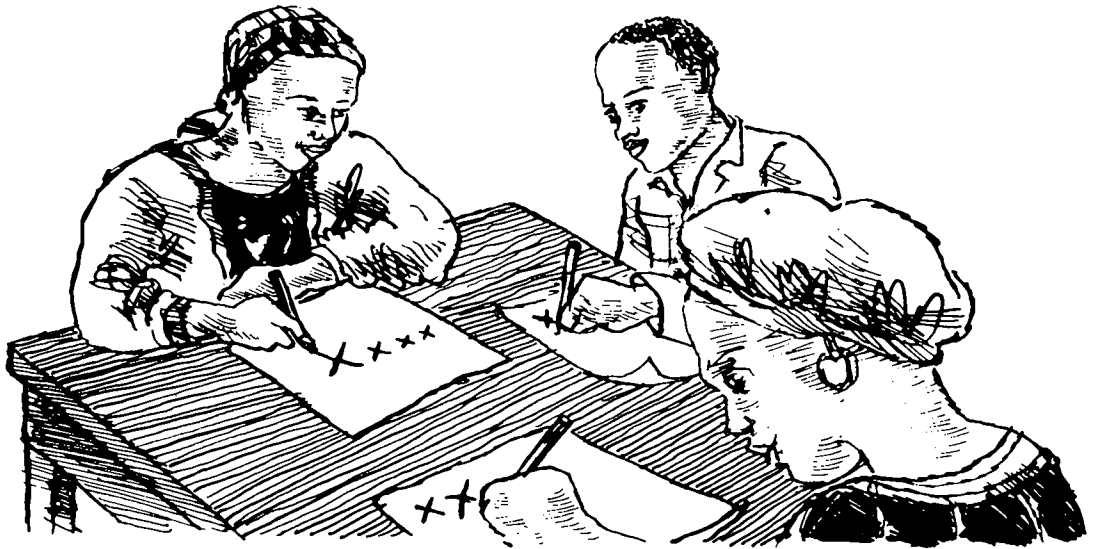
Step 5:

- Now explain how to mark the ballot, i.e. to write a cross, or a tick next to the party of their choice, or to draw a circle around the party.
- You may need to teach people how to hold a pencil (*demonstrate and let people practise*).
- You also need to teach people how to write a cross, a tick, or how to circle a name:
 - First demonstrate a cross on the newsprint and say, "This is a cross and this is how we write it." (In the air show the directions you go in to make the cross.)

- Then ask people to copy making a cross in the air, after you.

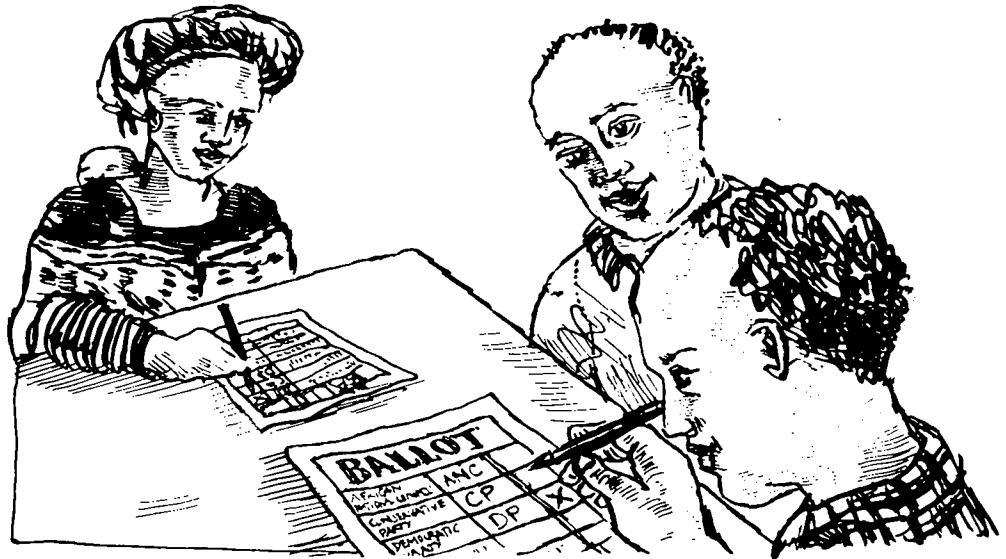


- Ask them to write a cross on rough paper. Participants should copy and practise many crosses on rough paper.



- Now, using the poster "Ballot", show where people will write their cross. (Be careful not to influence how people will vote.) Explain that they need to decide who they will vote for and then make their cross next to that name or symbol. *Demonstrate this for all to see — use many examples.*

- Finally, ask people to practise drawing the cross on the model ballots. Go around and help if necessary.



Remember, always tell people what you are doing and what the mark is called. Always demonstrate first, then practise in the air, on rough paper, and on the model ballot.

- Follow the same steps to teach the tick and the circle.

Step 6:

- Finally, ask people to go into the voting booth one at a time, and to mark their ballot.
- They must then fold their ballot and put it into the ballot box.
- Count the votes. Go on to explain about spoiled ballots (see page 15). Continue as you would with literate people.
- Let people take their model ballots and flashcards away with them, so that they can practise at home.

Most illiterate people do not know that there are organisations that teach adults to read and write. Find out what literacy organisations there are in your area so that you can refer illiterate people to them.

6. Sum-up and end Workshop 1

Remind people of what you covered in today's session:

- You spoke about what elections are and what voting is.
- You spoke about democratic government and proportional representation.
- Finally, you helped people to fill in a ballot.

Always sum-up the workshop and tell people what you will do in the next workshop.

If you have time, then ask people what they feel they learned in the workshop.

Explain that in the next workshop you will speak about why it is important to vote, who can vote, and you will show them what happens on election day.

C. WORKSHOP 2

1. Starting the session

Always recap on what you did in the last workshop.

Remind people about what you covered in the previous workshop, and then introduce today's workshop. You will:

- Discuss why it is important to vote;
- Look at who can vote;
- Show what happens on election day.

2. Why vote?

Aims:

Your task is to encourage people to vote on election day. People must want to vote. They must see the opportunity to vote for the first time as the kind of experience that gets told and retold to their children and their children's children.



Time: 30 minutes.

What to do:

Explain that you are going to discuss why it is important to vote.

Use these notes to start the discussion.

Why vote?

In other workshops people gave the following reasons why they would vote:

a. People said they would vote for education, jobs, housing, peace.

People say that by voting for a new government we can make sure that our children get better education. They say that education is the main hope for the next generation. Over and over again, they talk about their desire for better teachers, better books, better school buildings, and a quality of education that is as good as "white" education. People want their children to have more jobs, better jobs, and better paying jobs. They believe the way to achieve these goals is through education.

After education, people said that better housing, jobs, water, electricity and sanitation were important reasons for voting.

b. People said they would vote for democracy in South Africa.

They said that democracy means everything that apartheid is not. For example, people say apartheid means oppression, discrimination, segregation, humiliation, violence, poverty and white minority rule. They say that democracy means freedom, equality, unity, respect, peace, opportunity, and majority rule.

c. People said they would vote for a better future for our children.

People hope that their children will grow up to have a sense of self-worth and individual dignity. They worry that their children will experience the kinds of humiliation that the older generations experienced under apartheid.

d. Other reasons why people said they would vote were:

- to end apartheid forever;
- to support their own party;
- for a new South Africa;
- to stop the violence.

On the other hand, some people said they would not vote in future elections. Listen to what people said: "People believe that elections won't change anything. They say that after voting there will be no changes in the procedure and in the oppression in their villages."

Some people have voted before in elections. They talk about lies, unfulfilled promises, and elections that make no difference to the quality of their lives. Other people say that the present government will not hold a fair and honest election:

"People believe elections will not be held in an honest way. They believe that some political parties will try to steal votes and change the results."

People say that any elections will be accompanied by intimidation and violence:

"People are fearing ... and they will be fearing to vote."

Finally, people are worried and fearful about doing something they have never done before:

"I can't vote because I don't know how to vote."

Don't let any one person dominate the discussion.

- Now ask the group: What do you think? If the elections are free and fair, then would you or wouldn't you vote?
- Read the notes on the role of election monitors (page 32) and electoral laws (page 34). These will help you to talk about how we can make sure that there are free and fair elections.

Listen carefully to what people say — listen to their fears and try to respond honestly and truthfully. Focus on the positive reasons for voting, on the benefits to people's own lives.

Sum-up:

Explain that voting is an important first step towards democratic rule. It is not the only step that we can take. We can also become more involved in community structures and organisations which make sure that the government continues to rule in our interests. Remind people that a new government will not be able to change everything overnight – apartheid was established over a long period of time. It will take a long time to break it down. But a new government should be accountable to the people who voted for it and put it in power.

Give this message:

By voting you can bring real democracy to South Africa. Democracy can bring dignity and an end to the humiliation you and your children have felt. Democracy can result in a better life – education, jobs, decent housing. Voting is not just your right ... it is your responsibility. Because, for the first time, you can shape the future for you and your children.

Take a 10 minute break after this discussion.

3. Who can vote?

Aims:

To explain who will be allowed to vote in the future elections, and to tell people what they need to bring with them to the polling station.



Time: 15-20 minutes.

What to do:

- Explain that we do not yet know exactly what the electoral laws will say. But it is likely that all South African citizens of 18 years or older will have the right to vote.

Use these notes to explain who can vote and what people need to bring with them when they vote.

Urge people to get their identity documents (I.D.) immediately.

Encourage people to ask questions about how they will identify themselves.

Voter Identification

On the day of voting each voter will need to prove that she is a South African citizen. There is general agreement that identity documents and voter cards will be used for this purpose. We urge people to apply for their identity documents immediately. People who do not have identity documents will have to get a voter's card.

How to get a voter card

There are two ways of getting a voter card. Firstly, people can use any of the documents listed below to acquire a voter's card:

- pension card;
- driver's licence;
- employment card;
- birth certificate;
- baptismal certificate;
- passport;
- Book of Life;
- pass book.

Secondly, people can still vote even if they do not have any of the documents mentioned above. In this case, they need at least two South African citizens to confirm their identity and citizenship.

Explain clearly that a role-play is like a play of a real situation.



A note about illiterate voters: You may need to play all the roles that involve any reading or writing (the returning officer and presiding officer). For the other roles, tell each person what to do.

It is very important to be well organised in a role-play.

- Explain what each person will do and what steps you will follow – use the notes below. Also explain why there are monitors – use the notes on page 32.

4. Election day role-play

Aims:

- To show the role of each election official.
- To familiarise people with what happens in an election.
- To practise filling in the ballot.

Time: 1 hour.

What you need:

- poster "The polling station";
- photocopies of ballots;
- polling booth and ballot box;
- pencils and sharpener;
- tally sheets;
- name tags for those who are acting out specific roles;
- cut-up photocopies of the instruction sheets for roles.

What to do:

- Explain that you will now practise what happens on election day and that you need people in the group to help you by acting as the different election officials.
- There are 11 specific roles (either choose people or let them volunteer for roles).
- Give out the instruction sheets for the specific roles. For illiterate voters tell each one what they must do.

There are:

- 7 election officials – 1 returning officer, 1 presiding officer, 1 official to check identity, 1 to check the voter's hand, 1 to mark the hand, 1 to give ballots, 1 to guard the ballot box.
- 2 monitors from political parties (although in actual elections each political party has party monitors)
- 2 neutral monitors – a church person and an international observer.
- The rest are voters.

Always explain what you are doing and why.

Step-by-step description of the role play

Step 1:

Getting ready

- Prepare the voters' list by writing the names of all the participants onto blank paper. Give this to the clerk who checks each person's identity. (In the case of illiterate people, you will have to act out this role.)
- Set up the polling station as in the poster "The Polling Station".
- Position people correctly.
- Now set up the ballot box, ballots and voting booth.



Step 2:

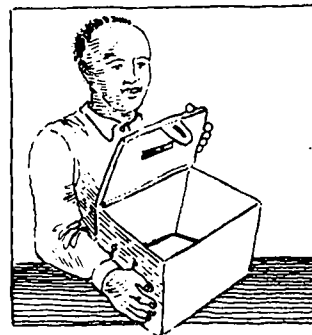
Taking an oath of secrecy

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

Step 3:

Opening the poll

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



Step 4:

Voting

- Voters queue at the table and tell the clerk their names. (If they have any proof on them, then ask them to show it.)
- The clerk draws a line through each name on the list. (Do this for illiterate participants.)
- The next election official checks that the voter's hand is not already marked.
- The next election official marks the voter's hand.
- The ballot clerk gives the voter a ballot.
- The voter goes into the voting booth and makes her mark on the ballot.
- The voter then puts the ballot into the ballot box.



Step 5:

Counting the votes

- Once everyone has voted, (including those that played roles) close the poll. The returning officer seals the ballot box and the counting begins. Only the returning officer can handle the ballot box.
- The returning officer opens the ballot box and empties the ballots onto the table.





- She picks up each ballot and calls out the name of the party that is marked, and shows the ballot to both the party monitors and the neutral monitors. A separate pile is kept for each party.
- The ballot clerk, party monitors and neutral monitors keep count of how many votes each party has, on the tally sheets.
- Spoiled ballots are put to one side. These are only counted at the end. The number of spoiled ballots is also put onto the tally sheets.
- The totals are added up.
- The presiding officer announces the results.
- All the ballots are put back into the ballot box, which is resealed by the returning officer.

Ideas for after the role-play

Aims:

- To discuss what happened in the role-play.

What to do:

- Discuss what happened in the role-play. Encourage people to ask questions.
- Each person talks about how their role was important to the election.
- Show the video, if you can.
- Discuss spoiled votes and practise filling in the ballot again.
- Collect all ballots – they must be destroyed so that they cannot be used on election day.

Photocopy and cut up this sheet:

INSTRUCTION SHEETS

✂ — — — — —

The returning officer:

- Seals the ballot box before and after voting. (In this role play, just pretend to do this.)
- Opens the ballot box in the presence of all monitors for the counting.
- Counts the votes with the help of the clerk.
- After counting, returns all ballots to the ballot box and reseals it.

✂ — — — — —

The presiding officer:

- Checks voting runs smoothly and shows voters where to go.
- Asks people to take the oath. (In this role-play, just get people to promise to respect the secrecy of the ballot.)
- Counts the number of unused ballots before voting begins. Opens the ballot box before voting begins to show it is empty. Closes and seals it.
- After voting, closes the poll and announces the results.

✂ — — — — —

The clerk who checks identity:

- The voter tells you her identity (and gives proof if possible).
- Draws a line through the name on the list.
- Helps count and mark the tally sheet.

✂ — — — — —

One election official checks that the voter's hand is not already marked.

✂ — — — — —

One election official pretends to mark the hand with ink.

✂ — — — — —

The ballot clerk hands out ballots to each voter.

✂ — — — — —

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

✂ — — — — —

The party and neutral monitors:

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

✂ — — — — —

What is the role of monitors during elections?

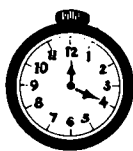
Election monitors are people who work to protect the election process. Their job is to make sure that elections are free and fair. There may be different types of monitors:

- **Party monitors** are representatives from political parties who watch the voting on election day. They also have an important role to play in the run-up to the elections. They must bring any problems or irregularities to the attention of the international monitors or the body that oversees the elections (Election Commission).
- There may also be **neutral monitors** who do not belong to any one political party. For example, church officials or ordinary citizens can volunteer to be trained as monitors. These people observe the activities leading up to election day, for example, the media (newspapers, television, radio), the political parties, the electoral laws, the campaigns, the atmosphere in the country. They also observe the actual voting process and the counting of the votes. They report irregular practices to the election officials.
- When there is a change of power in a country, there may also be an **international election monitoring team**. This team observes the process leading up to the election, election day procedures, the counting of the votes, and where necessary, the transfer of power to the new government. It is likely that the United Nations (UN), the Organisation of African Unity (OAU), the Commonwealth, and the international churches, will monitor our elections.

5. Sum up and conclude

Aims:

To help people talk about what they have learnt.



Time: 10 minutes.

What to do:

- First remind people about what you covered in Workshop 2 – why it is important to vote, who can vote, and what happens on election day.
- Go around and ask each person to say what they learnt in the two workshops.
- Finally, ask people if they feel more prepared for voting in the future elections. If people want more information on elections, then refer them to any one of the organisations listed in the back of this book.

End your workshop by reminding people of their rights as voters.

Voters' rights

- **Voters have the right to vote in secret.**
- **Voters have the right to vote for the party of their choice, without fear of intimidation or violence.**
- **Voters have the right to free and fair elections.**
- **Voters have the right to vote once.**
- **Voters must have access to all the parties' views and positions, so that they can make informed choices. The mass media – radio, newspapers, television, and magazines – should allow each party equal space and time to present its position. (See page 34 for more information on the role of the media in elections.)**

Some other useful information

What are electoral laws?

No election system can work without laws and regulations which make sure that there are free and fair elections. In South Africa electoral laws will soon be passed to cover:

- How voters register.
- How political parties are formed and their role in the election process.
- Election campaigns.
- How elections are administered and by whom.
- Election day – from the time voters enter the polling stations to the announcement of the results.

These laws make sure that elections can happen again and again in an orderly way.

The role of the media during elections?

The media includes:

- Public media, such as television, radio and newspapers; and
- Mass communications of political parties which they put out during their election campaign.

The media's role is important during an election.

The media should:

- Inform people about election issues, e.g. the dates of the election.
- Make important announcements, such as where and when to vote.
- Be open to all points of view and not favour one candidate or party.
- Report election information fairly and in a balanced manner.
- Allow all parties equal space to present their positions.
- Cater for illiterate people. At present our media favours literate people.

A directory of organisations involved in voter education in South Africa

**Centre For Development Studies (CDS) /
National Democratic Institute (NDI)**
Private Bag X17
University of the Western Cape
Bellville
7535
Tel: 021 959 2151
Fax: 959 2317

Matla Trust (MT)
PO Box 7748
Johannesburg
2000
Tel: 011 834 5301
Fax: 838 1910

**South African Council Of Churches (SACC) &
Women's Ministries**
PO Box 4921
Johannesburg
2000
Tel: 011 492 1380
Fax: 492 1448

Institute For Contextual Theology (ICT)
PO Box 32047
Braamfontein
2017
Tel: 011 339 2562
Fax: 339 3704

Institute For Multi-Party Democracy (MPD)
PO Box 2811
Durban
4000
Tel: 031 304 3863
Fax: 304 0556

Young Women's Christian Association (YWCA)
PO Box 31580
Braamfontein
2017
Tel: 011 838 1097/8
Fax: 492 1448/9

**Department of Church of the Province of South
Africa (CPSA) - Justice And Reconciliation
(Incorporating Women's Section)**
PO Box 61394
Marshalltown
2107
Tel: 836 7197
Fax: 8365782

Congress Of South African Trade Unions (COSATU)
PO Box 1019
National Acceptance House
Johannesburg
2000
Tel: 011 492 1440/5
Fax: 834 6528

**Institute For A Democratic Alternative For SA
(IDASA)**
39 Honey Street
Berea
2198
Tel: 011 484 3694
Fax: 484 2610

**South African Catholic Bishop's Conference
(SACBC)**
PO Box 941
Pretoria
0001
Tel: 012 323 6458
Fax: 326 6218

Diakonia
PO Box 1879
Durban
4000
Tel: 031 305 6001
Fax: 305 2486

**Karoo, Mobilisasie, Beplanning & Rekonstruksie
Organisasie (KAMBRO)**
PO Box 177
Carnavon
7060
Tel: 02032 429
Fax: 429

Karoo Resource Centre
PO Box 748
Beaufort West
6970
Tel: 0201 2890
Fax: 3945

Black Sash National Office
5 Long Street
Mowbray
7700
Tel: 021 685 3515
Fax: 685 7510

**Community Resource and Information Centre
(CRIC)**
PO Box 378
Athlone
7760
Tel: 021 637 8040
Fax: 633 9022

Human Awareness Programme (HAP)
PO Box 261604
Excom
2023
Tel: 011 337 8716
Fax: Same

Legal Action Project (LEAP)
University Of Cape Town
Rondebosch
7700
Tel: 021 650 2680
Fax: 650 3790

Methodist Church Of South Africa (MCSA)
Christian Citizenship Department
PO Box 32957
Braamfontein
Tel: 011 403 4293
Fax: 339 3526

Theology Exchange Programme (TEP)
Melofin Centre
Athlone
Cape Town
7764
Tel: 021 696 8347/50

Joint Enrichment Project (JEP)
PO Box 53116
Troyeville
2139

Lawyers For Human Rights
713 Van Ekkom Building
212 Pretorius Street
Pretoria
0001
Tel: 012 212144

CPSA: Board For Social Responsibility
Church House
PO Box 1932
Cape Town
8000
Tel: 021 231253
Fax: 235782

Foundation For Contemporary Research (FCR)
34 Milan Street
Walmer Estate
Cape Town
7925
Tel: 021 471600
Fax: 471702

Community Arts Project (CAP)
106 Chapel Street
Cape Town
7925
Tel: 021 453689
Fax: 453648

Education Resource And Information Project
(ERIP) Privatebag X17
University Of The Western Cape
Bellville
7535
Tel: 021 959 2132
Fax: 9592536

Afesis Community Advice And Resource Centre
PO Box 7101
East London
5200
Tel: 0431 433830
Fax: 432200

Centre For Community And Labour Studies
(CCLS)
PO Box 48749
Qualbert
Durban
4078
Tel: 031 3093463
Fax: 309 2278

Storyteller Group
PO Box 617
Mellville
2109
Tel: 011 482 3008
Fax: 7261632





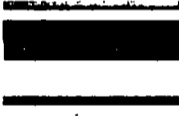



National Literacy Cooperation (NLC)
415 Hamstead House
46 Biccard Street
Braamfontein
2001
Tel: 011 339435
Fax: 339 4736

Quaker Peace Centre (QPC)
3 Rye Road
Mowbray
Cape Town
7700
Tel: 021 685 7800
Fax: 686 8167

PS: At the time of going to print these are the names and addresses of organisations with Voter Education Programmes that we were familiar with. Any omission is therefore not intentional. Trainers and participants alike are urged to add to the above list of organisations.

BALLOT PAPER

(Make a cross next to the party or organisation of your choice)

AFRICAN DEMOCRATIC MOVEMENT	ADM	
AFRICAN NATIONAL CONGRESS	ANC	
AFRIKANER-VOLKSUNIE	AVU	
AZANIAN PEOPLE'S ORGANISATION	AZAPO	
BOPHUTHATSWANA NATIONAL PARTY	BNP	
CONSERVATIVE PARTY	CP	
DEMOCRATIC PARTY	DP	
DIKWANKWETLA PARTY	QWAQWA	
INKATHA FREEDOM PARTY	IFP	
INTANDO YESIZWE PARTY	IYP	
INYANDZA NATIONAL MOVEMENT	INM	
LABOUR PARTY OF SOUTH AFRICA	LP	
NATIONAL PARTY	NP	
NATIONAL PEOPLE'S PARTY	NPP	
PAN AFRICANIST CONGRESS	PAC	
SOLIDARITY PARTY	SP	
UNITED PEOPLE'S FRONT	UPF	

*This is a sample and not an official ballot paper. Some of the above political parties / organisations may choose not to enter the elections