‘Limited Preferential Voting’ (LPV) for Elementary, Community and Primary Schools

Ideas for school-based capacity building activities booklet 13

DEPARTMENT OF EDUCATION AND DEPARTMENT OF COMMUNITY DEVELOPMENT
SECRETARY’S MESSAGE

This school–based capacity building series is a step towards institutionalising capacity building. This series contains activities to enhance the capacity of community members, primary school Boards of Management (BoM), head teachers, inservice coordinators, and teachers to better perform their current work responsibilities. These school-based activities support and strengthen work-place skills and knowledge and enhance individual personal development.

Teachers, BoMs and communities can decide which capacity building activities are needed and the approach you will use.

Primary school teachers and school community members can use these capacity building activities for your personal and professional development, and the needs of children you teach. These capacity building activities can be undertaken by groups or individually. The Papua New Guinea Education Institute will provide accreditation to their students on the completion of assessment tasks.

• The capacity building activities in this booklet help you learn about the Limited Preferential Voting (LPV) process.

This booklet is part of the ‘Helping our Schools’ series and is to be used with the Limited Preferential Voting (LPV) Flipchart.

I commend these activities to you.

Dr Joseph Pagelio
Secretary for Education
The four topics are:

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<th>Description</th>
<th>Page</th>
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<tbody>
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<td>Introduction to Limited Preferential Voting (LPV)</td>
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<td>2</td>
<td><strong>Good government:</strong> What is needed for good government; What is a Democracy; What responsibilities does a member of parliament have; Delegation; Modelling; Decision Making skills</td>
<td>7</td>
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<tr>
<td>3</td>
<td><strong>Voting systems:</strong> What is the ‘first past the post voting (FPPV) system; What is the Limited Preferential Voting (LPV) system; Why was the LPV system introduced</td>
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<td>4</td>
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OVERVIEW

School-Based **Limited Preferential Voting (LPV)** capacity building activities

**Goal:** These activities are designed to improve your understanding of the Limited Preferential Voting (LPV) system.

**Rationale:** These activities are designed to help you, as teachers, BoM and P&C members understand the LPV system.

**Content:** In this booklet there are five topics:

1. **Introduction to Limited Preferential Voting (LPV)** – 2 hrs
2. **Good government:** What is needed for good government; What is a Democracy; What responsibilities does a member of parliament have; Delegation; Modelling; Decision Making skills – 2 hrs
3. **Voting systems:** What is the ‘first past the post voting (FPPV) system; What is the Limited Preferential Voting (LPV) system; Why was the LPV system introduced – 2 hrs
4. **How the LPV system works:** How are Limited Preferential votes counted; Show me an example of how LPV votes are counted; The 10 steps to run a LPV election; practising running a LPV election – 3 hrs
5. **Voting Information:** Who is eligible to vote; How do I select a good candidate to vote for; What is illegal behaviour during elections; other election issues; Gender champion skills needed during the elections; What are HIV/AIDS issues that may occur during elections – 2 hrs

Activities can be completed by an individual or a group. We suggest you work in pairs or small groups.

**Facilitator:** If you have a large group, select one person to facilitate each topic.

**Participants:** The capacity building activities are for the teachers, Head teachers, BoM members and P&C representatives in the school.

**Materials:** You will need the Limited Preferential Voting (LPV) Flipchart, butcher paper and marking pens.

**Signposts:** The capacity building activities use the following signposts:

- 😊 work in pairs or groups (tok tok wantaim)
- 📚 read the information in the book or flipchart (redim)
- ☑️ write a response (rait)
- ✅ There are model answers in the book
- ⚖️ Your answers are different so there are no model answers

**Assessment:** Students enrolled in Diploma Education Primary Inservice (DEPI) studies can get credits if they submit their work to an assessor.
Topic 1: Introduction to the Limited Preferential Voting system (LPV) (suggested time: 2 hrs)

**Aim:** to improve your understanding of the value of the Limited Preferential Voting (LPV) voting system.

**Outcome:** by the end of the topic you will have discussed the knowledge, skills and attitudes to conduct a LPV election for BoM positions, and understand how national and provincial elections are being held.

**Materials:** Limited Preferential Voting (LPV) Flipchart; butcher paper and markers.

**Content:** Limited Preferential Voting (LPV) Flipchart: pages 2-4

📖😊😊 **Exercise 1:** Read and discuss the Limited Preferential Voting (LPV) Flipchart page 2. In pairs or small groups identify when you felt an election was unfair and what changes were needed to make the election fair.

📖😊😊 **Exercise 2:** In the same groups discuss the meanings of all the words that are used to describe elections in the Limited Preferential Voting (LPV) flipchart pages 3 and 4. If there are words you are confused about ask the facilitator to use the words in a story to help you understand. It is good if the facilitator can use Tok Pisin or Tok Ples to help explain the words.

😊😊📝 **Exercise 3:** In the same groups, use butcher paper to make a list of all the new words you have learnt and display the list so it will help you remember the meanings of the words.

👉 **Conclusion:** In the whole group, discuss the meanings of the words on the charts.
**Topic 2: Good government:** What is needed for good government; What is a Democracy; What responsibilities does a member of parliament have; Delegation; Modelling; Decision Making skills – *(suggested time: 2 hrs)*

**Aim:** to improve your understanding of what is required to have good government in Papua New Guinea.

**Outcome:** by the end of the activities you will have discussed qualities of good government, freedom to vote, a free press, political parties, good politicians and their responsibilities, the laws and constitution, democracy.

**Materials:** The Limited Preferential Voting (LPV) Flipchart; butcher paper and markers.

**Content:** Limited Preferential Voting (LPV) Flipchart: pages 5-10

**Exercise 1:** In pairs or small groups read and discuss the questions in the Limited Preferential Voting (LPV) Flipchart: pages 5-10

**Exercise 2:** Form pairs and on butcher paper make a list of the political parties you know and list the main policies of each of the parties.

**Exercise 3:** In your pairs, use butcher paper list the advantages and disadvantages of having only one person make decisions for your community.

**Conclusion:** Together, list some political decisions that would improve the quality of life in your community.
**Topic 3: Voting systems:** What is the ‘first past the post voting (FPPV) system; What is the Limited Preferential Voting (LPV) system; Why was the LPV system introduced – *(suggested time: 2 hrs)*

**Aim:** to improve your understanding of the different voting systems used in Papua New Guinea. I.e. First Past the Post and Limited Preferential Voting (LPV)

**Outcome:** by the end of the activities you will have discussed the differences between the First past the Post and the Limited Preferential Voting (LPV) voting systems.

**Materials:** The Limited Preferential Voting (LPV) Flipchart; butcher paper and markers.

**Content:** Limited Preferential Voting (LPV) Flipchart: pages 11-16;

📚😊😊**Exercise 1:** In your pairs or small groups read the Limited Preferential Voting (LPV) Flipchart page 11. Discuss why the First Past the Post form of voting can be unfair.

😊😊📝**Exercise 2:** In your pairs or small groups read the Limited Preferential Voting (LPV) Flipchart page 13. Discuss why the Limited Preferential Voting system is fairer than the First Past the Post form of voting. List the reasons on butcher paper.

😊😊**Exercise 3:** In your pairs or small groups read the Limited Preferential Voting (LPV) Flipchart page 15. Discuss why the Limited Preferential Voting system was introduced in Papua New Guinea.

📝**Conclusion:** Together, discuss how each of the participants can help the community to understand the LPV form of voting.
Topic 4: How the LPV system works: How are Limited Preferential votes counted; Show me an example of how LPV votes are counted; The 10 steps to run a LPV election; practising running a LPV election – (suggested time: 3 hrs)

Aim: to improve your understanding of how the Limited Preferential Voting (LPV) system works.

Outcome: by the end of the activities you will have practised running a mock LPV election.

Materials: The Limited Preferential Voting (LPV) Flipchart; butcher paper and markers.

Content: Limited Preferential Voting (LPV) Flipchart: pages 17-22

Exercise 1: In pairs or small groups, read and discuss the LPV counting system in the Limited Preferential Voting (LPV) Flipchart: page 17. Discuss the different parts of the Tally sheet used in National, Provincial and Local Level Governments.

Exercise 2: In the whole group discusses the four stages of how LPV votes are counted using the example on pg 19 of the flipchart. Discuss why the winner of the First Past the Post, didn't win the Limited Preferential vote.

Exercise 3: Use the 10 steps on page 21 of the flipchart to have a mock election. Select 5 or 6 candidates, and have everyone vote 1, 2 and 3 on slips of paper. Count the votes using the same system that was used in the example on pg 19.

Conclusion: Together, discuss any problems that came up during your mock election. (e.g. informal votes, exclusions, the use of 2nd and 3rd votes, etc.)
**Topic 5: Voting Information:** Who is eligible to vote; How do I select a good candidate to vote for; What is illegal behaviour during elections; other election issues; Gender champion skills needed during the elections; What are HIV/AIDS issues that may occur during elections – (suggested time: 2 hrs)

**Aim:** to understand legal and social issues relating to elections in Papua New Guinea.

**Outcome:** by the end of the activities you will have a better understanding of legal and social issues that will occur during the elections and will have determined strategies to address those issues.

**Materials:** The Limited Preferential Voting (LPV) Flipchart; butcher paper and markers.

**Content:** Limited Preferential Voting (LPV) Flipchart: pages 23-34

**Exercise 1:** In pairs or small groups, read and discuss who is eligible to vote and how to select a good candidate to vote for in the Limited Preferential Voting (LPV) Flipchart: pages 23 and 25.

**Exercise 2:** In the whole group use the list of illegal election behaviour on page 27 to make a list of illegal behaviour that has occurred in elections in your community or province. Discuss the damage that corruption causes to your society using the quotes by PNG leaders on page 29 as a guide.

**Exercise 3:** In pairs or small groups discuss how men can support the women in their community to be able to exercise their voting rights without any fear or intimidation. (flipchart pg 31) In focus groups (men, women, youth) discuss where dangerous sexual behaviour may occur during the elections (visitors, people with money, parties, celebrations, etc) and how the community can best protect those most at risk. (Women, youth.)

**Conclusion:** List on butcher paper action that your community will take to ensure elections are fair, safe, supports gender equity and free of corruption.
Evaluation: 'Limited Preferential Voting (LPV) ’

School-based capacity building activity evaluation sheet:
Number of men attending: _____________________ Number of women attending: _______
School: _______________________________ District: _________________________________
Province: _____________________________ Date: ___________________________________

The facilitator should ask participants to complete this evaluation sheet together at the end of the activities. Please hand this collective evaluation sheet to your school inspector. NB. If you are a DEPI student you should also submit a copy of this page to your assessor with your assessment tasks.

1. What did you find most valuable about this capacity building activity?

______________________________________________________________________________
______________________________________________________________________________

2. How relevant was the capacity building activity? – please tick and add comments if you wish.

<table>
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<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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Comments:_____________________________________________________________________
______________________________________________________________________________

3. Was the content at the right level for all the participants?

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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Comments:_____________________________________________________________________
______________________________________________________________________________

4. Was the Language at the right level?

<table>
<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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Comments:_____________________________________________________________________
______________________________________________________________________________

5. How suitable were the materials and handouts used in the activities?

<table>
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<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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Comments:_____________________________________________________________________
______________________________________________________________________________

6. What suggestions do you have for improving this capacity building activity?

Comments:_____________________________________________________________________
______________________________________________________________________________
Example of a completed evaluation sheet

#### Evaluation: 'Board of Management roles and responsibilities'

School-based capacity building activity evaluation sheet:

- **Number of men attending:** 7
- **Number of women attending:** 8

- **School:** Giamon PS
- **District:** Wopa
- **Province:** Northern Highlands
- **Date:** 23/05/2007

The facilitator should ask all participants to complete this evaluation sheet together at the end of the activities. Please hand this collective evaluation sheet to your school inspector.

**NB.** If you are a DEPI student you should also submit a copy of this page to your assessor with your assessment tasks.

1. **What did you find most valuable about this capacity building activity?**
   - We realised that our school BoM was not following the correct procedures and we have taken action to fix up the problems.

2. **How relevant was the capacity building activity?**
   - Please tick and add comments if you wish.

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<thead>
<tr>
<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>M5</td>
<td>F4</td>
<td>M2</td>
<td>F4</td>
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   **Comments:** It was very relevant as no-one had told our community what the Education Act laws were about the Board of Management.

3. **Was the content at the right level for all the participants?**

<table>
<thead>
<tr>
<th>Very poor</th>
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<th>Good</th>
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</tr>
</thead>
<tbody>
<tr>
<td>M3</td>
<td>F6</td>
<td>M4</td>
<td>F2</td>
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   **Comments:** We all understood the different activities. The facilitator explained anything we were not sure about.

4. **Was the Language at the right level?**

<table>
<thead>
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<th>Very poor</th>
<th>Poor</th>
<th>Good</th>
<th>Excellent</th>
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<tbody>
<tr>
<td>M7</td>
<td>F8</td>
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</table>

   **Comments:** We used tok Pisin for all the activities so everyone understood.

5. **How suitable were the materials and handouts used in the activities?**

<table>
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<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>M3</td>
<td>F6</td>
<td>M4</td>
<td>F2</td>
</tr>
</tbody>
</table>

   **Comments:** The booklet was easy to follow, and everyone enjoyed the BoM Flipchart.

6. **What suggestions do you have for improving this capacity building activity?**
   - Comments: We would like to have more time to do follow-up activities.