

# **Curriculum**

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## **Introduction into elections for students of 12 to 14 years of age**

### **Case: Election of one class member to the assembly of class representatives at your school**

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# 1 Introduction

## 1.1 What are democratic elections all about?

With the present curriculum your students are introduced in theory and practice to the democratic election process with its different stages. The curriculum covers three lessons, each 45 minutes long. You will find all necessary information and documentation within this paper.

The curriculum is a mix of theoretical inputs from your side and practical role play by your students. The aim is to show your students how democratic elections work and that they can take place not only to elect a government and parliament at national, regional or town level, but also at their own school.

Your students are to get know the very **importance of elections** and the values implied and they should understand that **democracy matters** and that **their vote counts** even at their school.

**Fair and free elections** must be considered **the essence and base of democracy**. Democracy without elections is not possible. Undemocratic elections are worthless. What they are going to learn during the coming lessons will give them a better understanding of the importance of elections and democracy. Be it in the present assumed case of the elections at your school or later on as adults electing parliaments and governments on local, regional or national level.

## 1.2 The case you are working with: three examples

As a case to work on, you can imagine the following situation:

- Your school is preparing the open day, where you will present your school and its classes, special projects etc. A students assembly will set out the program and supervise the event.
- Your school has been allocated a sum of money to be spent to improve the school infrastructure. A students assembly will make suggestions on how to spend the money on what kind of project.
- Your school has collected money for an aid project. A students assembly will make suggestions, on what kind of a project the money should be spent.

You are free to use another example to work on.

Each class is therefor asked to elect one representative to represent its respective class at the assembly. Your students have to elect the class mate that would represent her or him.

The assembly of class representatives acts as a partner with the direction of the school and brings in its own ideas and transmits the decisions to its respective classes. In many countries such assemblies exist and they have in some cases statutory rights, especially in the organisation of the school.

## 1.3 What are the main points of the three lessons?

The first lesson is meant as a repetition of the basic elements of a democratic election. Your students should already have a basic understanding of the election process. You will then assign a specific function to every student. You find all necessary information in the forthcoming pages.

In the second lesson your students prepare the election itself according to their function assigned. For every function you will find an exercise sheet below.

The third lesson is "Election Day". Our students will now elect their representative to the assembly of class representatives. After the election you will have some time to review the whole process and to discuss with your students.

## 2 Background information for the teacher

### 2.1 How to prepare yourself and the three lessons:

The curriculum is meant for students in the age group from 12 to 14 years.

The class should have between 20 to 25 students.

The example is limited to the system of **majority vote** (single winner voting system) as opposed to the system of proportional election (proportional representation). You can discuss proportional elections with your students to deepen the knowledge on elections later on in some additional lesson.

### 2.2 What you should have at hand

You should have the following items at hand:

- class list of all students in your class
- cardboard box / plastic box for the ballot box with a slid
- cardboard or box for the voting booth to guarantee the election secrecy
- scissors
- if possible copies of newspapers discussing forthcoming elections in your country and examples of the campaign of candidates

### 2.3 Organisation of your class

To facilitate your work and to gain some time you designate each of your students to a specific function. For each function you will find an exercise sheet below explaining to your students what their function consist in and how to prepare themselves.

- 5 of your students will be candidates, mix evenly between girls and boys (exercise sheet for candidates),
- 5 will be journalists or election observers (exercise sheet for journalists/election observers),
- 5 will be members of the election committee (exercise sheet for members of the election committee) and
- 5 students will be members of the polling station staff (exercise sheet for the polling station staff).

If you have more than 20 students distribute them evenly to the different functions. Leave the number of candidates with 5.

### 2.4 Develop your own ideas

The present curriculum is meant as model or framework to base your lesson on. You are absolutely free; in how you implement the curriculum according you own ideas or specific needs at your school and in your class.

**Although your students have to understand the basic concept of democracy and the importance of elections!**

### 3 General theoretical input by the teacher

#### 3.1 What is a democracy all about?

You might find additional input in your text books or on the Internet (Wikipedia).

- **Democracy** is an **egalitarian form of decision making** and government.
- The **citizens** (meeting certain qualifications) have the **right to elect** its political authorities, to determine policy, the laws and the action of the state.
- Every **citizen** (meeting certain criteria) has the **right to be elected** into any political function.
- **Elections have to be free and fair.** The elections are the **expression of the free will** of the citizen. Any kind of pressure by the authorities or anybody else to influence the citizen in his choice is not allowed. **The secret of election has to be guaranteed.** For elections to be considered free and fair there are international standards to be met.
- The **civil liberties**, for example habeas corpus (prohibition of torture), equal rights, the freedom of speech and freedom of association, as well as due process of law have to be established and guaranteed for all citizens.
- The **separation of powers** must be guaranteed. No one authority is to exercise all powers. Power is shared between **parliament** (law making body), **government** (executive body) and the **judiciary** (interpretation and application of the law).
- The **media** is considered as the fourth power and **has to be free and independent** from any authority or single person. They have to have the opportunity to inform unrestricted and unbiased.
- Democracy is based on the decision of the majority of its citizens. The protection of minorities has to be considered.

#### 3.2 What are the different ways of decision making in democracy?

- Elections and vote on issues. In our example we concentrate on elections.
- There are different ways to determine the majority and will of the citizens. **Single majority** (highest score is the winner), qualified majority (half of the votes plus one), quorum (any fixed percentage of votes, for example a minimum of 50%) or proportional representation. In our case we use the single majority system.
- Advantage of the majority election system (or single winner voting system): is very common in English speaking countries like the USA, Great Britain or India. It is easily understandable and guarantees in most cases the fair expression of the will of the citizens. It leads to clear cut results and helps gaining majorities in parliaments.
- Disadvantage of the majority election system: The wishes and will of minorities is not taken into account. Provisions for the protection of minorities have to be implemented.

#### 3.3 What are the different steps in the election process?

- Fixing of an election (usually by parliament, government or the president, according to the constitution and the law).
- Designation / election of candidates (usually by parties).
- Fixing of campaign issues (usually by parties) for the upcoming election.
- Campaign of the candidates / media coverage.
- Candidates registration and validation.
- Voters registration and validation of the electors lists.
- Media coverage.
- Election Day and opening of the polling stations, observation by media and observers.
- Electors casting their ballot.
- Counting and announcing of the results.

## **4 Practical input by the teacher**

Based on the different functions assigned to your students in the role play they get to understand the process of elections and its importance for democracy. By preparing the Election Day they will develop the answers to the following questions.

### **4.1 Why is campaigning by the candidates so important?**

In the campaign the candidates will tell the electorate what they stand for, what goals they want to achieve and what issues are important to them (election program). In our case they will have to show how they want to present their school at the open day, how to spend allocated money to improve the schools infrastructure or how to spend collected money for an aid project.

The candidates have to attract attention from the voters to be elected. They will have to find a telling slogan and concentrate on key issues and make gross statements! They can't be taken responsible for what they promise the electors.

### **4.2 What is the role of the media and the civil society (observers)?**

Professional and free media has a very important mission. They will transmit the candidate's election programs, comment them and make comparisons. They can for example organize TV or radio debates amongst the candidates. Professional media will also comment on the track record of candidates or make any wrongdoings in the past public. After the media debate, the elector should have a better overall picture of all the candidates, their strengths and weaknesses.

Members of the civil society and non-governmental societies (NGO's) play also a major role in democracy. They monitor the different phases in the election process for example observers are present at the polling station to monitor the polling or the counting process.

### **4.3 Why is the election committee so important?**

The election committee has to guarantee fair and free elections. It is very important that the election committee's work is professional, unbiased and free from any influence by government, party or other group within the society. It is there for not uncommon to elect the election committee to give it a high degree of independence and neutrality.

The election committee will rule what persons can stand as candidates, establish the elector's lists, compile and announce the results of the elections. If any irregularities in the election process occur, the election committee has to be informed and will take appropriate measures.

### **4.4 What is the function of the polling station staff?**

The polling station staff is in charge of the elections process at the polling station. Usually it is responsible to the election committee and controlled by it. They organize the polling station at Election Day, check the voters against the voters lists and guarantee fair and free election process. They will compile the result at their polling station and announce it to the election committee. They will have to announce any observed irregularities to the election committee.

### **4.5 What is the role of the electorate?**

The elector wants to express his choice in electing the candidate she or he considers to best represent her or him. The elector also wants to be sure of an fair and free election guaranteed by the election committee, the polling station committee and observed by critical and free media.

## **5 Phases of the lessons**

### **5.1 Lesson 1: 45 minutes**

#### **30 minutes**

You explain to and discuss with your students the basic elements of democracy and elections according to the above text “General theoretical input by the teacher”. This should be a repetition for your students with the scope of deepening their understanding. Depending on the knowledge of your students you can

- The importance of elections in democracy.
- Majority election system (opposed to proportional elections).
- Explain the different phases and steps in the election process (see above “What are the different steps in the election process?”) and the different functions candidates, the media, the civil society (observers, NGO’s), the election committee and the polling station staff (see text above “Specific input by the teacher based on the different functions assigned to your students in the role play”)
- Take one of the in paragraph 1.2 described situations or create your own to animate the role play of electing a student into the students assembly of your school.

#### **15 minutes**

You assign the different functions and duties to your students (according to the exercise sheets below).

Distribute the exercise sheets and explain to your students what they have to prepare.

- The 5 candidates will prepare their campaign and formulate a slogan.
- The journalists will prepare questions to be asked to the candidates in a public talk. The observers will discuss how they are going to set up the observation in the polling station and how to secure fair and free elections.
- The election committee will prepare the candidates list, the electors list, the elector’s registration cards and the election protocol.
- The polling station staff will prepare of the polling station and the ballots for the Election Day.

### **5.2 Lesson 2: 45 minutes**

#### **20 minutes**

The students prepare the election according to the appropriate exercise sheet (see below).

- Each candidate on his own: preparation of the individual campaign: campaign slogan, campaign billboard focusing on the key issues important to the candidate.
- All the journalists together: formulation of hard questions to be answered by the candidates in a public talk based on the campaign slogans of the candidates. All the observers together: decide on how they are going to set up the observation in the polling station and how they are to secure fair and free elections and what action to take in cases of misconduct or vote rigging etc.
- All members of the election committee: establish the candidates list and validate the candidates, prepare the electors lists and the electors registration cards, prepare the election protocol.
- All members of the polling station staff: prepare the polling station and the ballots.

#### **25 minutes**

All the students participate in the public talk.

- In the public talk the candidates present themselves and their election slogan. They answer to the questions of the journalists.
- Open the discussion to the public, the students can ask questions to the candidates.
- The students make their personal choice secretly of which candidate they will elect.

### **5.3 Lesson 3: 45 minutes**

#### **5 minutes**

The students prepare the elections according to their function based on the appropriate exercise sheet.

- The polling station staff is setting up of the polling station.
- The election committee distributes the elector's registration card to each student.
- The election committee checks, that the polling station is correctly set up:
  - candidates list present
  - electors list present
  - election booth prepared
  - blank ballots present in the election booth and pen to fill the ballot
  - ballot box
  - order and calm at the polling station
- The members of the polling station staff take up their duties:
  - one member is in charge of order and calm in the polling station and the queuing up of the electors
  - two member checks the identity of the electors and the validity of electors registration card and supervises the signing of the electors list by the elector
  - one member stacks the electors registration cards
  - one member marks the folded ballots and checks that only one ballot is cast by every elector
- The observers take up their poste in the polling station and observe the polling. They take the discussed measures in case of irregularities, misconduct or vote rigging, for example inform the media and the election committee.

#### **15 minutes**

The students vote at the polling station.

- Opening of the election by the election committee.
- Students queue up and elect:
  - they present their electors registration card
  - they sign the electors registry
  - they go to the elections booth and write down the name of their candidate on the prepared ballot paper
  - they fold the ballot paper and step to the ballot box
  - the polling station staff marks the folded ballot and checks that only one ballot is cast
  - the voter casts his ballot into the ballot box and steps out of the polling station
  - the observers observe the correct proceeding of the voting process

#### **10 minutes**

The counting is done and the results are announced.

- The election committee announces the end of the election and closure of the polling station.



- The polling station staff prepares the counting, seals the ballot box and destroys blank ballots. Two of the members of the polling station staff take up their positions for the counting.
- The election committee orders the opening of the ballot box.
- The polling station staff checks the number of signatures, electors registration cards and ballots. The three figures must correspond.
- The polling station staff unfolds the ballots and stack the ballots by candidates (five candidates equal five stacks).
- One member of the polling station staff counts the stacks. Another member counterchecks the result. The result for each candidate is written down on the elections protocol and added up. The number of election registration cards is written down on the protocol as well as the number of signatures and the total of cast ballots. The members of the polling station staff sign the protocol and hand it to the election committee.
- The election committee checks that the total of votes cast is equal to the number of electors registration cards handed in signatures on the electors list and ballots cast.
- The election committee announces the results.
- If the first two candidates have the same amount of votes, a further election would take place with only these two candidates left.
- During the whole process the observers observe the correct proceeding of the voting process. If they observe any irregularities, misconduct or vote rigging, they make an announcement

### **15 minutes**

You discuss of the election with your students and get feed backs.

- Discussion of the result and the election process.
- Discuss with your students questions of vote rigging and fraud in the election process.
- Discuss the need and opportunity to introduce an assembly of class representatives for your school.
- Get general feedback and inputs form your students.

# Annexe 1

## Exercise sheet for candidates

Prepare your individual campaign, formulate your slogan and create a bill board. You have to concentrate your message on a few statements that will stick with the electorate. Create a good slogan that the electorate will remember and associate with you! Try to be different from the other candidates, but don't exaggerate.

- In the first example you might show the electors what activities you would propose or how you would present our school at the open day. Prepare a program of all activities you would suggest and under what slogan you would present your school.
- In the second example you might propose how to spend the allocated money to improve your school's infrastructure, for example in buying a new computer with internet access or a beamer to bring new forms of teaching in your school.
- In the third example you might propose an aid project you think might be worthy to be sponsored by your school with the money you collected. Stress, why the proposed aid project is a good project and what its aims and goals are.

## Annexe 2

### Exercise sheet for journalists and civil society (observers)

#### Journalists

Prepare questions to be asked to the candidates in the public talk. Think of this public talk as “hard talk”. The candidates have to convince the electors, that their propositions for example on how to organize the open day at your school, on how to spend the allocated money wisely to improve the infrastructure or on what aid project to spend the collected money. They have to show why **they** should be elected and not somebody else.

#### You might ask them:

- Why do you propose this program presenting your school at the open days? Why is your idea better, then the propositions of the other contenders? Is your proposition not too expensive? Will it attract the student’s families and friends? Wouldn’t it be boring?
- Why would you spend on a specific item to improve the infrastructure at your school and not on something else? Explain the merits and benefits of your proposition? What is the difference to the other candidate propositions?
- Why is the proposed aid project a good project to sponsor? Why should the school spend its collected money on this particular aid project? What are the merits of this project compared to other projects considered?

#### Observers

Do you know, that most elections are observed by observers from NGO’s and sometime even by international teams of observers? They have to insure, that the elections are fair and free and that there is not vote rigging going on. Can you imagine that governments might try to prevent the presence of observers? What do you think why this might happen? How will the international community react?

- All the observers discuss together in the group how an election could be rigged and what kind of fraud could occur at the polling station?
- Discuss on how you can actively observe the polling process and how you can prevent any abuse or misconduct without obstructing the election process?
- Discuss on how you could check the voters lists, the voters registration cards and the signed voters lists at the polling station to be sure, that only eligible voters vote?
- **Write down the guidelines of how you are going to observe the elections in a short memo! Use form in Annexe 11**
- What would you do, if you would detect vote rigging or any other form of misconduct?
- **At the end of the election you write a short report on your observations** and hand it to the media. **Use form in Annexe 12.** In this report you state, if according to your observations the election was free and fair or on the contrary you state all observed misconduct and all kinds of vote rigging observed.
- Produce a brassard that will identify you as an observer. Take for in Annexe 13. Fix it with a strip of tape or something else on your left upper arm.

Make sure that all observers can vote!

## Annexe 3

### Exercise sheet for the members of the election committee

The election committee has the following tasks and things to prepare:

#### In preparation of the election:

- You set up two electors lists (see model below) and define who is accepted as elector (only class mates).
- You produce the electors registration card according to the electors list (see model below).
- You set up the list of the candidates (see model below) and define who is eligible (only class mates).
- You prepare the counting sheet to be filled in by the polling station staff (see model below).
- You set up the protocol that is to be filled in by the polling station staff (see model below)
- Discuss the process of polling and the checks you make in the polling station to guarantee a free and fair election.

#### On Election Day:

- You distribute the electors registration cards and have every elector signs the receipt of his registration card on the first list.
- You give on list to the polling station staff. The committee uses the list to check who has voted.
- You hand the protocol to the polling station staff.
- You proceed with the supervision of the election and you guarantee a free and fair election.
- At the end of the Election Day you close the ballot station and advise the polling station staff to prepare the counting.
- Any left blank ballot papers have to be destroyed before the opening of the ballot box.
- Advise the polling station staff to open the ballot box and to begin the counting.
- If you detect any kind of fraud or irregularities, you inform the chair of the supreme election committee, i.e. your teacher.

#### During counting:

- You check the counting based on the protocol. The numbers of elector's registration cards, signatures on the electors lists and ballots has to be the same as the total number of votes cast for all candidates.
- Once you have validated the election, you announce the result of the election.
- If you detect any kind of fraud or irregularities, you inform the chair of the supreme election committee, i.e. your teacher.

## Annexe 4

### Exercise sheet for the polling station staff

The polling station staff has the following tasks and things to prepare:

#### In preparation of the election:

- You prepare in accordance of the numbers of electors the ballots (see model below) and some more in provision (if somebody needs a new ballot paper).
- You prepare the ballot box with a slot out of a cardboard box or any other vessel suitable for this purpose (ideally the box is transparent)
- You prepare the electors booth so the elector can fill in the ballot unobserved and undisturbed. Take for example a piece of cardboard and fold it in U-shape. The cardboard should be about 30cm high and every leg of the U about 40cm long. A turned over box will also do the job.
- You make sure that you get the electors list and the protocol form the election committee.
- Discuss how to set up and organize the polling station and attribute a function to every member of the polling station staff.
- Make sure that all members of the polling station staff can vote.

#### On Election Day:

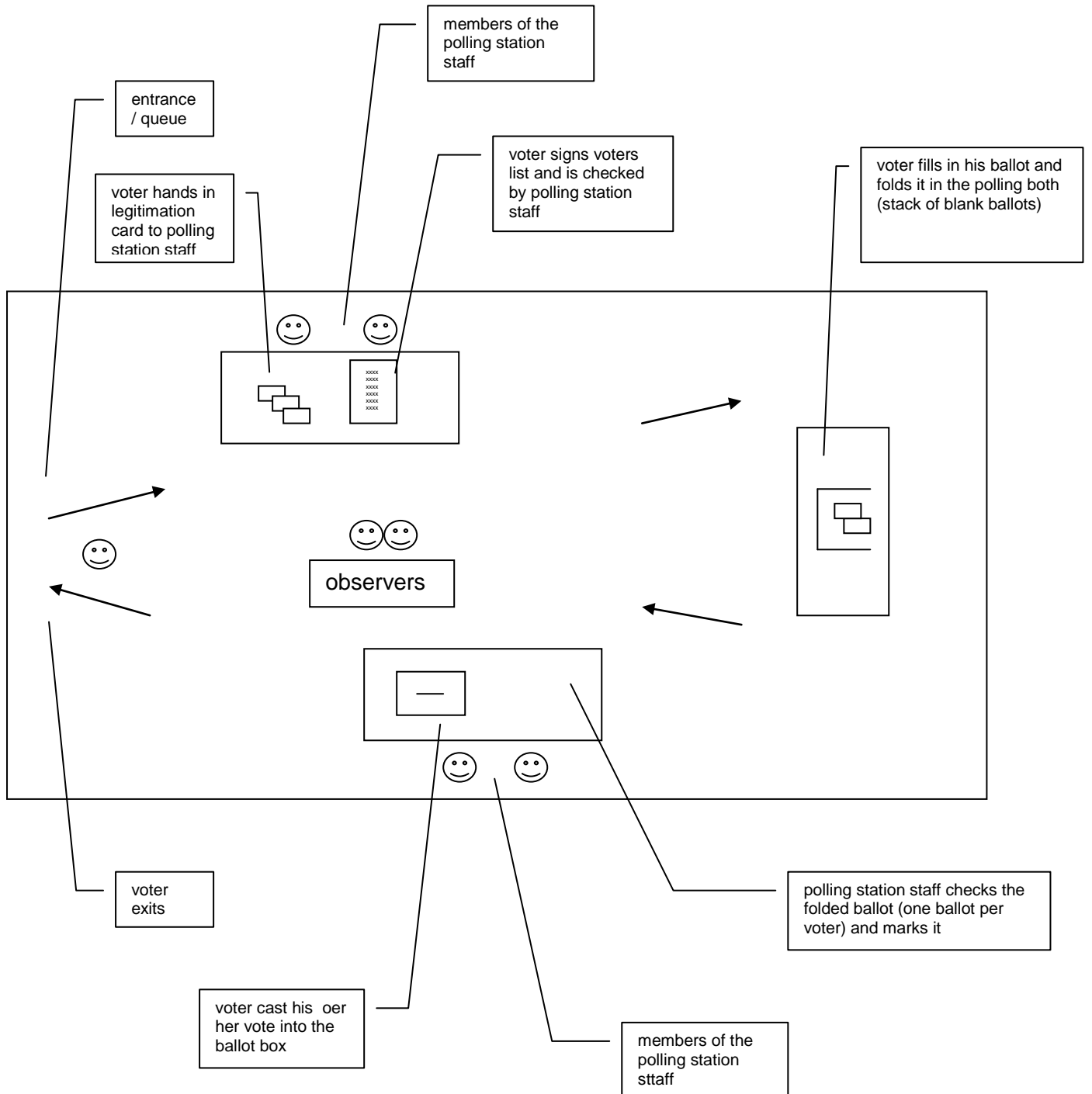
- You prepare the polling station according to the schema "Layout of the polling station" below.
- You manage the flow of electors in the polling station, one person at a time.
- You retrieve the electors registration cards check the elector and have him sign the electors list.
- Send the elector to the election booth, advice him to fill in the ballot paper and to fold it.
- Mark the folded ballot; check that there is only one ballot per elector.
- Have the elector cast his ballot in the ballot box and have the elector leave the polling station.
- If you detect any kind of fraud or irregularities, you inform the election committee.

#### During counting:

- As advised by the election committee prepare the polling station for the counting, destroy any left blank ballot papers.
- When advised by the election committee open the ballot box and begin with the counting.
- Make stacks with the ballots for every candidate, have the stacks counted and recounted by two different members of the polling station committee.
- Fill in the protocol, have it signed by the polling station committee members and hand it to the election committee.
- If you detect any kind of fraud or irregularities, you inform the election committee.

# Annexe 5

## Layout of the polling station













# Annexe 7

## Voter's registration card

Fill in and distribute on registration card the every voter

<p>Family Name</p> <p>Name</p> <p>Address</p> <p>Town</p> <p>Date of birth</p>	<p>Voters registration card issued by <b><i>[fill in name of school]</i></b></p> <hr/> <hr/> <hr/> <hr/> <hr/>		<p>Voters registration card issued by _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Family Name</p> <p>Name</p> <p>Address</p> <p>Town</p> <p>Date of birth</p>	<p>Voters registration card issued by _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>		<p>Voters registration card issued by _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>
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<p>Family Name</p> <p>Name</p> <p>Address</p> <p>Town</p> <p>Date of birth</p>	<p>Voters registration card issued by _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>		<p>Family Name</p> <p>Name</p> <p>Address</p> <p>Town</p> <p>Date of birth</p>	<p>Voters registration card issued by _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>
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<p>Family Name</p> <p>Name</p> <p>Address</p> <p>Town</p> <p>Date of birth</p>	<p>Voters registration card issued by _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>		<p>Family Name</p> <p>Name</p> <p>Address</p> <p>Town</p> <p>Date of birth</p>	<p>Voters registration card issued by _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>

<p>Family Name</p> <p>Name</p> <p>Address</p> <p>Town</p> <p>Date of birth</p>	<p>Voters registration card issued by _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>		<p>Family Name</p> <p>Name</p> <p>Address</p> <p>Town</p> <p>Date of birth</p>	
<p>Family Name</p> <p>Name</p> <p>Address</p> <p>Town</p> <p>Date of birth</p>	<p>Voters registration card issued by _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>		<p>Family Name</p> <p>Name</p> <p>Address</p> <p>Town</p> <p>Date of birth</p>	
<p>Family Name</p> <p>Name</p> <p>Address</p> <p>Town</p> <p>Date of birth</p>	<p>Voters registration card issued by _____</p> <hr/> <hr/> <hr/> <hr/> <hr/>		<p>Family Name</p> <p>Name</p> <p>Address</p> <p>Town</p> <p>Date of birth</p>	

# Annexe 8

## Ballot paper

Prepare blank ballot papers and put them into the polling both / produce some more than you count voters

<p>Election of a representative to the assembly of class representatives of the school</p> <p><b><i>[fill in name of school]</i></b> in <b><i>[fill in name of town]</i></b></p> <p>on the <b><i>[fill in date of the election]</i></b></p> <p>tick only one candidate in the box (not valid if more candidates are ticked)</p> <p>1. <b><i>[fill in name of the 1<sup>st</sup> candidate]</i></b> <input type="checkbox"/></p> <p>2. <b><i>[fill in name of the 2<sup>nd</sup> candidate]</i></b> <input type="checkbox"/></p> <p>3. <b><i>[fill in name of the 3<sup>rd</sup> candidate]</i></b> <input type="checkbox"/></p> <p>4. <b><i>[fill in name of the 4<sup>th</sup> candidate]</i></b> <input type="checkbox"/></p> <p>5. <b><i>[fill in name of the 5<sup>th</sup> candidate]</i></b> <input type="checkbox"/></p>	<p>Election of a representative to the assembly of class representatives of the school</p> <p>_____ in _____</p> <p>on the _____</p> <p>tick only one candidate in the box (not valid if more candidates are ticked)</p> <p>1. _____ <input type="checkbox"/></p> <p>2. _____ <input type="checkbox"/></p> <p>3. _____ <input type="checkbox"/></p> <p>4. _____ <input type="checkbox"/></p> <p>5. _____ <input type="checkbox"/></p>
<p>Election of a representative to the assembly of class representatives of the school</p> <p>_____ in _____</p> <p>on the _____</p> <p>tick only one candidate in the box (not valid if more candidates are ticked)</p> <p>1. _____ <input type="checkbox"/></p> <p>2. _____ <input type="checkbox"/></p> <p>3. _____ <input type="checkbox"/></p> <p>4. _____ <input type="checkbox"/></p> <p>5. _____ <input type="checkbox"/></p>	<p>Election of a representative to the assembly of class representatives of the school</p> <p>_____ in _____</p> <p>on the _____</p> <p>tick only one candidate in the box (not valid if more candidates are ticked)</p> <p>1. _____ <input type="checkbox"/></p> <p>2. _____ <input type="checkbox"/></p> <p>3. _____ <input type="checkbox"/></p> <p>4. _____ <input type="checkbox"/></p> <p>5. _____ <input type="checkbox"/></p>



Election of a representative to the assembly of class representatives of the school

\_\_\_\_\_ in \_\_\_\_\_

on the \_\_\_\_\_

tick only one candidate in the box  
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# Annexe 9

## Counting sheet for the polling station staff

Polling station committee use this list to do the counting of the ballots cast

Candidate	Name	Votes cast
Candidate No 1	_____	
Candidate No 2	_____	
Candidate No 3	_____	
Candidate No 4	_____	
Candidate No 5	_____	
<b>Total of votes</b> <b>[must be equal to the number of electors legitimation cards, signature on the electors lists and ballots cast]</b>		

Date: \_\_\_\_\_

School: \_\_\_\_\_

Town: \_\_\_\_\_

Polling station: \_\_\_\_\_

Signatures of the members of the polling station staff:

# Annexe 10

## Election protocol

Members of the polling station staff fill in the protocol based on the counting sheet

### Election of a member to the assembly of class representatives

School: \_\_\_\_\_

Town: \_\_\_\_\_

Polling Station: \_\_\_\_\_

Date of the election \_\_\_\_\_

Candidate	number of votes
Candidate with the highest score / <b>candidate elected</b>  Name: _____	
Candidate with the second highest score / candidate not elected  Name: _____	
Candidate with the third highest score / candidate not elected  Name: _____	
Candidate with the fourth highest score / candidate not elected  Name: _____	
Candidate with the fifth highest score / candidate not elected  Name: _____	

Signatures of the members of the election committee:

# Annexe 11

## Observers guidelines for the observing of elections

Name of the NGO: \_\_\_\_\_

What is the purpose of the observation of elections?

How are the observers going to insure fair and free elections?

How are the observers acting, when they observe vote rigging or any other misconduct at the polling station?

How are the observers going to react, if they are not allowed to observe the election?

How are the observers going to communicate their findings?

## Annexe 12

### Observers report on the elections

Name of the NGO: \_\_\_\_\_

Election observed: \_\_\_\_\_

School: \_\_\_\_\_

Town: \_\_\_\_\_

Polling Station: \_\_\_\_\_

Date of the election \_\_\_\_\_

### Report:

Elections considered as free and fair. No instance of vote rigging or misconduct observed.

Elections not considered as free and fair. Instance of vote rigging or misconduct observed.

Describe your findings:

Signature of the observers:



**Election observer**

date of the election: \_\_\_\_\_

NGO: \_\_\_\_\_

**Election observer**

date of the election: \_\_\_\_\_

NGO: \_\_\_\_\_

**Election observer**

date of the election: \_\_\_\_\_

NGO: \_\_\_\_\_

# Election observer

date of the election: \_\_\_\_\_

NGO: \_\_\_\_\_

# Election observer

date of the election: \_\_\_\_\_

NGO: \_\_\_\_\_

# Election observer

date of the election: \_\_\_\_\_

NGO: \_\_\_\_\_