



*National Democratic*

*Institute for*

*International*

*Affairs*

PAN AFRICAN DEMOCRACY MATERIALS  
DEVELOPMENT SEMINAR

*July 13-16, 1995*  
*Abidjan, Côte d'Ivoire*

SEMINAR REPORT

**Pan African Democracy Materials Development Seminar  
July 13-16, 1995**

**SEMINAR REPORT - TABLE OF CONTENTS**

1. **Seminar Report**
2. **Seminar Agenda**
3. **Quantitative Evaluation Summary and Analysis**
4. **List of Attendees**
5. **International Advisors Biographies**
6. **Country Case Study Exercise**
7. **Pan African Voter Education Campaign Group Exercise**
8. **Cable from the U.S. Embassy in Abidjan evaluating the seminar**
9. **Thank you letter from trainer Amanda Botha**
10. **Sample Voter Education Materials Displayed at Conference**
  - A Brief on Project Vote, South Africa
  - Practical Guide for the Elections Observer, Gerddes-Afrique (1994)
  - Radio Scripts:**
    - Radio Script:* "There is a Place for Everybody" - Seventh Story
    - Radio Script:* "It's Important to Vote" - Nkhotakota South By-Election
    - Radio Script:* "Your MP is Your Messenger" - ""
    - Radio Script:* "Voting on 23 May" - ""
    - Radio Script:* "We Are Going to the Polls" - by Moshê M. Baitsewe
  - Posters:**
    - "Your Vote has Power" and "Vote for Democracy"
    - "Votez pour un Niger libre et démocratique", Niger; and "Vote and Let Us Build Together", South Africa
    - "The Day Has Come, Please Vote"; "4 Redes Om Te Stem"; "Ka Engwe Ya Dibukana..."; "10 Commandments for Voters", South Africa

**SEMINAR REPORT**  
**Pan African Democracy Materials Development Seminar**  
**July 13-16, 1995**

From July 13-16, 1995, the National Democratic Institute for International Affairs (NDI) convened twenty-four African civic organizers, representing fifteen countries, to participate in a seminar entitled "**Pan African Democracy Materials Development**" in Abidjan, Côte d'Ivoire. The purpose of the program was to bring together francophone and anglophone African civic organizers to share information with each other as well as impart practical skills regarding effective development and dissemination of democracy materials. This seminar was part of a series of programs geared towards fostering the continued interaction and cooperation between civic organizations in Africa.

The consensus of the organizers and participants was that the program fully met its objectives. In particular, participants indicated that the major lessons they took away from the seminar included the importance of conducting quality research before beginning a project, using a multimedia approach, utilizing a country's traditional/indigenous institutions as a vehicle for education, testing and evaluating materials, and determining how the message can best be delivered.

The following report explains the purpose and format of the program, documents the proceedings, provides seminar evaluation results, and contains sample democracy education material.

### **PROJECT OBJECTIVES**

The objectives of this seminar were to:

- Develop capacity to produce "accessible" democracy education material for use at the grassroots level;
- Share material already developed;
- Provide ideas and training on the development of future low cost material; and
- Develop a core group of individuals in the field, who could be further used as trainers in programs elsewhere on the continent.

### **PROJECT DESIGN**

The seminar and agenda were developed in collaboration with NDI staff, participants, and international experts/advisors. Prior to the seminar each of the participants was asked to identify workshop topics of interest and to provide biographic information.

The goal of this training program was to convey and develop practical information that would be useful in assisting participants in their materials development and implementation projects. Along with the materials development concentration, an additional aspect of the program was emphasis placed on developing materials in local languages and involving women in the political process. In fact, women comprised 9 of the 24 participants and trainers. The seminar also stressed the use of print materials, electronic media such as video and radio, and performing arts as democracy education tools.

NDI structured this program to be largely one that was designed and implemented by Africans. A program of this nature, in which the distinction between "trainees" and "trainers" was minimal, could not have occurred as recently as a couple of years ago because of a lack of indigenous experience, especially in voter education. Africans have, however, developed a wealth of experience in the field recently. The level of expertise and intellectual commitment on the part of the participants to the massive task of educating populations about the functioning of democratic institutions was highly impressive.

### **Participants**

Twenty-four French and English speaking participants attended, representing the developers and implementers of democracy materials in their respective civic organizations. A list of participants, including their organizational affiliation, is attached. These "creators" were quick to recognize one another as peers at the outset of the training, which contributed to a seminar environment of mutual respect, learning, open discussion, and networking. A testimony to the professionalism and openness of the participants was their willingness to eradicate the potential language barrier that might have existed when at the opening ceremony, at their own initiation, they encouraged one another to introduce themselves in both English and French. For some, this was a crash English or French language course that went a long way in breaking the ice, establishing a spirit of flexibility, cooperation, and humor throughout the 3 1/2 days.

The cooperative spirit that developed during the opening dinner extended to the plenaries and workshops, and beyond. It was not uncommon to hear issues that were discussed in the workshops and plenaries being readdressed during coffee breaks/meals and at free times. Considerable information was shared on materials development. For example, participants demonstrated and explained how they used the materials that they developed for their civic organizations, and those with more experience in the field provided advice to others regarding the various implementation pitfalls to avoid.

Participants indicated that a much appreciated benefit of the seminar was the opportunity to meet and dialogue with other African civic organizers and hear differing experiences, which led to the recognition and view that they were "not alone" in the important democracy education challenge. A majority indicated that they gained a renewed sense of purpose and were professionally energized by the program, and appreciated the words of encouragement from their peers. (Attachment IV)

## **International Advisors**

To assist participants in better optimizing their voter education outreach efforts, experts in print materials, electronic media of video/film and radio, and performing arts were included to share their expertise by leading workshops and facilitating the discussion that ensued. They also assisted in providing consultations to participants regarding the materials they had already developed or were thinking of developing. Amanda Botha (South Africa) - *video/film*, Charlotte Cerf (NDI Mozambique) - *radio*, and Barbara Hutton (South Africa) - *printed materials*, conducted the workshops and were positively evaluated by participants as well as were the individual consultations they provided. (Attachment V)

## **Agenda**

The program was divided into plenary sessions, presentations, workshops, and case studies and continually offered an opportunity for participants to raise and discuss the challenges of developing appropriate materials and ways to overcome implementation challenges. (Attachment II)

## **Opening Plenary**

The opening plenary entitled "**Challenges in the Development of Materials**" was a group discussion moderated by Ned McMahon, NDI Senior Program Officer. It provided an overview of the seminar and elicited from participants:

- The problems they encountered in the development and implementation of voter education materials;
- Challenges of engaging illiterate and other disadvantaged sectors of society in the process;
- Methods of material development in a multi-linguistic and multi-ethnic environment; and
- Ways to disseminate materials and conduct civic education given costs constraints, and poor communication and infrastructure development.

There was widespread agreement that NGO voter education activities are impeded by a myriad of hurdles including limited budgets, perception by government as a threat, divergent understandings of what democracy actually entails, possible conflicts of democratic principles and traditional culture, illiteracy, apathy, and discouragement of women from being involved in the political process. During this brainstorming discussion participants identified the following main themes.

## CHALLENGES IN MATERIALS DEVELOPMENT

A first set of issues relates to the core issue of attempting to change political cultures and instincts that have been conditioned by years of authoritarian rule and a lack of resources. How to approach the question of educating populations that may have little understanding of democratic institutions, including the mechanics of voting was the focus of considerable discussion. A related theme was the question of how to convey information to populations which are often largely illiterate, at least in formal terms. How to encourage popular participation in these civic education efforts, when many people are "turned off" to politics as a result of the single party era was also considered. Limited resources for democracy education was also a factor discussed, although it was not as central a theme as one may have thought. How to integrate cultural traditions and democratic principles, so they may be seen as complementary, as mutually reinforcing was another theme raised.

These concerns led to discussion of how to properly understand the context in which democracy information would be conveyed, especially including the environment in which it would be received. Participants identified the importance of having a detailed understanding of the audience to whom the message is directed. There was general agreement that a means of doing this is through a targeting/needs assessment. The purpose of such an assessment is to:

- Define goals/objectives to of materials development
- Research who the audience is
- Decide the appropriate means of communication
- Develop appropriate materials for different target groups
- Determine who should convey the message
- Testing the message prior to full-scale delivery

The participants also discussed challenges related to government. In some contexts, for example, governments may be overtly hostile to education initiatives by civic organizations, and may attempt to impede dissemination of the message. They may do this because they do not trust the organizations to deliver a non-partisan message. They may fear the effects of democracy education. They may not understand what the civic groups are attempting to do. They may believe that education is the responsibility of the government. This led participants to suggest that government be considered a potential target group for democracy education.

Considerable concern was also expressed about the challenge of empowering women to play full roles in the new democratic dispensation. This includes overcoming traditional cultural obstacles inherent to patriarchal societies such as low status, a lack of formal participation in societal decision-making, and that fact that their participation could be viewed as a threat by the traditional power elites. In addition, illiteracy, poverty and apathy are also key impediments. A number of participants pointed out that the needs of rural women may differ considerably from those of their more urbanized counterparts - a point that was accepted as having a more general relevance.

Impediments to the use of media were also noted. These include lack of access to state-controlled media, the limited scope and impact of media, especially newspapers and television, and the cost of using such media.

The difficulty of evaluating the impact of democracy education was also discussed. Some themes such as voter education can be assessed in terms of the percentage of voters casting their ballots, and the incidence of spoiled ballots. Other democracy education campaigns designed to inculcate democratic values, as opposed to transferring specific technical information are much more challenging to measure.

During and after this session participants identified a number of suggestions of how the challenges in democracy education could be resolved. Participants suggested that methods to overcome these hardships included the need for NGOs to be seen as cooperative when dealing with government officials and citizens, while remaining nonpartisan and independent. They also endorsed the use of a country's indigenous institutions, traditions, and networks to communicate, educate, and link cultures. Participants also agreed that, whenever possible, civic organizers must be sure to address citizens and design materials in their own languages. These issues further sparked debate and were referenced throughout the seminar.

### **Organization Presentations**

A key aspect of the program was the "show and tell" session led by participants. In fact, participant evaluations indicated that this was the *most* beneficial segment of the seminar. They were divided into two groups for individual 15-20 minute presentations moderated by François Héon (NDI Burundi) and Antoinette Pearson (NDI Washington). These two groups afforded an opportunity for participants to present the work of their organizations and the voter education materials that they had developed. A question and answer period followed which produced much dialogue and sparked new materials development ideas. For example, South African participants reviewed the text of a Kenyan video and provided useful advice.

This segment accomplished several different goals. Participants shared creative ideas and methodological techniques. They developed a greater understanding of each others' expertise. A number of participants also subsequently stated that an even more important benefit was that the session afforded them a rare opportunity to "cross-check" and verify the utility of the programs they had developed, usually without the benefit of international expertise or input. Thus, the seminar resulted in many participants gaining confidence in knowing that their programs made sense to their peers on the continent.

### **Workshops**

Workshops provided an opportunity for participants and advisors to interact in a small group setting, and become familiar with the subject matter and each other. The three workshop topics were: *The Effective Uses of Print in Educating Communities; The Effective Uses of Video/Film in Educating Communities; and The Effective Uses of Radio in Educating Communities*. Each advisor led a 60-90 minute session that provided practical information on how these mediums could be maximized to most effectively disseminate information about democracy.

Experts focused on "What to do and not to do in order to make these mediums succeed." In each presentation special attention was paid to addressing issues related to:

- Rural vs. Urban Communication;
- Communicating with literate vs. illiterate populations;
- Communicating multi-language and multi-cultural Communities; and
- Targeting Women and other disadvantaged sectors of society.

*The Effective Uses of Print in Educating Communities* was a presentation on understanding the essential elements necessary for designing print materials used to educate voters. The objective of the session, led by Barbara Hutton, was to help participants understand that the print medium involves more than the act of writing and that before embarking on any print development campaign it is important to have focussed on a number of different issues. These include defining the message, and ensuring that it is presented in terms that are familiar to the recipient, and resonate with local cultural values. The style of the message should make the point clearly, and visual aids such as illustrations and different colors often are useful accompaniments. It is also very important to factor in participation from the target audience in the material development process.

*The Effective Uses of Video/Film in Educating Communities* dealt with the components necessary for using video/film as an education tool and the planning that must take place before getting started. The objective of the session was to help civic organizers understand that to communicate their message using video they would need to determine who is the target audience, how to reach this audience, and what delivery mechanisms should be used to get the product to the people, especially given the limited number of individuals who possess VCR machines. To make these points Amanda Botha used examples of voter education videos she had developed for South Africa's historic elections.

In *The Effective Uses of Radio in Educating Communities*, NDI Mozambique field representative Charlotte Cerf outlined the fundamentals of research, design, and production which are necessary in developing a radio campaign. Other elements of the presentation included message development, audience targeting, and the importance of timing in program broadcasts. The importance of neutrality was addressed, including the challenge of ensuring this when using state controlled radio networks. Among other useful points, Cerf also highlighted the utility of using game show type formats to appeal to listeners.

The relative merits of the three mediums of communication were debated in detail. Video, for example, was seen as very effective in delivering a message, but its accessibility to low-income populations, especially in rural areas, was debated. Printed materials are "user friendly" in that they do not require VCRs or radios to be disseminated, but they must be produced in bulk quantities and the literacy level of the target audience may require greater simplification of the message than would be necessary for other media. Radio can perhaps reach the greatest percentage of the population (especially delivering information to rural, isolated communities).

but its message is auditory, rather than visual. These types of reflections led the participants to agree that whenever possible a multimedia approach should be used, in order to gain benefit from the positive aspects of more than one medium.

### **Case Studies**

The case study approach was employed to enhance the presentations made by the advisors and strengthen the learning environment by presenting participants with specific problems to solve. The two cases assisted in further exploring issues related to time frame, limited budgets, training, and staffing. The scenarios also provided an opportunity for participants and advisors to interact in a small group setting and develop outlines of prototype materials which could be used in subsequent programs. (Attachments VI and VII)

### **Country Case Study**

This case study dealt with the themes of low voter turnout among certain disenfranchised groups (i.e. women, youth, etc.) in the fictitious country of Desire. During this exercise participants were divided into groups and tasked with determining the materials they would develop when designing a publicity campaign to encourage women to run for office and the implementation plan for disseminating this information taking into account the mitigating factors of the case. (Attachment VI)

### **Pan African Voter Education Campaign Strategy**

This case study dealt with the elements necessary for designing a voter education campaign. Participants were divided into small groups and tasked with determining the types of questions that must be asked as well as answered when designing a voter education campaign. (Attachment VII)

### **Closing Plenary**

On the final day Erin Martin (NDI Namibia) led a plenary session that focused on transferring the lessons learned in developing voter education material over the last three days on other specific civic organizing themes, such as women's participation in the political process, the role of local government, civic oversight of democratic institutions, etc.

## **EVALUATION RESULTS**

The evaluation session with the participants as well as their written evaluation forms suggested that they were very satisfied with the program because they felt that the workshops and case studies were grounded in the realities of voter education and democracy issues in Africa. Case studies were considered very useful in skills development, especially for organizations that conduct civic education in more than one country. There was an interest future contact to determine how successful they have been in trying to implement principles stressed during the program and learn additional communication skills in order to avoid cultural barriers.

Participants indicated that the major lessons they took away from the seminar included the importance of:

- 1) Conducting quality research before beginning a project or developing any materials;
- 2) Using a multimedia approach (print, radio, video, and performing arts) when educating voters to reach the various target audiences and incorporating training with each medium;
- 3) Utilizing a country's traditional/indigenous institutions as a vehicle for education;
- 4) Testing and evaluating materials to ensure that the materials are appropriate; and
- 5) Determining who the best/most appropriate people are to deliver the voter education message (person of respect, independent, etc.)

To improve the program, participants suggested extending the duration of the program in order to allow for more discussion time, more continuously focussed discussions, and more presentation time for participants. Also, many would have preferred that the participants not be divided into two groups for the organization presentations as they wanted to benefit from hearing about what everyone was doing. More role playing, uses of the performing arts, budgeting, and technical aspects of materials development was also suggested. On the administrative side, participants would have preferred to have had briefing books and background on the participants that would be in attendance earlier. (Attachment III)

In addition to increasing participants' skills levels, through the project a body of highly skilled experts in the dissemination of democracy materials have been identified. Seminar participants may be available for future programs in other countries in which their technical skills may be useful.



# NATIONAL DEMOCRATIC INSTITUTE FOR INTERNATIONAL AFFAIRS

Fifth Floor, 1117 Massachusetts Avenue, N.W. Washington, D.C. 20046 (202) 328-4146 ■ FAX (202) 949-4164

## DEMOCRACY MATERIALS SEMINAR

Abidjan, Cote d'Ivoire

July 13-16, 1995

### Thursday, July 13

Afternoon

Registration: International participants and advisers arrive in Abidjan

4:00 pm

Briefing for NDI Staff and Advisers

7:00 pm

Welcome Dinner Buffet & Introductions of Program, Staff, Advisers & Participants

Minister of Communications (invited): Honorable Danielle Boni-Claverie  
USAID: Michelle Sison

**Overview of Program: The Importance of Voter Education and Materials Development**

Ned McMahon, NDI Senior Program Officer

### Friday, July 14

Morning

Day 1

7:00 - 8:00 am

Breakfast

8:00 - 8:30

Late Registration

8:30 - 9:15

Opening Remarks

Introduction of Advisers/Staff

Introduction of Participants

9:15 - 10:30

**Morning Plenary: Challenges in the Development of Materials:  
Group Discussion**

Ned McMahon, NDI

(Entire Group, Room #1)

10:30 - 10:45

BREAK

10:45 - 13:15

Presentations (5 at 30 min. ea. = 2.5 hrs)



Group A: 5/7 (Room #1)  
Group B: 5/7 (Room #2)

13:15 - 14:30

LUNCH

14:30 - 16:00

**Afternoon Plenary/Discussion: Effective Uses of Print Materials in  
Voter Education**  
Barbara Hutton  
(Entire Group, Room #1)

16:00 - 16:15

BREAK

16:15 - 17:15

**Presentations (2 at 30 min. ea. = 1 hr)**  
Group A: 2/7 (Room #1)  
Group B: 2/7 (Room #2)

17:15 - 17:45

**Closing of First Day/Overview of Day 2  
Evaluations (Room #1)**

19:30

Dinner - Free Evening

**Saturday, July 15 Day 2**

7:00 - 8:00 am

Breakfast

8:30 - 9:00

Case Study Overview

9:00 - 10:30

**Plenary/Discussion: Effective Uses of Video/Film in Voter Education**  
Amanda Botha  
(Entire Group, Room #1)

10:30 - 10:45

BREAK

10:45 - 12:15

**Plenary/Discussion: Effective Uses of Radio in Voter Education**  
Charlotte Cerf  
(Entire Group, Room #1)

12:15 - 14:15

LUNCH

14:15 - 16:15

**Case Study Exercise #1: Voter Education**  
Group 1: (Room #1)  
Group 2: (Room #2)  
Group 3: (Room #3)

16:15 - 16:30

BREAK

16:30 - 17:15 Case Study Exercise #1: Group Presentations  
(Entire Group, Room #1)

17:15 - 17:30 Closing of Second Day/Overview of Day 3  
Evaluations  
(Room #1)

19:30 DINNER

**Sunday, July 16 Day 3**

7:00 - 8:00 BREAKFAST

8:30 - 9:30 Morning Plenary: Using Communication Skills Development to  
Support/Advance Other Democracy Development Efforts

9:30 - 11:30 Case Study Exercise #2: Designing A Publicity Campaign to  
Encourage Women to Run for Office  
Group 1: (Room #1)  
Group 2: (Room #2)  
Group 3: (Room #3)

11:30 - 12:15 Case Study Exercise #2: Group Presentations  
(Room #1)

12:15 - 12:30 BREAK

12:30 Closing Program  
Evaluation of Program  
Final Remarks

13:00 LUNCH

15:30 Tour of Abidjan

## Quantitative Evaluation and Summary

Eighteen participants responded to following evaluation and provided general comments when asked to rank the objectives of the session by circling a number from 1 (excellent) to 5 (poor) according to the following categories.

<b>Final Evaluation: Seminar Objectives</b>						<b>N= 18</b>
CATEGORIES	EXC. 1	GOOD 2	AVG 3	B. AVG 4	POOR 5	NA
Relevance to your work	100%					
Good exchange of ideas	72%	17%	11%			
New skills & ideas	50%	39%	11%			

Seventeen participants responded to the following evaluation and provided general comments when asked to rank the objectives of the session by circling a number from 1 (excellent) to 5 (poor) according to the following categories.

<b>I. Challenges in the Development of Materials: Group Discussion</b>						<b>N=17</b>
CATEGORIES	EXC. 1	GOOD 2	AVG 3	B. AVG 4	POOR 5	NA
Relevance to your work	59%	35%				.06%
Good exchange of ideas	59%	29%	.06%			.06%
New skills & ideas	24%	65%		.06%		.06%

Sixteen participants responded to the following evaluation and provided general comments when asked to rank the objectives of the session by circling a number from 1 (excellent) to 5 (poor) according to the following categories.

<b>II. Effective Uses of Print Materials in Voter Education</b>						<b>N= 16</b>
<b>CATEGORIES</b>	<b>EXC. 1</b>	<b>GOOD 2</b>	<b>AVG 3</b>	<b>B. AVG 4</b>	<b>POOR 5</b>	<b>NA</b>
Relevance to your work	31%	44%	.06%			19%
Good exchange of ideas	38%	44%	12%			.06%
New skills & ideas	31%	38%	25%			.06%

Seventeen participants responded to the following evaluation and provided general comments when asked to rank the objectives of the session by circling a number from 1 (excellent) to 5 (poor) according to the following categories.

<b>III. Effective Uses of Video/Film in Voter Education</b>						<b>N = 17</b>
<b>CATEGORIES</b>	<b>EXC. 1</b>	<b>GOOD 2</b>	<b>AVG 3</b>	<b>B. AVG 4</b>	<b>POOR 5</b>	<b>NA</b>
Relevance to your work	53%	35%	.06%			.06%
Good exchange of ideas	47%	41%	12%			
New skills & ideas	65%	29%	.06%			

Sixteen participants responded to following evaluation and provided general comments when asked to rank the objectives of the session by circling a number from 1 (excellent) to 5 (poor) according to the following categories.

IV. Effective Uses of Radio in Voter Education						N = 16
CATEGORIES	EXC. 1	GOOD 2	AVG 3	B. AVG 4	POOR 5	NA
Relevance to your work	81%	19%				
Good exchange of ideas	31%	63%		.06%		
New skills & ideas	50%	44%	.06%			

Seventeen participants responded to following evaluation and provided general comments when asked to rank the objectives of the session by circling a number from 1 (excellent) to 5 (poor) according to the following categories.

V. Voter Education Campaign Strategy: Pan African Case Study						N = 17
CATEGORIES	EXC. 1	GOOD 2	AVG 3	B. AVG 4	POOR 5	NA
Relevance to your work	65%	29%	.06%			
Good exchange of ideas	59%	35%	.06%			
New skills & ideas	18%	59%	18%			.06%

Fifteen participants responded to following evaluation and provided general comments when asked to rank the objectives of the session by circling a number from 1 (excellent) to 5 (poor) according to the following categories.

<b>VI. Using Comm. Skills to Advance Other Development Efforts</b>						<b>N = 15</b>
<b>CATEGORIES</b>	<b>EXC. 1</b>	<b>GOOD 2</b>	<b>AVG 3</b>	<b>B. AVG 4</b>	<b>POOR 5</b>	<b>NA</b>
Relevance to your work	47%	47%				07%
Good exchange of ideas	40%	33%	20%			.07%
New skills & ideas	20%	47%	33%			

Fifteen participants responded to following evaluation and provided general comments when asked to rank the objectives of the session by circling a number from 1 (excellent) to 5 (poor) according to the following categories.

<b>VII. Designing A Publicity Campaign: Desire Case Study</b>						<b>N= 15</b>
<b>CATEGORIES</b>	<b>EXC. 1</b>	<b>GOOD 2</b>	<b>AVG 3</b>	<b>B. AVG 4</b>	<b>POOR 5</b>	<b>NA</b>
Relevance to your work	87%	13%				
Good exchange of ideas	60%	33%	.07%			
New skills & ideas	27%	60%	13%			



# NATIONAL DEMOCRATIC INSTITUTE FOR INTERNATIONAL AFFAIRS

Fifth Floor, 1717 Massachusetts Avenue, N.W. Washington, D.C. 20036 (202) 328-3136 ■ FAX (202) 939-3166

## List of Attendees

### *Pan African Democracy Materials Development Seminar*

Abraham Abebe  
Ethiopian Congress for Democracy  
P.O. Box 7284  
Addis Ababa, Ethiopia  
TEL: 251-1-11-69-17  
FAX c/o NDI Ethiopia 251-1-613-613

Taofiki Aminou  
GERDDES-AFRIQUE  
BP 1258  
Cotonou, Benin  
TEL: 229-33-43-33  
FAX: 229-33-44-99/33-43-32

Mariama Aschroft  
Gambian Women's Finance Association  
16 Buckle Street  
PMB 81  
Banjul, The Gambia  
TEL: 220-227-066  
FAX: 220-229-226

Moshé Baitsewe  
Namibian Broadcasting Corporation  
NBC Radio  
P.O. Box 8356  
Bachbrecht, Namibia  
TEL: 264-61-2912451  
FAX: 264-61-2912291

Adèle Dedi Tape  
MIFED-CI  
21 BP 1596  
Abidjan 21  
Côte d'Ivoire  
TEL: 225-22-46-71-02

Fatimata Dicko-Zouboye  
Association des Juristes Maliennes  
BP 2016  
Bamako, Mali  
TEL/FAX: 223-22-20-73H  
TEL/FAX: 223-23-23-83W

Marthaelle Gbe  
MIFED-CI  
23 BP 3785  
Abidjan 23  
Côte d'Ivoire  
TEL: 225-39-13-85H  
FAX: 225-45-01-77H/225-22-19-18  
TEL: 225-42-08-58W

Djedje Romain  
GERDDES-CI  
08 P.O. Box 2435  
Abidjan 08  
Côte d'Ivoire  
TEL/FAX: 225-44-63-05  
TEL: 225-41-73-09H

Tasmir Jallow  
Gambian Teacher's Union  
P.O. Box 133  
Banjul, The Gambia  
TEL/FAX: 220-39-2075

Françoise Kaudjhis-Offoumou  
Association Internationale pour  
la Démocratie (AID-AFRIQUE)  
08 BP 803  
Abidjan 08, Côte d'Ivoire  
TEL: 225-22-18-63W  
225-22-44-64-97H  
FAX: 225-22-48-57



Françoise Kadio-Morokro  
MIFED-CI  
23 BP 3785  
Abidjan 23, Côte d'Ivoire  
TEL/FAX: 225-22-45-01-77/42-08-58

Wambui Kimathi  
Institute for Education in Democracy  
(IED)  
P.O. Box 43874  
Nairobi, Kenya  
TEL: 254-2-330-448/21-37-26  
FAX: 254-2-222-178

Dumile Magodla  
New Africa Theatre Project  
19 Lower Main Road Observatory  
Capetown, South Africa  
TEL: 27-21-47-87-92  
FAX: 27-21-47-55-09 / 27-21-5-53-41-21

Alexis Ndayizeye  
Assistant  
NDI Burundi  
c/o Marty Schulman USAID  
FAX: 257-222-986

Philemon Ndremana  
Comité National d'Observation  
des Eléctions (CNOE)  
50 rue Joël Rakotomalala-Faravohitra  
101 Antananarivo, Madagascar  
TEL: 201-272-45

Christine Ng'Ambi  
Foundation for Democratic Process  
Process P/B, 516  
Lusaka, Zambia  
TEL: 260-1-281-773  
FAX: 260-1-282-206

Paul Nsapu  
Ligue Zaïroise des Elécteurs (LZE)  
2, Avenue Shaba  
Kinshasa/Gombe  
Zaire  
TEL: 243-88-41277

Joseph Ambrose Oneka  
Uganda Joint Christian Council  
P.O. Box 30154  
Kampala, Uganda  
TEL: 256-41-254226  
FAX: 256-41-244-251

Patrick Raharimanana  
Comité National d'Observation  
des Eléctions (CNOE)  
50 rue Joël Rakotomalala-Faravohitra  
101 Antananarivo, Madagascar  
TEL: 201-272-45

Joseph Sanou  
RIDD-FITILA  
13 Avenue de la Radio  
BP 11565  
Niamey, Niger  
TEL/Fax: 227-75-21-68

Greg Simpkins  
International Republican Institute  
1212 New York Avenue, N.W., #900  
Washington, DC 20005  
TEL: 202-408-9450  
FAX: 202-408-9462

Brigitte Yerith  
Association Ivoirienne pour la Défense  
des Droits des Femmes (IDF)  
08 BP 1903  
Abidjan 08, Côte d'Ivoire  
TEL: 225-22-26-26  
FAX: 225-44-68-60

*Pan African Democracy Materials Development Seminar*  
**TRAINERS**

**Amanda Botha**

Amanda Botha Enterprises  
P.O. Box 1935  
Capetown 8000, South Africa  
TEL: 27-21-2444-09  
FAX: 27-21-233-049

*the effective uses of video and film in voter education*

**Charlotte Cerf**

NDI Field Representative  
Fourth Floor  
Rua Joaquim Lapa no. 22  
Maputo, Mozambique  
TEL: 42-51-84  
FAX: 42-75-70

*the effective uses of radio in voter education*

**Barbara Hutton**

ABE Development Services Trust  
12 Olympia Court, 91 Durban Road Mowbray  
Capetown 7700, South Africa  
TEL: 27-21-689-31-59/63  
FAX: 27-21-686-8704

*the effective uses of print material in voter education*

**NDI STAFF**

**François Héon**

Field Representative - Burundi

**Antoinette Pearson**

Program Officer

**Erin Martin**

Field Representative - Namibia

**Lori Yamamoto**

Logistics Coordinator

**Ned McMahan**

Regional Director

**Linda Maguire**

Program Assistant



14



# NATIONAL DEMOCRATIC INSTITUTE FOR INTERNATIONAL AFFAIRS

Fifth Floor, 1717 Massachusetts Avenue, N.W. Washington, D.C. 20036 (202) 528-5136 ■ FAX (202) 939-5166

## International Advisors Biographies

### **Amanda Botha**

Amanda is a South African journalist and television producer. As a journalist she has worked for both the daily and the Sunday press covering all major events in South Africa in the past 25 years, which includes the political unrest during the years 1976 to 1984. Amanda also has the distinction of being the first journalist to cover the world's first heart transplant. In 1981 she started producing and directing television and documentary programs for international broadcasting stations in South Africa, the United States, Great Britain, and Europe. In 1993 she created the first voter education video in South Africa, **The Road to Democracy**. This multi-language program had an audience of more than 20 million South Africans. Amanda also had a stint in the theater, as well as in the opera and ballet, and has written articles and books on aspects of the performing arts. At present she is an advisor to the South African government on arts and policy matters.

During the past seven years, Amanda has also been involved in community development projects that concentrate on poverty-stricken areas and improving the lives of women. These efforts have led to development of the first mobile clinic for cancer detection, as well as the first pilot job creation program for grassroots women under the Reconstruction and Development Programme in South Africa. As part of the leadership of the Women's National Coalition, she developed a Women's Charter for Equality--a document that was accepted by President Nelson Mandela and is now a guideline document in policy matters in South Africa. Amanda also serves as a media consultant for communication strategies in rural areas for the United Nations.

### **Charlotte Cerf**

Charlotte Cerf is the Resident Program Manager for the National Democratic Institute for International Affairs (NDI) in Mozambique. She has worked as a documentary film producer and was an adjunct professor of anthropology at Columbia University. She is the producer of the award-winning documentary about water pollution in Brazil entitled **Black Water**. Cerf earned her PhD in cultural anthropology from Columbia University.





# NATIONAL DEMOCRATIC INSTITUTE FOR INTERNATIONAL AFFAIRS

Fifth Floor, 1111 Massachusetts Avenue, N.W.

Washington, D.C. 20036

(202) 328-3136

■ FAX (202) 939-3166

## **Barbara Hutton**

Barbara's experience has been in the field of alternative adult education over a period of approximately 12 years. She has specialized in writing and editing educational materials for various adult audience groups across different subject areas, including, paralegal, history, voter education, health, labor, democracy. After a period of three years researching and publishing of adult basic education/literacy materials for the Department of Adult Education at the University of Cape Town, she was part of a team which set up a non-governmental organization (NGO) educational trust to develop a literacy course. This course includes teacher manuals, learner workbooks, readers and support materials and is currently being piloted using a multi-media approach. She has written and/or edited a variety of education materials that have been published in numerous languages, such as Nelson Mandela - Born to Lead, Voter Education Manuals for Trainers and Teachers, Adult Basic Education in South Africa, and A Manual for Writer's of Learning Materials. Barbara also serves as an advisor to other adult education and adult basic education organizations on development of their materials.



# NATIONAL DEMOCRATIC INSTITUTE FOR INTERNATIONAL AFFAIRS

Fifth Floor, 1717 Massachusetts Avenue, N.W.

Washington, D.C. 20036

(202) 328-3136

■ FAX (202) 939-3166

## DESIRE CASE STUDY EXERCISE

### Background:

Desire is a beautiful and mountainous country that is known for its wonderful tropical breezes and people. Desire has a population of 10 million which is made up of seven major ethnic groups each with their own language; although, English is the official language of the country. Even though Desire is a poor country with few paved roads outside of the capitol and no electricity in most rural areas, world opinion consistently predicts it as having a great future because of its abundant natural resources and the optimism and industriousness of its people. The first "free and fair" elections were held five years ago and had high voter participation and vote tally. It was seen as a legitimate election by all and resulted in opposition parties controlling parliament. However, if there is any concern about this fragile democracy it is that there is significant indication that the upcoming elections will be characterized by massively low voter turnout among certain disenfranchised groups. Many believe that if this becomes a trend then it will not bode well for Desire's fragile democracy in the coming years. This has engendered great interest among political leaders and civic organizers concerning targeting the disenfranchised populations, and encouraging their participation in the democratic process.

You and your colleagues are civic organizers for an independent, 50 person NGO that focuses on voter education issues and is trying to make a difference in the next election. Your organization has been researching voter attitudes regarding the upcoming elections and have discovered a number of issues, among them:

- 1) Those indicating a strong willingness to vote are most likely to be urban members of the 3 major ethnic groups.
- 2) Most of those that voted previously were men; women and youth had barely participated. As the next election cycle approaches, women and youth express pessimism about democracy and are beginning to question the value of going to the polls. Also, a large number of women did not realize that they could become candidates.
- 3) Many organizations have forgotten about the mechanisms of voting.

### EXERCISE:

Based on this information that you have presented, you were able to raise \$25,000 US from outside and matched by a donor for another \$25,000 US to design a voter education strategy to rectify the problems that your organization was so good at discovering. What materials would you develop to design a publicity campaign to encourage women to vote and run for political office and how would you disseminate this information?



21

## Desire Case Study Group Results

In presenting their results the group decided that they would build on the questions developed during the print materials workshop and the Pan African case study as a basis for designing the following information.

### Previous Questions

1. Q: What are the target groups?  
A: All citizens, and specifically those in rural areas, women, young people, and political as well as non-political organizations.
2. Q: What are the expressed needs of the targeted populations?  
A: The need for social, economic, and cultural improvements.
3. Q: What are the characteristics of the target zones and populations?  
A: Illiteracy, influence of religion and language, influence of environment (sub-regional, regional, and international).
4. Q: Is the election perceived by the population as a means of satisfying their needs?  
A: No.
5. Q: What means are at our disposal for the campaign?  
A: Human, material, and limited financial resources.
6. Q: What are the refined objectives of the campaign?  
A:
  - Democratic culture
  - Increased participation
  - Improved political status for women
  - Citizen participation in local city management
7. Q: What are the strategies of the campaign?  
A:
  - Communication Strategy: cooperation between those structures already in place (state, NGO, media, ...)
  - Education Strategy: educate the educators, the political parties, and associations based on the electoral law and democracy
8. Q: - What material should be used in the campaign?  
A: - Audio-Visual

- Print; handouts
- Debates
- Theater skits; voter simulation

9. Q: What elements will determine the neutrality and the accessibility of the transmitted messages?
- A: - Simplicity of the messages  
- Translation of the messages  
- Concise messages  
- Precise messages  
- Objective message; non-biased
10. Q: What is our plan of development? (Planning & Execution of the campaign)
- A: Planning: - need to begin the campaign early  
- need to develop a timetable for the electoral phases  
- **permanence in the campaign**
- Execution: - by the organizers, and other credible and neutral people
11. Q: How to evaluate the campaign?
- A: - Opinion Poll  
- Participation of associated NGOs with the campaign  
- Electoral documents (percentage of participation and voter registration)



# NATIONAL DEMOCRATIC INSTITUTE FOR INTERNATIONAL AFFAIRS

Fifth Floor, 1717 Massachusetts Avenue, N.W. Washington, D.C. 20036 (202) 328-3136 ■ FAX (202) 939-3166

## PAN AFRICAN VOTER EDUCATION CAMPAIGN EXERCISE

### BACKGROUND:

You and your colleagues are members of an independent, well-respected Pan African civic organization that focuses on voter education issues. Your organization has been commissioned to develop voter education campaigns that are to be used in the various African countries that you will be working in. The executive director has convened a meeting of the organization's civic organizers to determine the content of the materials for these campaigns.

### EXERCISE:

As a civic organizer, experience has demonstrated to you that there are many factors that contribute to the successful development and dissemination of democracy materials that inform and educate the citizenry, and that key elements must be in place in order to produce materials that reach their intended target audience. Based on your experience, how would you address the following:

- 1) What are the elements needed to design a voter education campaign?
- 2) What are questions must be asked as well as answered in order to design a voter education campaign?

NDI will compile the questions/issues that you come up with during this exercise and develop a questionnaire to be used to assist others involved in developing democracy materials.



## Pan African Voter Education Campaign Exercise Group Results

### Group #1

Questions that must be asked and answered in order to design a voter education campaign.

Aim(s): To promote democratic culture through a long-term educational process permeating all levels of society.

#### Questions:

1. a) What processes and design approaches exist in the educational system which hinders democratic growth? Give examples of some of these concerns: teacher-pupil relationship, emphasis on paper qualification as opposed to life skills.  
b) How do we deal with these negative tendencies?
2. How do we bridge the gap between the elected (leaders) and the electorate?
3. How can we make the citizens understand that the constitution and the government belong to them?
4. a) What are the rights and responsibilities of a citizen in a democracy?  
b) What are the roles and functions of political parties?  
c) What are the roles and functions of a government?
5. a) What are the experiences and attitudes of the people regarding democracy and voting?
6. a) How do we make a citizen a guardian of his/her Human Rights?
7. a) What is the literacy rate?  
b) How accessible are the different media to the population?
8. a) How can we use African traditional institutions and practices to promote democracy?  
b) How can we use civil society to promote democratic culture and practices?
9. a) How do we address the needs and concerns of special groups:
  - women?
  - youth?
  - other disadvantaged groups; ex: the disabled?

## Group #2

### I. Essential Elements

- creation of a campaign

### II. Essential Questions

- campaign objectives
- goal of the campaign
- which strategies to put in place
- which material to use (print, video, radio,...)
- what means are available to create this material
- what plan of development (planning & executing the plan)
- what means of evaluation
- what questions will the electors ask and what are their needs
- who will be asked these questions; (identify target groups)
- what means and what constraints do we face
- what level of comprehension will the voters have
- who are the actors of the campaign
- what is the percentage of illiteracy
- what will be the themes of the campaign
- how will we manage communication
- what structures
- what will the campaign message consist of
- planning the activities of the campaign; possible stages and problems
- how to deal with constraints
- what language(s) to use
- where to establish offices

UNCLAS USIA ABIDJAN 06745

ACTION: POL-1  
INFO: POL/L-1 AMB-1 AMBSEC-1 DCM-1 DCMSEC-1 ECON-1 DAO-1 JAO-1 FBIS-1  
USIS-1 REDSO-1 REF-1

DISTRIBUTION: POL  
CHARGE: PROG

VZCZCABI750  
PP RUEHFR RUEHDK RUEHFSI RUTARY RUEHIA RUEHBP  
RUEHOU RUEHAR RUEHC RUEHMV  
DE RUEHAB #6745 1981718  
ZNR UUUUU ZZH  
P 171718Z JUL 95  
FM AMEMBASSY ABIDJAN  
TO RUEHC/SECSTATE WASHDC PRIORITY 3309  
INFO RUEHFR/AMEMBASSY PARIS 1494  
RUEHDK/AMEMBASSY DAKAR 2485  
RUEHFSI/DIR FSINFATC  
RUTARY/AMEMBASSY CONAKRY 2654  
RUEHIA/USIA WASHDC 1918  
RUEHBP/AMEMBASSY BAMAKO 2415  
RUEHOU/AMEMBASSY OUAGADOUGOU 2540  
RUEHAR/AMEMBASSY ACCRA 3127  
RUEHMV/AMEMBASSY MONROVIA 2703  
BT  
UNCLAS ABIDJAN 006745

FSINFATC - SAS FOR AMBASSADOR LANNON WALKER  
PARIS FOR MORAN  
DEPT FOR AF/W, AF/RA, AND DRL  
USIA FOR AF, B/TV  
AID/W FOR AID/D/G

E.O. 12356: DECL/OADR  
TAGS: KDEM, EAID  
SUBJ: NDI'S DEMOCRACY MATERIALS SEMINAR IN ABIDJAN

REF: ABIDJAN 4221

1. SUMMARY. THE NATIONAL DEMOCRATIC INSTITUTE (NDI) HELD A VERY SUCCESSFUL AREA-FUNDED REGIONAL DEMOCRACY MATERIALS SEMINAR IN ABIDJAN JULY 13-16. TWENTY AFRICAN CIVIC ORGANIZERS SHARED SKILLS, INFORMATION AND MATERIALS CONCERNING THE EFFECTIVE DEVELOPMENT AND DISSEMINATION OF DEMOCRACY MATERIALS IN AN AFRICAN CONTEXT. A SERIES OF WORLDNETS WOULD BE AN IDEAL VEHICLE TO TRANSMIT THE CONFERENCE'S KEY IDEAS TO AFRICAN DEMOCRACY ORGANIZERS WHO DID NOT ATTEND THE ABIDJAN SEMINAR. END SUMMARY.

2. TWENTY CIVIC ORGANIZERS FROM THIRTEEN SUB-SAHARAN COUNTRIES MET IN BOTH PLENARY SESSIONS AND SMALLER WORK GROUPS TO ANALYZE AND DISCUSS VARIOUS ASPECTS OF

UNCLAS USIA ABIDJAN 06745

2

UNCLAS USIA ABIDJAN 06745

AFRICAN DEMOCRATIZATION. PARTICIPANTS AGREED THAT AFRICAN VOTER EDUCATION EFFORTS FACE MANY OBSTACLES, INCLUDING VERY LIMITED FINANCIAL RESOURCES, GOVERNMENT HOSTILITY, HIGH ILLITERACY RATES, CITIZEN APATHY, TRADITIONAL ATTITUDES WHICH DISCOURAGE WOMEN'S PARTICIPATION IN THE ELECTORAL PROCESS AND WIDELY DIFFERING DEFINITIONS OF WHAT CONSTITUTES DEMOCRACY.

3. CONFERENCE HIGHLIGHTS INCLUDED PRESENTATIONS AND DISCUSSIONS ON THE EFFECTIVE USE OF RADIO IN VOTER EDUCATION, ENCOURAGING WOMEN'S PARTICIPATION IN ELECTIONS AND CHALLENGES IN DEVELOPING VOTER EDUCATION MATERIALS. PARTICIPANTS ENDORSED LOW TECHNOLOGY VOTER EDUCATION STRATEGIES SUCH AS STORYBOARDS, PERFORMING GROUPS AND RADIO PLAYS WHICH EXPLAIN THE ELECTORAL PROCESS. PARTICIPANTS ALSO FAVORED EDUCATION STRATEGIES WHICH INCORPORATED ASPECTS OF POPULAR AFRICAN CULTURE SUCH AS MUSIC OR THE ENDORSEMENT OF ELECTORAL PARTICIPATION BY ENTERTAINMENT FIGURES. RADIO WAS HIGHLIGHTED AS AN ESPECIALLY VALUABLE MEDIUM BECAUSE OF ITS WIDE AUDIENCE IN EVEN THE POOREST COUNTRIES AND ITS ACCESSIBILITY IN RURAL AREAS.

4. NDI VERY EFFICIENTLY ORGANIZED AND ADMINISTERED THE CONFERENCE. PARTICIPANTS STATED BOTH IN THE CLOSING SESSION AND PRIVATELY THAT THEY WERE VERY PLEASED WITH THIS OPPORTUNITY TO SHARE EXPERIENCE, EXPERTISE AND MATERIALS WITH THEIR COLLEAGUES. U.S. MISSION (EMBASSY, USIS, AND REDSO) GREATLY APPRECIATED THE OPPORTUNITY TO PARTICIPATE IN THE VARIOUS SESSIONS AND WOULD WELCOME ANY FOLLOW-ON NDI EFFORTS IN ABIDJAN. THE SEMINAR REPRESENTED AN EXCELLENT USE OF AREA RESOURCES (AND WE ALSO APPRECIATED THE FACT THAT NDI ACKNOWLEDGED USG FUNDING OF THE EVENT DURING THE SEMINAR'S OPENING SESSION).

5. COMMENT. THROUGHOUT THE CONFERENCE, PARTICIPANTS FROM COUNTRIES IN VARIOUS STAGES OF POLITICAL DEVELOPMENT CONSISTENTLY RECOGNIZED SIMILAR PROBLEMS AND PROPOSED COMMON SOLUTIONS CONCERNING THE EFFECTIVE DEVELOPMENT AND DISSEMINATION OF DEMOCRACY MATERIALS IN AFRICA. THE CONFERENCE WAS A SUCCESS BOTH BECAUSE OF THE ENTHUSIASM OF PARTICIPANTS AND NDI STAFF AND BECAUSE OF THE PAN-AFRICAN RELEVANCE OF THE ISSUES. A NUMBER OF IDEAS PRESENTED AT THE CONFERENCE--ESPECIALLY CONCERNING THE USE OF RADIO IN VOTER EDUCATION AND TECHNIQUES FOR ENCOURAGING WOMEN TO PARTICIPATE IN THE ELECTORAL PROCESS--DESERVE WIDE DISSEMINATION. A SERIES OF WORLDNETS FOR ANGLOPHONE, FRANCOPHONE AND LUSOPHONE AFRICAN POSTS WOULD BE AN IDEAL VEHICLE TO TRANSMIT SOME OF THE CONFERENCE'S KEY IDEAS TO AFRICAN DEMOCRACY ORGANIZERS WHO DID NOT ATTEND THE CONFERENCE. CECIL

UNCLAS USIA ABIDJAN 06745

August 31, 1995

Mr Ned McMahon  
NDI  
1717 Massachusetts Avenue, NW  
Fifth Floor  
WASHINGTON DC 20036  
U.S.A.

Dear Ned

I would like to thank you for the wonderful opportunity to participate in your Democracy Materials seminar in Abidjan. It was an enriching experience and I am very encouraged by the positive response that I received after the seminar.

Your recall that I have had a work session with Wambui Kimathi from Kenya on a script for a video on democracy. I have now been invited to Kenya to direct this video which is sponsored by the British Council. I will be in Kenya towards the end of September and will forward a copy for your records.

I also received an invitation to work with Moshê Baitsewe in Namibia on six radio plays which might be transformed into short, educational television programmes. In addition I also received an invitation to assist Paul N'Sapu from Kinshasha with a project.

Thank you for your very positive and encouraging letter of August 2. I look forward to receiving the report of the proceedings and outcome of the seminar and assure you of my continued support.

Yours sincerely



AMANDA BOTHA

26

# A BRIEF

## ON PROJECT VOTE

South Africa's transition from white minority domination to non-racial democracy hinged upon open and competitive national elections. Key to the success of these elections was the ability of South Africans to participate confidently in the electoral process. Voter education was fundamental to this process and remains at the heart of Project Vote.

The South African-based Centre for Development Studies (CDS) and the U.S. National Democratic Institute for International Affairs (NDI) initiated Project Vote in November 1991 to familiarise the disenfranchised 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 organizers who in turn impart the lessons they learn to others.

In its two and a half year existence, Project Vote:

- conducted a nationwide series of voter education workshops for thousands of 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 continuing its voter education initiatives for the upcoming local government elections with a focus on the following three areas:

- the requirement for registration of voters and the creation of electoral roles;
- the electoral process; and
- the function of local government and citizen participation.

### FOCUS GROUPS

Project Vote developed a variety of informational materials including Election Kits for public education, print and video guides explaining the "how to" of elections, studies of election processes in other countries, and "Option Papers" addressing alternative election procedures and law



**NATIONAL DEMOCRATIC INSTITUTE  
FOR INTERNATIONAL AFFAIRS**

Fifth Floor, 1117 Massachusetts Avenue, N.W. Washington, D.C. 20036 (202) 428-3136

■ FAX (202) 939-3166  
■ E-Mail 5979039@MCIMAIL.COM

**GERDES-AFRIQUE-CIRD**

**PRACTICAL GUIDE FOR THE  
ELECTIONS OBSERVER  
GERDES-AFRIQUE**

**Year 1994**



*conducting nonpartisan international programs to help maintain and strengthen democratic institutions*

## INTRODUCTION

The present guide is designed for the members of GERDDES-AFRIQUE and any other person invited to participate in an observation mission under the aegis of GERDDES-AFRIQUE.

It is the result of the polling agents and observers' training given here and there, but also of all the GERDDES-AFRIQUE experiences throughout Africa. Its goal is to serve as a memory aid to persons who have already been trained or have already observed without prior training, and as a beacon to those who perform this task for the first time.

Traditionally, supervising elections is the responsibility of the political parties, the candidates' representatives or agents, as well as the various commissions or Ministry officials in charge of administering the country.

However, the phenomenon of independent observers has emerged in the past ten years, but mostly from developed countries to Third World countries on the way to democracy.

The former category of observers can appeal, while the latter only have the right to testify; the value of the testimony, however, is connected to the implemented technique.

GERDDES-AFRIQUE deems that fair and honest elections, the results of which are accepted by all, are a favorable factor in the efforts of development. It therefore invented in 1990 the concept that Africans should observe African elections.

## I. THE ROLE OF AN IMPARTIAL OBSERVATION OF ELECTIONS

Electoral competition raises contradictory temptations:

- the temptation to force results by any means, including fraud and irregularities;
- the concern for a credible election ensuring a credibility which cannot be contested.

Under these conditions, the neutral and impartial observation of elections aims at the following objectives:

- 2/
- strengthen the public's (nation's) confidence in democracy, the electoral system and the consultation results;
  - reduce the occurrences of intimidation and violence,
  - discourage (or dissuade from) electoral fraud,
  - facilitate the detection and reporting of occurrences of electoral fraud,
  - contribute to the acceptance of the results by all the parties when it is possible to conclude objectively that there was no fraud,
  - to make an objective evaluation tool of the voting process available to the local citizenry and the international community.

In order to achieve his mission, the observer must remain within the scope of his activities and separate himself from a voting supervisor or a party's or candidate's representative.

## II - DUTIES OF A GERDDES-AFRIQUE OBSERVER

There are three phases to the electoral process:

- Voter Registration : this is done either during the time spans announced to the public at large or in a systematic manner according to the registry office records. Each citizen old enough to vote should then make sure that his name appears on these records. Once the electoral rolls have been revised, the distribution of voter's cards begins;
- Electoral Campaign: this is the period following the candidates' announcement that they are running for election. Each political party or candidate informs the voters of his platform and attempts to convince his compatriots that his views are correct through gatherings, meetings, or televised debates.
- Voting: this includes the operations which begin with casting one's vote, counting the ballots, the provisional, then actual announcement of the election results as well as the recourse and their examination by the institution named in the electoral law.

Given this definition of the voting process, an observation of elections should take place during these three phases. This is why at GERDDES-AFRIQUE, observing elections in a specific country must be conducted with GERDDES nationals or civic associations with goals similar to ours.

### A) Before voting day:

Within the limitations of the financial resources allocated to this mission and in function of the observer's availability, arriving in the host country long before voting day is recommended in order to:

37

3/

- master the laws and regulations pertaining to the adopted electoral system;
- contact the authorities and election officials and inform them of the goals of the mission to be carried out, and become accredited if necessary;
- ask the political parties and candidates of all tendencies and the civic associations about how the first phase went--i.e. the development of the voting list as well as the errors and omissions which were caught, and how they were remedied. Was the distribution of voter's cards efficient and impartial? Who took care of it? Did all the political parties and private citizens participate? If not, in what proportion? (See annex);
- evaluate how the quality of the electoral campaign progress, and whether the mass medias reports on the elections were disseminated equitably;
- return to the city or region to which you were assigned, meet the local officials to inform them of your presence and of the accreditation received from the central organization, and obtain the list and geographical location of the polls;
- become acquainted with the area so that you will not waste any time on election day.

#### B - On Voting Day

On the eve of voting day, it is important to have set aside all work documents, go to bed rather early, just as if it were the night before combat.

It is recommended that you wear clean and appropriate clothing, greet the polling officials politely, and present your letters of accreditation in case the presidents of the polling places are reluctant to accept ordinary badges.

As regards security and objectivity measures, the observation is always done in teams of at least two individuals.

- In each polling place, an appropriate questionnaire must be filled out and you must stay long enough (20-25 minutes) to observe the voting by several people, see how easy it is to walk around the room, and whether or not the voter is either embarrassed or intimidated by anyone.

The Polling place questionnaire gives all the elements which must be taken into account when observing the voting process.

Due to the electoral operations schedule, you will take a break, usually around noon. It is hotter at that time, and there are fewer voters as well.

It is essential to end the observation on voting day by attending the closing of a polling place and the ballot count, and visiting a ballot counting center where the votes have already been counted.

#### **4/ REPORTING**

The team of observers is to write a report based on the notations appearing on the questionnaire.

This report must take into account the frequency of the observed incidents but must not ignore or exaggerate anything.

**NEVER** make any comments to a journalist without first consulting your coordinator.

A meeting is scheduled for the purpose of summarizing the events, after which a press release will be issued, and an exhaustive report written afterwards.

#### **- After Voting Day**

All the observers usually hold a large meeting for the purpose of assessing and summarizing the process for the purpose of publishing common press release.

A smaller team is responsible for writing an exhaustive report. It can remain on site in order to follow up on the various complaints brought to the attention of the institution responsible for ruling on the disputes and to include these elements in the general report of said observation mission.

1  
5  
2

POLLING PLACE QUESTIONNAIRE

P	L
---	---

M	R
---	---

P = Presidential  
L = Legislative  
M = Municipal  
R = Referendum

1. Name and Polling Place N°

Observer's name  
Location (Administrative Division)  
Opening time  
Time of visit  
Polling place President's full name  
(optional)  
Number of registered voters  
Estimated number of voters  
Number of proxies  
Number of voter's cards not distributed  
Posting of electoral and additional lists

YES
-----

NO
----

2. Polling Place Members

Complete

A
---

Incomplete

B
---

6/

Absence { President

A
---

{ Assessors

B
---

{ Secretary

C
---

3. Presence of agents or representatives of the candidates or parties

All

A
---

At least 2

B
---

36

4. Sufficient competence?

- Polling Place Members
- Agents
- Voters

Yes
Yes
Yes

No
No
No

5. Quality of the electoral rolls

In accordance with the law  
(specify)

A
---

Doubtful

B
---

7/  
6. Voter's Identification

In accordance with the law  
Contradictory to the law

A
B

7. Voting Materials

Complete  
Incomplete

A
B

In case of essential materials are missing,  
please specify

8. Was indelible ink used?

Used

A
B

Not used

9. Number of voters waiting

None

A
B
C

Less than 50

Over 50

8/

10. Secrecy of the vote

Inadequate placement

A
---

BALLOT BOX

YES
NO

VOTING BOOTH

YES
NO

- No interference

None

Representative of the Parties

Police

Polling Place Members

Administration officials

Others

A
B
C
D
E
F

11. Free expression of the will to vote

Intimidation

A
B

Reported

C
D

Incitation

Confirmed  
Observed

(Please, document)

28

9/  
12. Enforcement of the security of the elections or voting

Normal

A
B
C

Minor incidents

Incidents susceptible of  
causing the votes to be  
challenged

Comments to be summarized

52

THERE IS A PLACE FOR EVERYBODY - SEVENTH STORY  
TOPIC: ELECTORAL CAMPAIGN

THE MULTIPARTY GET-TOGETHER

1. DINER SETTING. CROWD IN THE BACKGROUND, NOISES IN THE BACKGROUND, SUCH AS TINKLING OF GLASSES, ETC.
2. SALOMAO (A FORTY YEAR OLD MAN) - Oh Mr. Joaquim! I'm so glad to see you.
3. JOAQUIM - Good afternoon, Mr. Salomao.
4. SALOMAO - You know, Mr. Joaquim, that I'm the representative of party A, here in our village.
5. JOAQUIM - I sure do know that already.
6. SALOMAO - I'd like to have a conversation with you about my party
7. JOAQUIM - I don't think it'd be worthwhile, Mr. Salomao. I don't do politics.
8. SALOMAO - It's not that I want you to be a member of my party. I just want to introduce you to our ideas. You and your family.
9. JOAQUIM - Look, Mr. Salomao, I'm not against anybody. But my family's already had an argument about this party thing. I don't want to start another one at home.
10. SALOMAO - Nobody will get angry. I just want to come to your house tonight and explain the political line of my party. It's just a conversation, half an hour.
11. JOAQUIM - Hum, I'm not sure...
12. SALOMAO - You know me, Mr. Joaquim. I don't go around making problems at other people's houses.
13. JOAQUIM (AFTER A PAUSE) - All right.
14. SALOMAO - Then I'll come to your house soon.
15. JINGLE
16. RURAL SETTING. NIGHT. CRICKETS IN DISTANCE, SOUND OF SPOONS TINKLING AGAINST METAL PLATES

17. JOAQUIM - I was almost forgetting. Mr. Salomao should be coming soon.
18. MARIA - Mr. Salomao?
19. JOAQUIM - He met me at the diner and asked if he could come to our house to talk about his party, party A.
20. GRANDPA MATEUS - Today? Here at home?
21. CHICO 2 - He's coming to ask for a contribution. You could give it to me, father, instead of giving it to him. That is, you could give it to my party.
22. JOAQUIM - Which is your party, kiddo?
23. CHICO 2 - It's LCP. The Little Chico's Party. There's also the big Chico's party, but that one is called PCF.
24. JOAQUIM - PCF?
25. CHICO 2 - Yes. The Party of Chico and Felismina. Its headquarters are by the riverside. They hold a lot of rallies, but with only the two same participants: Chico and Felismina.
26. CHICO 1 - Watch it, kid, are you going around spying on me?
27. CHICO 2 - No, I'm only going around studying. Observation lessons.
28. MARIA - Chico! I'll punish you.
29. CHICO 2 - Let him be, aunt. Next time I'll catch him and give him a couple of slaps.
30. GRANDPA MATEUS - It looks like we're going to have a problem...
31. JOAQUIM - Do you think that it'd be better if he didn't come and talk about politics at our house? I was also in doubt, but he insisted and...
32. GRANDPA MATEUS - It's not that. It's that...
33. MARIA - Someone's coming.
34. JOAQUIM - It must be Mr. Salomao.
35. SALOMAO (FROM DISTANT BACKGROUND INTO THE FOREGROUND) - Good evening. With your permission?

36. JOAQUIM - Come in, come in, Mr. Salomao. Sit down here with us. Would you care for some?
37. SALOMAO - No, thank you very much.
38. JOAQUIM - But you must have a drink with us. Maria, pour a glass for Mr. Salomao.
39. MARIA - Coming!
40. SALOMAO - Thank you very much.
41. CHICO 2 - It looks like someone else is coming.
42. GRANDPA MATEUS - That's what I wanted to say. It was that this afternoon Lucas asked me if he could come to our house and talk about the Party B, and I said that it was all right.
43. LUCAS (40 YEARS OLD, FROM DISTANT INTO IMMEDIATE BACKGROUND) - Good evening. With your permission?
44. JOAQUIM - Come in, Mr. Lucas. However, it seems that we might have a tiny problem. I'd arranged with Mr. Salomao that he come here and tell us about his party. I didn't know that my father had made the same arrangement with you.
45. LUCAS - I can come tomorrow.
46. CHICO 1 - Why don't you stay too, Mr. Lucas? In that way we can have a multiparty conversation. Provided that you don't get angry with each other.
47. SALOMAO - I don't mind.
48. LUCAS - It could be even interesting. If Mr. Joaquim doesn't mind.
49. JOAQUIM - It's fine with me. Maria, pour another glass for Mr. Lucas.
50. GRANDPA MATEUS - Mr. Salomao and Mr. Lucas, are you coming to give us lessons in politics?
51. SALOMAO - I only came to talk about my party. About the ideas we have which we are presenting to people who are going to participate in the elections.
52. GRANDPA MATEUS - Then begin, Mr. Salomao. You're the one who came first.

53. SALOMAO (IN FADE-OUT) - I want to thank you for letting me come to your home to talk about my party. My party is called Party A and....

54. A VERY BRIEF JINGLE

55. SALOMAO (FADING IN)- ... and it is because we think that these are the best solutions for our country that we ask the voters to vote for our party.

56. GRANDPA MATEUS - We heard Mr. Salomao. Now let's hear Mr. Lucas.

57. LUCAS (FADING OUT) - Thank you very much. My party is called Party B and...

58. A VERY BRIEF JINGLE -

59. LUCAS (FADING IN) - ... because of that, we appeal to everybody to vote for Party B.

60. GRANDPA MATEUS - Well, we heard Mr. Salomao and Mr. Lucas presenting the ideas of their parties. And now?

61. MARIA (AFTER A PAUSE) - I'd like to ask a question. May I?

62. LUCAS - Of course, Madam Maria

63. SALOMAO (SIMULTANEOUSLY) - Please go ahead and ask, Madam Maria.

64. MARIA - Well, Mr. Lucas and Mr. Salomao have talked about many things. Things about politics, Government, that I don't understand very well. That is, certain things I do understand, some others I don't. But here in the village we also have problems, don't we? It looks like the Government is so far away, up in the city. Now, I don't know if these problems of ours, here in the village, ever reach the city. I'm just going to mention one thing. That medical center of ours doesn't have a nurse, doesn't have a midwife. What do we have to do to get a nurse and a midwife here?

65. LUCAS AND SALOMAO (AT THE SAME TIME) - My party believes...

66. GRANDPA MATEUS - Wait a minute! You better speak one at a time. This time Mr. Lucas should go first.

67. LUCAS (FADING OUT) - Well, Madam Maria pointed out the health care problem. It's a problem that my party holds as very important. Our program says that...

68. JINGLE

69. RIVERSIDE SETTING

70. **GRANDPA MATEUS** - It was interesting last night. Listen, Chico. was that the electoral campaign?
71. **CHICO 1** - It's one of the ways to conduct the electoral campaign. But there are other ways too.
72. **GRANDPA MATEUS** - They also hold meetings.
73. **CHICO 1** - Yes, they hold meetings, rallies, seek direct contacts with voters. But they also put up posters, distribute little books. They talk on the radio and on television...
74. **GRANDPA MATEUS** - I've never seen television...
75. **CHICO 1** - They stage manifestations.
76. **GRANDPA MATEUS** - What's that?
77. **CHICO 1** - A lot of people from a party get together and, for example, march in a street with slogans, flags, banners with certain phrases written on them, recite their party platform, sing...
78. **GRANDPA MATEUS** - And why they do that?
79. **CHICO 1** - It's also a way of making their party known, of promoting their ideas, of attracting new members and of asking the voters to vote for their party.
80. **GRANDPA MATEUS** - I hope they're not coming here to do these ma... ma-what?
81. **CHICO 1** - Manifestations...
82. **GRANDPA MATEUS** - These mani... these things here. Only the monkeys would be watching them from the tree tops.
83. **CHICO 1** - That's more for cities, where many folks live in a small space.
84. **GRANDPA MATEUS** - My oh my! And if two groups come across each other, wouldn't a fight break out?
85. **CHICO 1** - It shouldn't, grandpa. The electoral campaign must be peaceful. Violence ain't allowed. It's forbidden to tell people to perform violent acts. It's forbidden to mobilize people to beat up other people and to instigate hatred.

86. **GRANDPA MATEUS** - I hope that all people respect this. Like Salomao and Lucas last night. They have very different ideas, but they both managed to talk without hitting or insulting each other. And in that way we found out about their ideas. Otherwise, they could have fought each other all night and nobody would have known what they really think.

87. **JINGLE**

88. **NARRATOR** - Today's story talked about the electoral campaign. The electoral campaign starts 45 days before the elections and ends two days before them. All candidates and parties are free to conduct their electoral campaign in all parts of the country.

89. **JINGLE**

90. **NARRATOR** - In the electoral campaign, candidates and parties can use different means: rallies, meetings, displaying posters in public places, radio and television programs, advertisements in newspapers, festivals, public manifestations, etc. All citizens have the right to participate in the electoral campaign of any candidate or party. They also have the right of not participating and nobody can oblige them to participate in or support an electoral campaign. Parties and candidates are free to promote their ideas and programs and appeal for voters' support through their electoral campaigns. However, it is forbidden to incite disorder, insurrection, war, hatred and any form of violence.

91. **JINGLE**

92. **CLOSURE**

**PUBLIC SERVICE ANNOUNCEMENT: NKHOTAKOTA SOUTH BY-ELECTION**

**"It's Important to Vote"**

**Setting: Village Scene**

**FX: Animal sounds: chickens, goats; pounding of maize**

**MAN 1: Hey, I heard in town that there's going to be an election here in our constituency, Nkhotakota South, so that we can elect a new MP.**

**MAN 2: Really? I didn't know that. When do we go and vote?**

**WOMAN 1: I know I heard that too! The election's on 23 May and we vote at the same polling station where we voted during the big elections last May.**

**MAN 1: Yes, but what's the use of voting. It's takes time and we already voted anyway. Besides, other people will vote. I don't need to.**

**WOMAN 2 (old): Ah! What are you saying? It's very important for everyone to vote. Right now we don't have anyone to represent us in Parliament. We need to vote so that we have someone to take our problems to. And don't you know that a candidate can win by just one vote? That's why every vote is important.**

**MAN 2: We have many things that need to done in our village. How can the government hear our requests if we do not speak? We must speak through our vote.**

**WOMAN 1: And women especially must vote for someone who they think will listen to them, someone who will care.**

**WOMAN 2 (old): 17 May last year was just the beginning. In our democracy. I waited a long time to vote, and I am not going to give up after voting just once.**

**MAN 1: Okay, Okay. Enough. You're right. Voting is very important. We must have a say in who will represent us. We all must go and vote on 23 May.**

**ANNC: This was a special announcement sponsored by the Electoral Commission and the National Democratic Institute through a grant from the United States Agency for International Development.**

**PUBLIC SERVICE ANNOUNCEMENT: NKHOTAKOTA SOUTH BY-ELECTION**

**"Your MP is Your Messenger"**

Setting: Village Action Committee meeting

FX: Lots of voices in the background.

MAN 1: Thank you for coming to the village action committee meeting. I've been told by the D.C. to announce that the elections in our constituency, Nkhotakota South, will be held on 23 May. What are we discussing today?

WOMAN 1: We need to talk to the government about the lack of safe water in our area.

MAN 2: Our schools are overcrowded. We need someone to help us build school blocks and bring more teachers.

WOMAN 2: We need to tell someone that the health clinic is too far and doesn't have the right medicine.

MAN 1: We have to do our part to help solve these problems, but we also need some help from the government.

WOMAN 1: But government is far away. We need a messenger to take our problems to the government.

MAN 2: Shouldn't our Member of Parliament be the bridge between us and government?

WOMAN 2: But right now we don't have an MP, so all of us must go and vote on 23 May to say who want to represent us.

WOMAN 1: That's right it is our choice, and our area should have its own representative in Parliament. We can choose the best person who we think will meet face-to-face with us, who will be part of our community and who will help us solve our problems.

MAN 1: That's right. If we don't vote, how can we complain about our problems? We must choose someone who will help us.

ANNC: This was a special announcement sponsored by the Electoral Commission and the National Democratic Institute through a grant from the United States Agency for International Development.

**PUBLIC SERVICE ANNOUNCEMENT: NKHOTAKOTA SOUTH BY-ELECTION**

**"Voting on 23 May"**

**Setting: Telephone Call**

**FX: Phone Rings**

**MAN 1: Hello, District Commissioner. I understand there will be an election soon in our constituency, Nkhotakota South. I don't know if I live in that constituency. Could you tell me?**

**DC: What village do you live in?**

**MAN 1: I live in Kanyambe. It's close to Chididi trading centre.**

**DC: Yes, that's in Nkhotakota South constituency. Anyone who lives in Nkhotakota District south of Nchisi Road and north of the Lifuliza River and north of the Chia Lagoon lives in Nkhotakota South constituency and should vote on 23 May.**

**MAN 1: I have another problem.**

**DC: What's that?**

**MAN 1: I've lost my voter registration certificate.**

**DC: No problem. All you have to do is go to the polling station where you voted in the big elections in May last year and report to the election officer. The officer will give you a duplicate certificate and you will be able to vote.**

**MAN 1: Thank you very much. What about my daughter who just turned 18? Can she vote?**

**DC: Yes, she should report to the election officer also. The officer will register her and then she can vote.**

**MAN 1: Oh, thank you very much. I'll be sure to go and vote on 23 May.**

**ANNC: This was a special announcement sponsored by the Electoral Commission and the National Democratic Institute through a grant from the United States Agency for International Development.**

48

APPENDIX III

WE ARE GOING TO THE POLLS

BY

MOSH& M. BAITSEWE

CHARACTERS:

- 1. JOHN MONARENG.....
- 2. BEN MONARENG.....
- 3. BULL.....
- 4. ANGELINE/ELECTION DIRECTORATE.....
- 5. DODO.....
- 6. LETTIE.....

1. JOHN : He is an elderly man of appr. 55 years  
who is talking with a slow and somewhat  
shivery voice.
2. BEN & BULL : They are two young men of appr. 35 years.
3. DODO & ANGELINE: Two young women.
4. LETTIE : She is a woman of appr. 45 years of age.

SOUND EFFECTS.

CICADA

HEN & CHICKEN

A CROWING COCK

FLEEING CHICKEN

A VEHICLE COMING TO A HALT

A MATCH BEING PULLED

A GALLOPING HORSE

A NUMBER SHUFFLING FEET

BIRDS SINGING

A BUSTLE OF A LARGE NUMBER OF PEOPLE

AT POLLING STATION.

SIGGI UP AND FADE TO THE BACKGROUND...

... INTRODUCTION DONE BY PRESENTER...

...SIGGI UP AND FADE OUT AGAIN.

.....

FX : A CICADA IS SINGING AND A HEN AND HER CHICKENS  
ROAM ABOUT LAZILY WAITING TO BE FED.

1. JOHN : (IMPATIENT) Hey...! You Poppie! C'mon  
get away from me. Get away from here.  
Away I say!!! (MEDITATIVE) I know you're  
hungry, so am I. Now where do you expect  
me to get you chicken-feed from? I don't  
even have food myself.

FX : A COCK CROWS NEARBY.

2. JOHN : (ANNOYED) Oh no! Not you also. Get away  
from here! Get...! Get away!!

FX : CHICKEN SCRAMBLE AWAY AS HE CHASES AFTER THEM.

3. JOHN : My goodness... (A DEEP SIGH) Dare these  
chicken...!

FX : A VEHICLE STOPS NEARBY.

4. JOHN : (SURPRISED) And this,.. (MUMBLES TO HIMSELVES)  
I won't like to hear another word about  
registrations. They're just looking  
for another way to waste our time.

5. E/DIR. : (AS SHE ALIGHTS) What's the matter with  
the chickens old man?

6. JOHN : (ABRUPT) Don't you old man me! I don't  
want to hear another word about registrations  
and elections. And you can forget... Your  
smooth talking won't help you much.

1.E/ DIR. : (APPROACHES) It's because you don't understand. Shall we have a seat so that I...

2.JOHN : (CURTLY) No! You won't. Go away. Just get into your car and go away. I won't have you wasting some more of my time. Just get away!

3.E/ DIR. : (CALM) Not before I have explained to you why it was necessary to register yourselves and why it is important to vote in the forthcoming elections.

4.JOHN : (ASKANCE) Oh? And why was that?

5.E/DIR. : Shall we sit?

6.JOHN : (LIGHTING UP A PIPE/ STERN) We shall not sit. I told you that your sweet talk won't help you much. Why don't go?

7.E/ DIR. : You don't get rid of me that easily. I have a responsibility here. The elections you've registered yourself for are of prime importance if we were to have a well nurtured democracy.

8.JOHN : (MEDITATIVE) Democracy...?

9.E/DIR. : The idea is to bring government to the people. It's thus the responsibility of the people to choose their own representatives to go and stand for them in parliament.

10.JOHN : (GIGGLES) Please... don't kiddy me. Don't make me laugh. (LAUGHS) It won't work! No! It simply won't work. Where on earth is the money going to come from. My dear, my advice to you is for you to return this car to where you got it from and



1.E/DIR. : Aha! You see. Now you have it. You  
have already identified your needs.  
But whom are going to send to the  
government to go and speak on your  
behalf?

2.JOHN : Could that be done?

3.E/DIR. : Why not?

CROSS FADE...

FX : A GALLOPING HORSE AND SOMEONE WHISTLING. HORSE  
GRADUALLY SLOWS DOWN AND HALTS.

4.BEN : What's the matter Bull? I'm in a hurry.

5.BULL : Okay Ben, I won't keep you long. (WHISPER)  
What's the election officials doing at  
your parent's place? They've been there  
for quite some time now.

6.BEN : That's why I'm rushing there. I must go  
and chase them away.

7.BULL : Okay. You better hurry up if that's the  
case.

FX : HORSE STARTS OFF AGAIN.

8.BEN : See you later Bull.

9.BULL : (CALLING OUT AFTER BEN LEAVING) Okay Ben!

CROSS FADE TO PREVIOUS SCENE AGAIN.

10.JOHN : I'm serious!

11.E/DIR. : So am I. All we have to remember is that  
Rome did not come into being overnight.  
But yes, it could be done and it is going  
to be done. Think of the development that  
is going to come to the people. Just

aushroaming... Poultry-farming, vegetable cultivation and...

1.JOHN : (EXCITED) And thus stopping the young people from abandoning their old people and streaming to cities.

2.E/DIR. : You've got it right.

3.JOHN : Come on, let's sit down. I need to hear...

FX : A GALLOPING HORSE APPROACHES.

3.BEN : (OFF MIKE) Dad, are you allowing yourself to be persuaded.

4.JOHN : Easy now. (LIGHTS UP PIPE AGAIN) Come nearer. This lady has a lot of very important information for us.

5.BEN : (STILL OFF MIKE) I'm not going to let this lady waste my time with cheap talk.

6.JOHN : We've been in the dark all along, Ben.

7.BEN : (APPROACHES) In the dark...? About what?

8.E/DIR. : Besides it being your constitutional responsibility to vote in the forthcoming regional and local authorities elections Mr... (SHE HESITATES)

9.BEN : (ON MIKE) Monareng... Ben Monareng.

10.E/DIR. : PLeased to meet you. I am Angeline Mosadi. Mr. Monareng, it is also your social responsibility to make sure that your region does not miss out on future developaents.

11.JOHN : Come on. Let's sit down.

12.BEN : I have better things to do than...

13.JOHN : Just for a short while... Please.

55

1.E/DIR. : We won't be long Mr. Monareng.

2.JOHN : (WITH PIPE BETWEEN TEETH) Mmm... This lady says we would be choosing a representative of our own to go and speak for us at parliament. (SUCKS HIS PIPE) And you know... I just thought how good it would be to have a man who is also affected by what is affecting us, speaking for us; Presenting our complaints to the government.

3.BEN : (JEERINGLY) That'll be the day!

4.JOHN : (ANNOYED) Am I lying? Huh? Am I lying?

5.BEN : Okay dad. For whom do we vote?

6.E/DIR. : Participatric government.

7.BEN : What?!

8.E/DIR. : That's right. You vote for the best person for the job and...

9.JOHN : Isn't that an approach too business-like?

10.E/DIR. : Well... that is exactly what it's suppose to be. You don't go putting your money in the care of untrustworthy brokers.

11.BEN : Whom do we vote for?

12.E/DIR. : The right man for the job. As for the names of the participants, be it the political parties or independent candidates, those will be borne by the ballot paper. The important thing at this point in time is to make sure that each and every individual knows how and why to vote.

13.JOHN : The best way to do that would be to call everyone together. (AS HE KICKS BACK HIS CHAIR)

FX : FEET SHUFFLING AS THEY LEAVE.

FADE OUT... MUSIC BRIDGE.

FADE IN

FX : BIRDS CHIRPING IN THE BACKGROUND AND MUFFLED HUMAN VOICES.

- 1.JOHN : (CLEARING THROAT/ LOUD) People...! May I please have your attention. (SILENCE) Thank you. I am very very pleased to see you all here, especially on such short notice. And I won't like to keep you here a minute longer than is necessary.
- 2.DODO : Get to the point. We don't have the whole day. We've got work to do.
- 3.E/DIR. : Please allow him some time, lady.
- 4.DODO : Listen who is talking!
- 5.BEN : Auntie Dodo please. Please give us a break.
- 6.DODO : Hey you, don't bark at me like that!
- 7.BEN : I was asking you politely.
- 8.BULL : (SHOUT FROM THE BACK) Why beg her? Throw her out!!
- 9.DODO : Never! Do I resemble dirt that is being thrown out just like that?
- 10.JOHN : Dodo please keep quiet and sit down. No-one is going to be thrown out.
- 11.DODO : Why don't you speak to Bull? He's the one who promised to throw me out.
- 12.LETTIE : Is this what we had been called to come and witness?
- 13.E/DIR. : No ma'am. There has just been some misunderstanding.  
(THE DIN SUBSIDES)

5

1. JOHN : Thank you very much.
- FX : A WHILE'S SILENCE AND A COUGH HERE AND THERE.
2. JOHN : (CLEARS THROAT AGAIN & CONTINUES) I know how you feel. Please believe me. You feel I've let you down. I can understand that. But now I can tell you this. We were in the dark about the registration and especially about the forthcoming election.
3. BULL : Don't you try to be smart. Get to the point.
4. JOHN : I'd rather call the lady to come and address you. Okay lady... Help me. Come nearer.
5. E/DIR. : Okay Mr. Monareng. Thank you. (CLEARS THROAT) People, we are going to the polls.
6. DODO : The country is already independent, why should we vote?
7. E/DIR. : I like that question. We are going to vote so as to bring the government to the people. To really allow the people to rule, to have a say in their government. Now, why did we have to register ourselves?
8. LETTIE : Don't ask us tell us. Why?!
9. BULL : That's right. Tell us.
10. E/DIR. : We registered ourselves so that we could check before hand that the people who were going to vote are Namibians. So, why do have to vote?
11. DODO : Why don't you explain without asking questions? We are not kids!

1.E/DIR. : Okay okay...! Now suppose the good Lord gave you an arm. Only an arm... without the hand. Only an arm up to the wrist. Without the hand. No palm. No fingers. Nothing at all. What could you accomplish with such an arm?

2.BULL : What are you trying to pull?

3.E/DIR. : (IGNORES HIM) You will always have to be assisted by others. (PAUSE) Would you call that independence? Not being able to hold your pen! Not being able to hold your mug! Not being able to button-up your shirt, your dress or tie your shoe laces! Would you call that independence? No! That's certainly not independence. (SOFTER) Our parliament is like that arm. Our national assembly is like that arm. Our cabinet is like that arm and so is our government. Let us give that arm a palm and fingers.

FX : APPLAUSE.  
Thank you. Regional and local authorities will provide government with hands and fingers to reach out to the people in all regions and villages.

FX : APPLAUSE.  
I like that spirit! I like that very very much!

4.BULL : (EXCITED) We are going to the polls!

5.LETTIE & DODO : Yes! We are going to the polls.

6.BULL : How do we vote?

7.DODO : Yes. How do we vote? Please tell us more.

1.DODO : Yes. How do vote? Please tell us more.

2E/DIR. : (ELATED) Okay, let me just get to my files here. (PAPERS RUSTLE) For those who read and can get hold of the government gazette, the electoral act is set-out in detail in the August 31st copy of this year. Section 82 of act 24 is the one dealing in the manner of voting at elections.

3.DODO : What about us who never saw the inside of a classroom?

FX : LAUGHTER.

4.LETTIE : Some of <sup>us</sup> dodged school at the first break.

FX : LAUGHTER EVEN LOUDER.

5.E/DIR. : (AS LAUGHTER SUBSIDES) That's why I am here. On arrival at the polling station you'll have to identify yourself and proof that you're a registered voter.

6.BEN : Do you need to see the registration card?

7.E/DIR. : Yes! You need to proof to us that you're a registered voter. That's why. It is also necessary for the polling officer to compare the information on your registration card to that on the voters' list. Suppose I'm the election officer at a polling station and you want to come and vote.

8.DODO : What...?!

9.E/DIR. : (TABLE & CHAIRS BEING MOVED) Come and vote.

1.E/DIR. : Come and vote. (SHUFFLING FEET) Good morning ma'am. May I have your ID. Thank you. Let me see your registration card ma'am Goodman.

2.DODO : Oh! I'm sorry, let me look for it in my purse.

3.E/DIR. : At your leisure ma'am. (PAPER RUSTLES) Thank you very much. May I have your left hand please.

4.DODO : Why do you put that liquid onto my fingers?

5.E/DIR : Ma'am, this is an identification mark. We will be able to see it on your fingers for about seven days.

6.DODO : Is that why you first put my fingers under that thing?

7.E/DIR. : Aha!

8.DODO : Does it mean I would not be able to come and vote for a second time if I had wished to cheat.

9.E/DIR. : That's right. Now you can have your ballot paper. Let's rush through it before you go to the voting compartment to draw your cross.

10.DODO : Thank you.

11.E/DIR. : I'm sorry. Before you go, let me just enter your voter's number on the counterfoil and also stamp your ballot paper for you. Thank you very much for your cooperation ma'am.

12.DODO : Thank you.

13.E/DIR. : Happy voting and please don't forget to

; put your ballot paper in the ballot box  
when you leave the voting compartment.

FX : APPLAUSE.

: That's how one votes.

1. JOHN : (SHOUTING) We are going to the polls!  
We are going to the polls.

2. ALL JOINING : We are going to the polls!

3. LETTIE : (SHOUTING ABOVE THE NOISE) Wait!!  
(NOISE SUBSIDES) Whom are we voting for?

4. T/DIR. : To participate in government. We don't  
intend ordering you whom to vote for.  
The choice is yours. You draw your cross  
next to the name of any of the candidates,  
political party or organization of your  
choice.

5. DODO : (SHOUTING AGAIN) We are going to the polls!  
We are going to the polls!

6. ALL : We are going to the polls! (STAMPING FEET)  
We are going to the polls!  
We are going to the polls!

GENTLY FADE OUT... AND FADE IN.

FX : BIRDS IN THE BACKGROUND. LIGHT-HEARTED CHATS.

7. BEN : (ENTHUSIASTIC) They're doing exactly like  
that lady told us. Look now, there's Bull.  
He is going to vote.

8. JOHN : Where is he? Do you see him?

9. BEN : Over there. Come and stand here. In that  
queue.

10. JOHN : Oh! I can see him now. He is producing  
his documents. The ID... The registration

62

1. JOHN : And Lettie there, only a few metres  
behind him, is holding her passport...

2. BEN : That's also a form of identification.  
Isn't it?

3. JOHN : Yes.

4. BEN : Bull's fingers are being check at under  
the light for the identification mark.  
Now the officer is entering his voter's  
number onto the counterfoil. There he  
receives his ballot paper and now he is  
going to the voting compartment.

5. JOHN : It's nice because they allow you enough  
time to make-up your mind. You decide  
at your leisure where you want to draw  
your cross.

6. BEN : That is very important I should say.  
You should not afterwards come and say  
your cross is not where you actually  
intended it to be.

7 BULL : (APPROACHES) We are going to the polls.

8. BEN : Hallo Bull.

9. BULL : Hallo hallo.

10. JOHN : Hallo Bull.

11. BEN : Whom have you voted for?

12. BULL : What?! You must be kidding my friend.

13. JOHN : Tell him that you've voted for representation  
of the people in government.

14. BULL : That's right. There you have it. For  
participative government. (LOUDER THIS TIME)  
We are going to the polls!  
We are going to the polls!  
We are going to the polls!

; GENTLY FADE OUT AND CROSS TO THE SIGGI...  
...BACK ANNOUNCEMENT...  
...SIGGI UP AND OUT.

FINIS

THERE IS A PLACE FOR EVERYBODY - SEVENTH STORY  
TOPIC: ELECTORAL CAMPAIGN

THE MULTIPARTY GET-TOGETHER

1. DINER SETTING. CROWD IN THE BACKGROUND, NOISES IN THE BACKGROUND, SUCH AS TINKLING OF GLASSES, ETC.
2. SALOMAO (A FORTY YEAR OLD MAN) - Oh Mr. Joaquim! I'm so glad to see you.
3. JOAQUIM - Good afternoon, Mr. Salomao.
4. SALOMAO - You know, Mr. Joaquim, that I'm the representative of party A, here in our village.
5. JOAQUIM - I sure do know that already.
6. SALOMAO - I'd like to have a conversation with you about my party
7. JOAQUIM - I don't think it'd be worthwhile, Mr. Salomao. I don't do politics.
8. SALOMAO - It's not that I want you to be a member of my party. I just want to introduce you to our ideas. You and your family.
9. JOAQUIM - Look, Mr. Salomao, I'm not against anybody. But my family's already had an argument about this party thing. I don't want to start another one at home.
10. SALOMAO - Nobody will get angry. I just want to come to your house tonight and explain the political line of my party. It's just a conversation, half an hour.
11. JOAQUIM - Hum, I'm not sure...
12. SALOMAO - You know me, Mr. Joaquim. I don't go around making problems at other people's houses.
13. JOAQUIM (AFTER A PAUSE) - All right.
14. SALOMAO - Then I'll come to your house soon.
15. JINGLE
16. RURAL SETTING. NIGHT. CRICKETS IN DISTANCE, SOUND OF SPOONS TINKLING AGAINST METAL PLATES

17. **JOAQUIM** - I was almost forgetting. Mr. Salomao should be coming soon.
18. **MARIA** - Mr. Salomao?
19. **JOAQUIM** - He met me at the diner and asked if he could come to our house to talk about his party, party A.
20. **GRANDPA MATEUS** - Today? Here at home?
21. **CHICO 2** - He's coming to ask for a contribution. You could give it to me, father, instead of giving it to him. That is, you could give it to my party.
22. **JOAQUIM** - Which is your party, kiddo?
23. **CHICO 2** - It's LCP. The Little Chico's Party. There's also the big Chico's party, but that one is called PCF.
24. **JOAQUIM** - PCF?
25. **CHICO 2** - Yes. The Party of Chico and Felismina. Its headquarters are by the riverside. They hold a lot of rallies, but with only the two same participants: Chico and Felismina.
26. **CHICO 1** - Watch it, kid, are you going around spying on me?
27. **CHICO 2** - No, I'm only going around studying. Observation lessons.
28. **MARIA** - Chico! I'll punish you.
29. **CHICO 2** - Let him be, aunt. Next time I'll catch him and give him a couple of slaps.
30. **GRANDPA MATEUS** - It looks like we're going to have a problem...
31. **JOAQUIM** - Do you think that it'd be better if he didn't come and talk about politics at our house? I was also in doubt, but he insisted and...
32. **GRANDPA MATEUS** - It's not that. It's that...
33. **MARIA** - Someone's coming.
34. **JOAQUIM** - It must be Mr. Salomao.
35. **SALOMAO (FROM DISTANT BACKGROUND INTO THE FOREGROUND)** - Good evening. With your permission?

36. JOAQUIM - Come in, come in. Mr. Salomao. Sit down here with us. Would you care for some?
37. SALOMAO - No, thank you very much.
38. JOAQUIM - But you must have a drink with us. Maria, pour a glass for Mr. Salomao.
39. MARIA - Coming!
40. SALOMAO - Thank you very much.
41. CHICO 2 - It looks like someone else is coming.
42. GRANDPA MATEUS - That's what I wanted to say. It was that this afternoon Lucas asked me if he could come to our house and talk about the Party B, and I said that it was all right.
43. LUCAS (40 YEARS OLD, FROM DISTANT INTO IMMEDIATE BACKGROUND) - Good evening. With your permission?
44. JOAQUIM - Come in, Mr. Lucas. However, it seems that we might have a tiny problem. I'd arranged with Mr. Salomao that he come here and tell us about his party. I didn't know that my father had made the same arrangement with you.
45. LUCAS - I can come tomorrow.
46. CHICO 1 - Why don't you stay too, Mr. Lucas? In that way we can have a multiparty conversation. Provided that you don't get angry with each other.
47. SALOMAO - I don't mind.
48. LUCAS - It could be even interesting. If Mr. Joaquim doesn't mind.
49. JOAQUIM - It's fine with me. Maria, pour another glass for Mr. Lucas.
50. GRANDPA MATEUS - Mr. Salomao and Mr. Lucas, are you coming to give us lessons in politics?
51. SALOMAO - I only came to talk about my party. About the ideas we have which we are presenting to people who are going to participate in the elections.
52. GRANDPA MATEUS - Then begin, Mr. Salomao. You're the one who came first.

53. SALOMAO (IN FADE-OUT) - I want to thank you for letting me come to your home to talk about my party. My party is called Party A and....
54. A VERY BRIEF JINGLE
55. SALOMAO (FADING IN)- ... and it is because we think that these are the best solutions for our country that we ask the voters to vote for our party.
56. GRANDPA MATEUS - We heard Mr. Salomao. Now let's hear Mr. Lucas.
57. LUCAS (FADING OUT) - Thank you very much. My party is called Party B and...
58. A VERY BRIEF JINGLE -
59. LUCAS (FADING IN) - ... because of that, we appeal to everybody to vote for Party B.
60. GRANDPA MATEUS - Well, we heard Mr. Salomao and Mr. Lucas presenting the ideas of their parties. And now?
61. MARIA (AFTER A PAUSE) - I'd like to ask a question. May I?
62. LUCAS - Of course, Madam Maria
63. SALOMAO (SIMULTANEOUSLY) - Please go ahead and ask, Madam Maria.
64. MARIA - Well, Mr. Lucas and Mr. Salomao have talked about many things. Things about politics. Government, that I don't understand very well. That is, certain things I do understand, some others I don't. But here in the village we also have problems, don't we? It looks like the Government is so far away, up in the city. Now, I don't know if these problems of ours, here in the village, ever reach the city. I'm just going to mention one thing. That medical center of ours doesn't have a nurse, doesn't have a midwife. What do we have to do to get a nurse and a midwife here?
65. LUCAS AND SALOMAO (AT THE SAME TIME) - My party believes...
66. GRANDPA MATEUS - Wait a minute! You better speak one at a time. This time Mr. Lucas should go first.
67. LUCAS (FADING OUT) - Well, Madam Maria pointed out the health care problem. It's a problem that my party holds as very important. Our program says that...
68. JINGLE
69. RIVERSIDE SETTING

70. **GRANDPA MATEUS** - It was interesting last night. Listen, Chico, was that the electoral campaign?
71. **CHICO 1** - It's one of the ways to conduct the electoral campaign. But there are other ways too.
72. **GRANDPA MATEUS** - They also hold meetings.
73. **CHICO 1** - Yes, they hold meetings, rallies, seek direct contacts with voters. But they also put up posters, distribute little books. They talk on the radio and on television...
74. **GRANDPA MATEUS** - I've never seen television...
75. **CHICO 1** - They stage manifestations.
76. **GRANDPA MATEUS** - What's that?
77. **CHICO 1** - A lot of people from a party get together and, for example, march in a street with slogans, flags, banners with certain phrases written on them, recite their party platform, sing...
78. **GRANDPA MATEUS** - And why they do that?
79. **CHICO 1** - It's also a way of making their party known, of promoting their ideas, of attracting new members and of asking the voters to vote for their party.
80. **GRANDPA MATEUS** - I hope they're not coming here to do these ma... ma-what?
81. **CHICO 1** - Manifestations...
82. **GRANDPA MATEUS** - These mani... these things here. Only the monkeys would be watching them from the tree tops.
83. **CHICO 1** - That's more for cities, where many folks live in a small space.
84. **GRANDPA MATEUS** - My oh my! And if two groups come across each other, wouldn't a fight break out?
85. **CHICO 1** - It shouldn't, grandpa. The electoral campaign must be peaceful. Violence ain't allowed. It's forbidden to tell people to perform violent acts. It's forbidden to mobilize people to beat up other people and to instigate hatred.

86. **GRANDPA MATEUS** - I hope that all people respect this. Like Salomao and Lucas last night. They have very different ideas, but they both managed to talk without hitting or insulting each other. And in that way we found out about their ideas. Otherwise, they could have fought each other all night and nobody would have known what they really think.

87. **JINGLE**

88. **NARRATOR** - Today's story talked about the electoral campaign. The electoral campaign starts 45 days before the elections and ends two days before them. All candidates and parties are free to conduct their electoral campaign in all parts of the country.

89. **JINGLE**

90. **NARRATOR** - In the electoral campaign, candidates and parties can use different means: rallies, meetings, displaying posters in public places, radio and television programs, advertisements in newspapers, festivals, public manifestations, etc. All citizens have the right to participate in the electoral campaign of any candidate or party. They also have the right of not participating and nobody can oblige them to participate in or support an electoral campaign. Parties and candidates are free to promote their ideas and programs and appeal for voters' support through their electoral campaigns. However, it is forbidden to incite disorder, insurrection, war, hatred and any form of violence.

91. **JINGLE**

92. **CLOSURE**

**PUBLIC SERVICE ANNOUNCEMENT: NKHOTAKOTA SOUTH BY-ELECTION**

**"It's Important to Vote"**

Setting: Village Scene

FX: Animal sounds: chickens, goats; pounding of maize

MAN 1: Hey, I heard in town that there's going to be an election here in our constituency, Nkhotakota South, so that we can elect a new MP.

MAN 2: Really? I didn't know that. When do we go and vote?

WOMAN 1: I know I heard that too! The election's on 23 May and we vote at the same polling station where we voted during the big elections last May.

MAN 1: Yes, but what's the use of voting. It's takes time and we already voted anyway. Besides, other people will vote. I don't need to.

WOMAN 2 (old): Ah! What are you saying? It's very important for everyone to vote. Right now we don't have anyone to represent us in Parliament. We need to vote so that we have someone to take our problems to. And don't you know that a candidate can win by just one vote? That's why every vote is important.

MAN 2: We have many things that need to done in our village. How can the government hear our requests if we do not speak? We must speak through our vote.

WOMAN 1: And women especially must vote for someone who they think will listen to them, someone who will care.

WOMAN 2 (old): 17 May last year was just the beginning in our democracy. I waited a long time to vote, and I am not going to give up after voting just once.

MAN 1: Okay, Okay. Enough. You're right. Voting is very important. We must have a say in who will represent us. We all must go and vote on 23 May.

ANNC: This was a special announcement sponsored by the Electoral Commission and the National Democratic Institute through a grant from the United States Agency for International Development.

1977  
1978  
1979

1977-1979

**PUBLIC SERVICE ANNOUNCEMENT: NKHOTAKOTA SOUTH BY-ELECTION**

**"Your MP is Your Messenger"**

Setting: Village Action Committee meeting

FX: Lots of voices in the background.

MAN 1: Thank you for coming to the village action committee meeting. I've been told by the D.C. to announce that the elections in our constituency, Nkhotakota South, will be held on 23 May. What are we discussing today?

WOMAN 1: We need to talk to the government about the lack of safe water in our area.

MAN 2: Our schools are overcrowded. We need someone to help us build school blocks and bring more teachers.

WOMAN 2: We need to tell someone that the health clinic is too far and doesn't have the right medicine.

MAN 1: We have to do our part to help solve these problems, but we also need some help from the government.

WOMAN 1: But government is far away. We need a messenger to take our problems to the government.

MAN 2: Shouldn't our Member of Parliament be the bridge between us and government?

WOMAN 2: But right now we don't have an MP, so all of us must go and vote on 23 May to say who want to represent us.

WOMAN 1: That's right it is our choice, and our area should have its own representative in Parliament. We can choose the best person who we think will meet face-to-face with us, who will be part of our community and who will help us solve our problems.

MAN 1: That's right. If we don't vote, how can we complain about our problems? We must choose someone who will help us.

ANNC: This was a special announcement sponsored by the Electoral Commission and the National Democratic Institute through a grant from the United States Agency for International Development.

**PUBLIC SERVICE ANNOUNCEMENT: NKHOTAKOTA SOUTH BY-ELECTION**

**"Voting on 23 May"**

Setting: Telephone Call

FX: Phone Rings

MAN 1: Hello, District Commissioner. I understand there will be an election soon in our constituency, Nkhotakota South. I don't know if I live in that constituency. Could you tell me?

DC: What village do you live in?

MAN 1: I live in Kanyambe. It's close to Chididi trading centre.

DC: Yes, that's in Nkhotakota South constituency. Anyone who lives in Nkhotakota District south of Nchisi Road and north of the Lifuliza River and north of the Chia Lagoon lives in Nkhotakota South constituency and should vote on 23 May.

MAN 1: I have another problem.

DC: What's that?

MAN 1: I've lost my voter registration certificate.

DC: NO problem. All you have to do is go to the polling station where you voted in the big elections in May last year and report to the election officer. The officer will give you a duplicate certificate and you will be able to vote.

MAN 1: Thank you very much. What about my daughter who just turned 18? Can she vote?

DC: Yes, she should report to the election officer also. The officer will register her and then she can vote.

MAN 1: Oh, thank you very much. I'll be sure to go and vote on 23 May.

ANNC: This was a special announcement sponsored by the Electoral Commission and the National Democratic Institute through a grant from the United States Agency for International Development.

APPENDIX III

WE ARE GOING TO THE POLLS

BY

MOSHÉ M. BAITSEWE

CHARACTERS:

1. JOHN MONARENG.....
2. BEN MONARENG.....
3. BULL.....
4. ANGELINE/ELECTION DIRECTORATE.....
5. DODO.....
6. LETTIE.....

1. JOHN : He is an elderly man of appr. 55 years who is talking with a slow and somewhat shivery voice.
2. BEN & BULL : They are two young men of appr. 35 years.
3. DODO & ANGELINE: Two young women.
4. LETTIE : She is a woman of appr. 45 years of age.

SOUND EFFECTS.

CICADA

HEN & CHICKEN

A CROWING COCK

FLEEING CHICKEN

A VEHICLE COMING TO A HALT

A HATCH BEING PULLED

A GALLOPING HORSE

A NUMBER SHUFFLING FEET

BIRDS SINGING

A BUSTLE OF A LARGE NUMBER OF PEOPLE

AT POLLING STATION.

SIGGI UP AND FADE TO THE BACKGROUND...  
... INTRODUCTION DONE BY PRESENTER...  
...SIGGI UP AND FADE OUT AGAIN.  
.....

FX : A CICADA IS SINGING AND A HEN AND HER CHICKENS  
ROAM ABOUT LAZILY WAITING TO BE FED.

1. JOHN : (IMPATIENT) Hey...! You Poppie! C'mon  
get away from me. Get away from here.  
Away I say!!! (MEDITATIVE) I know you're  
hungry, so am I. Now where do you expect  
me to get you chicken-feed from? I don't  
even have food myself.

FX : A COCK CROWS NEARBY.

2. JOHN : (ANNOYED) Oh no! Not you also. Get away  
from here! Get...! Get away!!

FX : CHICKEN SCRAMBLE AWAY AS HE CHASES AFTER THEM.

3. JOHN : My goodness... (A DEEP SIGH) Dare these  
chicken...!

FX : A VEHICLE STOPS NEARBY.

4. JOHN : (SURPRISED) And this... (MUMBLES TO HIMSELVES)  
I won't like to hear another word about  
registrations. They're just looking  
for another way to waste our time.

5. E/DIR. : (AS SHE ALIGHTS) What's the matter with  
the chickens old man?

6. JOHN : (ABRUPT) Don't you old man me! I don't  
want to hear another word about registrations  
and elections. And you can forget... Your  
smooth talking won't help you much.

1.E/ DIR. : (APPROACHES) It's because you don't understand. Shall we have a seat so that I...

2.JOHN : (CURTLY) No! You won't. Go away. Just get into your car and go away. I won't have you wasting some more of my time. Just get away!

3.E/ DIR. : (CALM) Not before I have explained to you why it was necessary to register yourselves and why it is important to vote in the forthcoming elections.

4.JOHN : (ASKANCE) Oh? And why was that?

5.E/DIR. : Shall we sit?

6.JOHN : (LIGHTING UP A PIPE/ STERN) We shall not sit. I told you that your sweet talk won't help you much. Why don't go?

7.E/ DIR. : You don't get rid of me that easily. I have a responsibility here. The elections you've registered yourself for are of prime importance if we were to have a well nurtured democracy.

8.JOHN : (MEDITATIVE) Democracy...?

9.E/DIR. : The idea is to bring government to the people. It's thus the responsibility of the people to choose their own representatives to go and stand for them in parliament.

10.JOHN : (GIGGLES) Please... don't kiddo me. Don't make me laugh. (LAUGHS) It won't work! No! It simply won't work. Where on earth is the money going to come from. My dear, my advice to you is for you to return this car to where you got it from and

1.E/DIR. : go and look for something else to do.  
2.JOHN : Why?  
3.E/DIR. : Who is going to pay for such people.  
: Let us look at it from this angle.

CROSS FADE...

4.BEN FX : A GENTLE GALLOP.  
: (THINKING) I wonder who is at my father's  
house. That car has been standing there  
for too long now. I must go and check-out  
what's taking place there.

CROSS FADE TO PREVIOUS SCENE.

5.JOHN FX : A CICADA SINGING AND CHICKENS IN THE BACKGROUND.  
: Whatever angle you're looking at it from,  
you would still have to pay him. And for  
that purpose you do need money.

6.E/DIR. : Oh yes! That's for sure. But what if  
we could have development and industry  
decentralised to your region and the people  
of your region could generate wealth,  
upgrade their standard of living and by  
means of taxes make it possible for the  
government to pay your delegate's salary.

7.JOHN : (JEERINGLY) That's fantasy! Day-dreaming.  
Without water and electricity, Aminius  
is as good as dead. Here is no future  
for our children.

1.E/DIR. : Aha! You see. Now you have it. You  
 have already identified your needs.  
 But whom are going to send to the  
 government to go and speak on your  
 behalf?

2.JOHN : Could that be done?

3.E/DIR. : Why not?

CROSS FADE...

FX : A GALLOPING HORSE AND SOMEONE WHISTLING. HORSE  
 GRADUALLY SLOWS DOWN AND HALTS.

4.BEN : What's the matter Bull? I'm in a hurry.

5.BULL : Okay Ben, I won't keep you long. (WHISPER)  
 What's the election officials doing at  
 your parent's place? They've been there  
 for quite some time now.

6.BEN : That's why I'm rushing there. I must go  
 and chase them away.

7.BULL : Okay. You better hurry up if that's the  
 case.

FX : HORSE STARTS OFF AGAIN.

8.BEN : See you later Bull.

9.BULL : (CALLING OUT AFTER BEN LEAVING) Okay Ben!  
CROSS FADE TO PREVIOUS SCENE AGAIN.

10.JOHN : I'm serious!

11.E/DIR. : So am I. All we have to remember is that  
 Rome did not come into being overnight.  
 But yes, it could be done and it is going  
 to be done. Think of the development that  
 is going to come to the people. Just

mushrooming... Poultry-farming, vegetable cultivation and...

1. JOHN : (EXCITED) And thus stopping the young people from abandoning their old people and streaming to cities.

2. E/DIR. : You've got it right.

3. JOHN : Come on, let's sit down. I need to hear...

FX : A GALLOPING HORSE APPROACHES.

3. BEN : (OFF MIKE) Dad, are you allowing yourself to be persuaded.

4. JOHN : Easy now. (LIGHTS UP PIPE AGAIN) Come nearer. This lady has a lot of very important information for us.

5. BEN : (STILL OFF MIKE) I'm not going to let this lady waste my time with cheap talk.

6. JOHN : We've been in the dark all along, Ben.

7. BEN : (APPROACHES) In the dark...? About what?

8. E/DIR. : Besides it being your constitutional responsibility to vote in the forthcoming regional and local authorities elections Mr... (SHE HESITATES)

9. BEN : (ON MIKE) Monareng... Ben Monareng.

10. E/DIR. : PLeased to meet you. I am Angeline Mosadi. Mr. Monareng, it is also your social responsibility to make sure that your region does not miss out on future developaents.

11. JOHN : Come on. Let's sit down.

12. BEN : I have better things to do than...

13. JOHN : Just for a short while... Please.

1.E/DIR. : We won't be long Mr. Monareng.

2.JOHN : (WITH PIPE BETWEEN TEETH) Mmm... This lady says we would be choosing a representative of our own to go and speak for us at parliament. (SUCKS HIS PIPE) And you know... I just thought how good it would be to have a man who is also affected by what is affecting us, speaking for us; Presenting our complaints to the government.

3.BEN : (JEERINGLY) That'll be the day!

4.JOHN : (ANNOYED) Am I lying? Huh? Am I lying?

5.BEN : Okay dad. For whom do we vote?

6.E/DIR. : Participatric government.

7.BEN : What?!

8.E/DIR. : That's right. You vote for the best person for the job and...

9.JOHN : Isn't that an approach too business-like?

10.E/DIR. : Well... that is exactly what it's suppose to be. You don't go putting your money in the care of untrustworthy brokers.

11.BEN : Whom do we vote for?

12.E/DIR. : The right man for the job. As for the names of the participants, be it the political parties or independent candidates, those will be borne by the ballot paper. The important thing at this point in time is to make sure that each and every individual knows how and why to vote.

13.JOHN : The best way to do that would be to call everyone together. (AS HE KICKS BACK HIS CHAIR)

FX : FEET SHUFFLING AS THEY LEAVE.

FADE OUT... MUSIC BRIDGE.

FADE IN

FX : BIRDS CHIRPING IN THE BACKGROUND AND MUFFLED HUMAN VOICES.

1. JOHN : (CLEARING THROAT/ LOUD) People...! May I please have your attention. (SILENCE) Thank you. I am very very pleased to see you all here, especially on such short notice. And I won't like to keep you here a minute longer than is necessary.

2. DODO : Get to the point. We don't have the whole day. We've got work to do.

3. E/DIR. : Please allow him some time, lady.

4. DODO : Listen who is talking!

5. BEN : Auntie Dodo please. Please give us a break.

6. DODO : Hey you, don't bark at me like that!

7. BEN : I was asking you politely.

8. BULL : (SHOUT FROM THE BACK) Why beg her? Throw her out!!

9. DODO : Never! Do I resemble dirt that is being thrown out just like that?

10. JOHN : Dodo please keep quiet and sit down. No-one is going to be thrown out.

11. DODO : Why don't you speak to Bull? He's the one who promised to throw me out.

12. LETTIE : Is this what we had been called to come and witness?

13. E/DIR. : No ma'am. There has just been some misunderstanding.  
(THE DIN SUBSIDES)

1. JOHN : Thank you very much.

FX : A WHILE'S SILENCE AND A COUGH HERE AND THERE.

2. JOHN : (CLEARS THROAT AGAIN & CONTINUES) I know how you feel. Please believe me. You feel I've let you down. I can understand that. But now I can tell you this. We were in the dark about the registration and especially about the forthcoming election.

3. SULL : Don't you try to be smart. Get to the point.

4. JOHN : I'd rather call the lady to come and address you. Okay lady... Help me. Come nearer.

5. E/DIR. : Okay Mr. Monareng. Thank you. (CLEARS THROAT) People, we are going to the polls.

6. DODO : The country is already independent, why should we vote?

7. E/DIR. : I like that question. We are going to vote so as to bring the government to the people. To really allow the people to rule, to have a say in their government. Now, why did we have to register ourselves?

8. LETTIE : Don't ask us tell us. Why?!

9. SULL : That's right. Tell us.

10. E/DIR. : We registered ourselves so that we could check before hand that the people who were going to vote are Nazibians. So, why do have to vote?

11. DODO : Why don't you explain without asking questions? We are not kids!

1.E/DIR. : Okay okay...! Now suppose the good Lord gave you an arm. Only an arm... without the hand. Only an arm up to the wrist. Without the hand. No palm. No fingers. Nothing at all. What could you accomplish with such an arm?

2.BULL : What are you trying to pull?

3.E/DIR. : (IGNORES HIM) You will always have to be assisted by others. (PAUSE) Would you call that independence? Not being able to hold your pen! Not being able to hold your mug! Not being able to button-up your shirt, your dress or tie your shoe laces! Would you call that independence? No! That's certainly not independence. (SOFTER) Our parliament is like that arm. Our national assembly is like that arm. Our cabinet is like that arm and so is our government. Let us give that arm a palm and fingers.

FX : APPLAUSE.  
Thank you. Regional and local authorities will provide government with hands and fingers to reach out to the people in all regions and villages.

FX : APPLAUSE.  
I like that spirit! I like that very very much!

4.BULL : (EXCITED) We are going to the polls!

5.LETTIE & DODO : Yes! We are going to the polls.

6.BULL : How do we vote?

7.DODO : Yes. How do we vote? Please tell us more.

44

1.DODO : Yes. How do vote? Please tell us more.

2E/DIR. : (ELATED) Okay, let me just get to my files here. (PAPERS RUSTLE) For those who read and can get hold of the government gazette, the electoral act is set-out in detail in the August 31st copy of this year. Section 82 of act 24 is the one dealing in the manner of voting at elections.

3.DODO : What about us who never saw the inside of a classroom?

FX : LAUGHTER.

4.LETTIE : Some of <sup>us</sup> dodged school at the first break.

FX : LAUGHTER EVEN LOUDER.

5.B/DIR. : (AS LAUGHTER SUBSIDES) That's why I am here. On arrival at the polling station you'll have to identify yourself and proof that you're a registered voter.

6.BEN : Do you need to see the registration card?

7.E/DIR. : Yes! You need to proof to us that you're a registered voter. That's why. It is also necessary for the polling officer to compare the information on your registration card to that on the voters' list. Suppose I'm the election officer at a polling station and you want to come and vote.

8.DODO : What...?!

9.E/DIR. : (TABLE & CHAIRS BEING MOVED) Come and vote.

1.E/DIR. : Come and vote. (SHUFFLING FEET) Good morning ma'am. May I have your ID. Thank you. Let me see your registration card ma'am Goodman.

2.DODO : Oh! I'm sorry, let me look for it in my purse.

3.E/DIR. : At your leisure ma'am. (PAPER RUSTLES) Thank you very much. May I have your left hand please.

4.DODO : Why do you put that liquid onto my fingers?

5.E/DIR. : Ma'am, this is an identification mark. We will be able to see it on your fingers for about seven days.

6.DODO : Is that why you first put my fingers under that thing?

7.E/DIR. : Aha!

8.DODO : Does it mean I would not be able to come and vote for a second time if I had wished to cheat.

9 E/DIR. : That's right. Now you can have your ballot paper. Let's rush through it before you go to the voting compartment to draw your cross.

10.DODO : Thank you.

11.E/DIR. : I'm sorry. Before you go, let me just enter your voter's number on the counterfoil and also stamp your ballot paper for you. Thank you very much for your cooperation ma'am.

12.DODO : Thank you.

13.E/DIR. : Happy voting and please don't forget to

gao

; put your ballot paper in the ballot box  
when you leave the voting compartment.

FX : APPLAUSE.

: That's how one votes.

1. JOHN : (SHOUTING) We are going to the polls!  
We are going to the polls.

2. ALL JOINING : We are going to the polls!

3. LETTIE : (SHOUTING ABOVE THE NOISE) Wait!!  
(NOISE SUBSIDES) Whom are we voting for?

4. T/DIR. : To participate in government. We don't  
intend ordering you whom to vote for.  
The choice is yours. You draw your cross  
next to the name of any of the candidates,  
political party or organization of your  
choice.

5. DODO : (SHOUTING AGAIN) We are going to the polls!  
We are going to the polls!

6. ALL : We are going to the polls! (STAMPING FEET)  
We are going to the polls!  
We are going to the polls!

GENTLY FADE OUT... AND FADE IN.

FX : BIRDS IN THE BACKGROUND. LIGHT-HEARTED CHATS.

7. BEN : (ENTHUSIASTIC) They're doing exactly like  
that lady told us. Look now, there's Bull.  
He is going to vote.

8. JOHN : Where is he? Do you see him?

9. BEN : Over there. Come and stand here. In that  
queue.

10. JOHN : Oh! I can see him now. He is producing

1. JOHN : And Lettie there, only a few metres  
behind him, is holding her passport...

2. BEN : That's also a form of identification.  
...Isn't it?

3. JOHN : Yes.

4. BEN : Bull's fingers are being check at under  
the light for the identification mark.  
Now the officer is entering his voter's  
number onto the counterfoil. There he  
receives his ballot paper and now he is  
going to the voting compartment.

5. JOHN : It's nice because they allow you enough  
time to make-up your mind. You decide  
at your leisure where you want to draw  
your cross.

6. BEN : That is very important I should say.  
You should not afterwards come and say  
your cross is not where you actually  
intended it to be.

7 BULL : (APPROACHES) We are going to the polls.

8. BEN : Hallo Bull.

9. BULL : Hallo hallo.

10. JOHN : Hallo Bull.

11. BEN : Whom have you voted for?

12. BULL : What?! You must be kidding my friend.

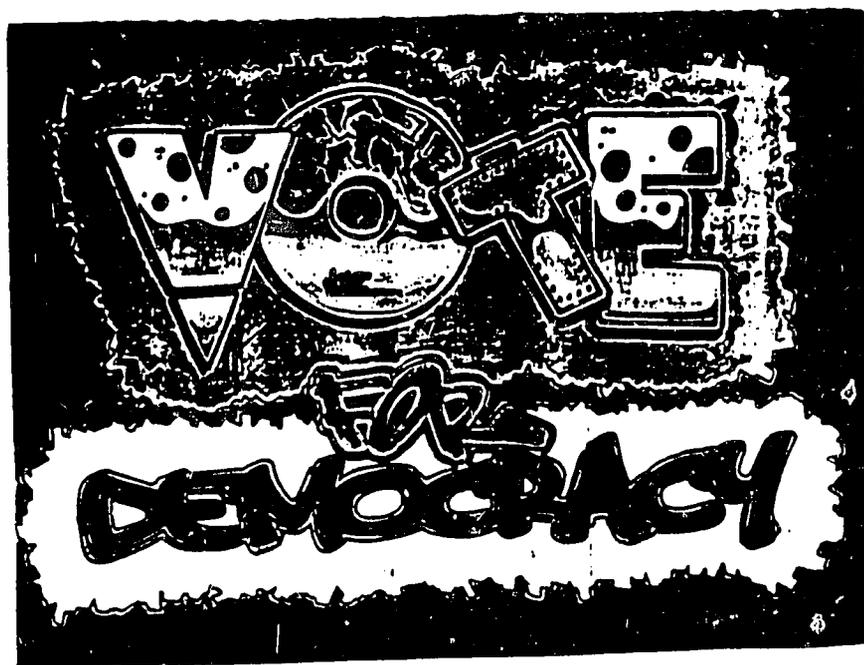
13. JOHN: : Tell him that you've voted for representation  
of the people in government.

14. BULL : That's right. There you have it. For  
participative government. (LOUDER THIS TIME)  
We are going to the polls!  
We are going to the polls!  
We are going to the polls!

58

; GENTLY FADE OUT AND CROSS TO THE SIGGI...  
...BACK ANNOUNCEMENT...  
...SIGGI UP AND OUT.

FINIS



Election Legislative du 7 janvier 1993

VOTEZ POUR UN NIGER  
LIBRE ET DEMOCRATIQUE



# VOTE

and let us  
Build Together



*"The task is not yet finished. South Africa is not yet home for all her sons and daughters. Such a home we wish to ensure.*

*There remains before us the building of a new land, a home for all who are black, white, brown, from the ruins of the old narrow groups, a synthesis of the rich cultural strains that we have inherited.*

*Somewhere ahead there beckons a civilization, a culture, which will take its place in the parade of God's history beside other great human syntheses, Chinese, Egyptian, Jewish, European. It will not necessarily be all black; but ... will be African."*

Chief Albert John Lutshaba, who in 1991 became South Africa's first winner of the Nobel Peace Prize.



SOMEDAY WE WILL ALL BE FREE



THAT DAY HAS COME  
PLEASE VOTE

—Luthando Gumbane Tsoa

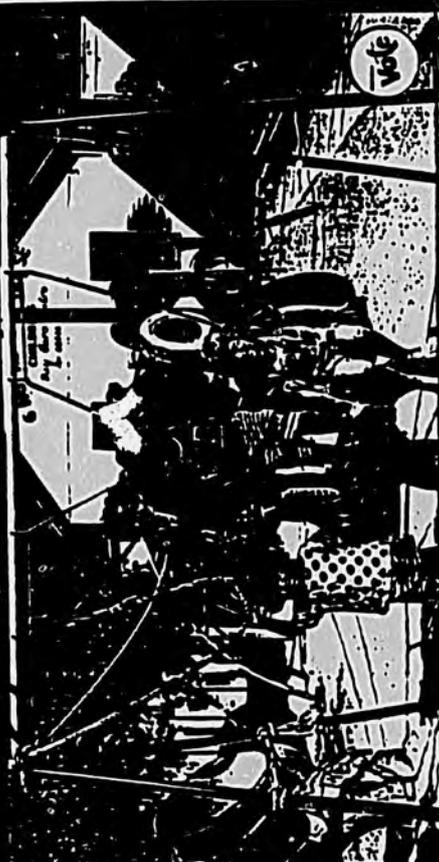
**Vote**

**KA ENGWEYA DIBUKANA  
TSE O KAKGETHA  
MOKGA OBATLANG KA DI  
27/28 APRIL 1994**



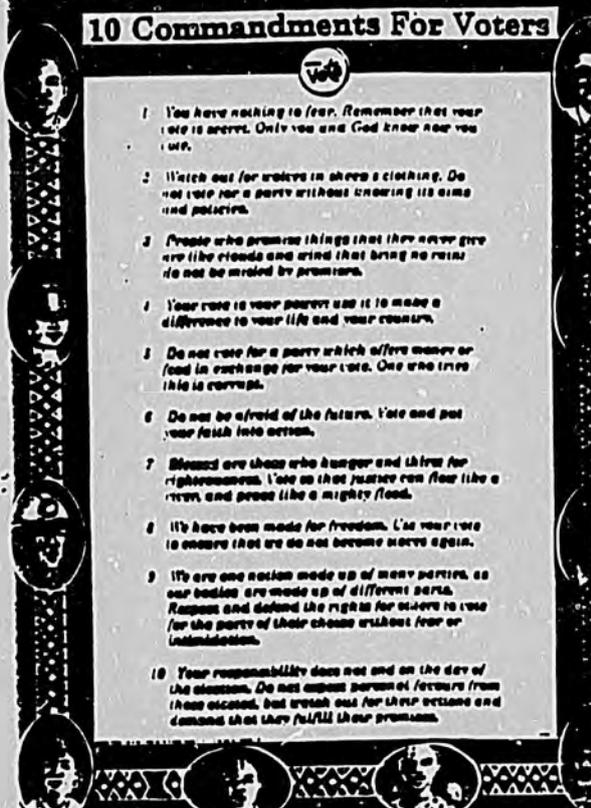
**Vote**

**4 REDES OM TE STEM**



**Vote**

**10 Commandments For Voters**



- 1 You have nothing to fear. Remember that your vote is secret. Only you and God know how you vote.
- 2 Watch out for voters in sheep's clothing. Do not vote for a party without knowing its aims and policies.
- 3 People who promise things that they never give are like clouds and wind that bring no rain. Do not be misled by promises.
- 4 Your vote is your power: use it to make a difference to your life and your country.
- 5 Do not vote for a party which offers money or food in exchange for your vote. One who tries this is corrupt.
- 6 Do not be afraid of the future. Vote and put your faith into action.
- 7 Blessed are those who hunger and thirst for righteousness. Vote so that justice can flow like a river, and peace like a mighty flood.
- 8 It's hard to vote for freedom. Use your vote to ensure that we do not become slaves again.
- 9 We are one nation made up of many parties, as our bodies are made up of different parts. Respect and defend the right to others to vote for the party of their choice without fear or intimidation.
- 10 Your responsibility does not end on the day of the election. Do not expect pardon or favour from those elected, but track out for their actions and demand that they fulfill their promises.

**Vote**