

VOTE: Exploring Democracy, Equality, Participation & Elections

Written by
Deirdre Phelan

The Democracy, Gender & Participation Project is funded by

Gender Equality Unit www.education.ie

as part of the Department of Education & Science's contribution to



The Project is located in



The CDVEC Curriculum Development Unit, Sundrive Road, Crumlin, Dublin 12. www.curriculum.ie

Published by
The Gender Equality Unit of the Department of Education & Science
and The City of Dublin VEC Curriculum Development Unit

ISBN 0-946791-26-0

© 2005 The Gender Equality Unit, Department of Education & Science, The CDVEC Curriculum Development Unit and the author



Acknowledgments

Special thanks are extended to:

The members of the Democracy, Gender and Participation Project Advisory Group:

Maureen Bohan (Gender Equality Unit, Department of Education and Science),
Aidan Clifford (City of Dublin VEC Curriculum Development Unit),
Yvonne Galligan (Centre for the Advancement of Women in Politics, Queen's University, Belfast),
Sandra Gowran (European Year of Citizenship through Education, Curriculum Development Unit),
Conor Harrison (CSPE Support, Second Level Support Service),
Rhona Mac Sweeney (Gender Equality Unit, Department of Education and Science)
for their advice, encouragement and support in undertaking this work.

The author, Deirdre Phelan, wishes to thank:

- · Helen Farrell and Ciara O' Shea from the National Women's Council of Ireland who provided answers on demand!
- David Walsh from the Department of the Environment, Heritage and Local Government for his help and contributions.
- Her CSPE students in St Kieran's College, Kilkenny who piloted this resource.
- The many politicians (Local, National and European) who shared their opinions and experiences with her.
- The staff in the CDVEC Curriculum Development Unit for their guidance and support, in particular Alma Hobson, Sandy Hazel and Angela Corcoran.
- The teachers who helped to pilot, review and evaluate this resource.
- Her husband, Liam, and her children, Alex, Conor and Casey for their patience and support during the writing of this resource.
- And the many others who engaged in conversation and shared their expertise with her.

Layout and Design by: Raymond O'Neill & Fiona Leen





LECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

CONTENTS

Acknowledgments

Contents

Introduction

Section 1: Concept of Democracy 4

Section 2: Optional Section: Local Government 38

Section 3: Optional Section: National Government 54

Section 4: Optional Section: European Parliament 70

Section 5: Supplementary Section: The Constitution 82

Section 6: Supplementary Section: The Presidency 90

Section 7: Mock Election Action Project and other Action Project Ideas 96

Section 8: Websites and References 104

European Election Posters 108

European Flags See inside back cover



BALANCE ELECTIONS DEMOCRACY

INTRODUCTION

Welcome to **Vote: Exploring Democracy Equality, Participation & Elections.** This resource has been specifically designed for teachers of Civic, Social and Political Education (CSPE) wishing to explore the course concept of DEMOCRACY with their students. It may also prove useful in other educational settings.

The purpose of this pack is to stimulate discussion and challenge opinions about the nature of representation and gender balance in the democratic structures that surround us. The pack is laid out as a **module of work**. It contains seven core classes on democracy and three optional sections of three classes each, focussing on Local Government, National Government and the European Parliament. Each of the optional sections contains an extra fourth class, which will be appropriate during election times. There are also two supplementary sections, of two classes each, exploring the Constitution of Ireland and the Presidency. It is recommended that students would cover the core classes on democracy (Section 1) with at least one of the optional sections. However, feel free to explore more or all of the sections in this book with your students!

Having completed the 7 core classes, students will have developed a broad understanding of the concept of democracy and the democratic processes and structures of The State-Ireland. The three optional sections offer an overview of how Local, National and European government affect the lives of students and how important it is to choose balanced representation at all of these levels.

The aim of this module is to engage and make students aware of the necessity for balance, fairness and equality of representation in the democratic process and to enable them to participate in it. This is achieved using **active participative classroom activities** that are both interesting and instructive and which will stimulate thought and discussion. These activities are designed to be photocopied.

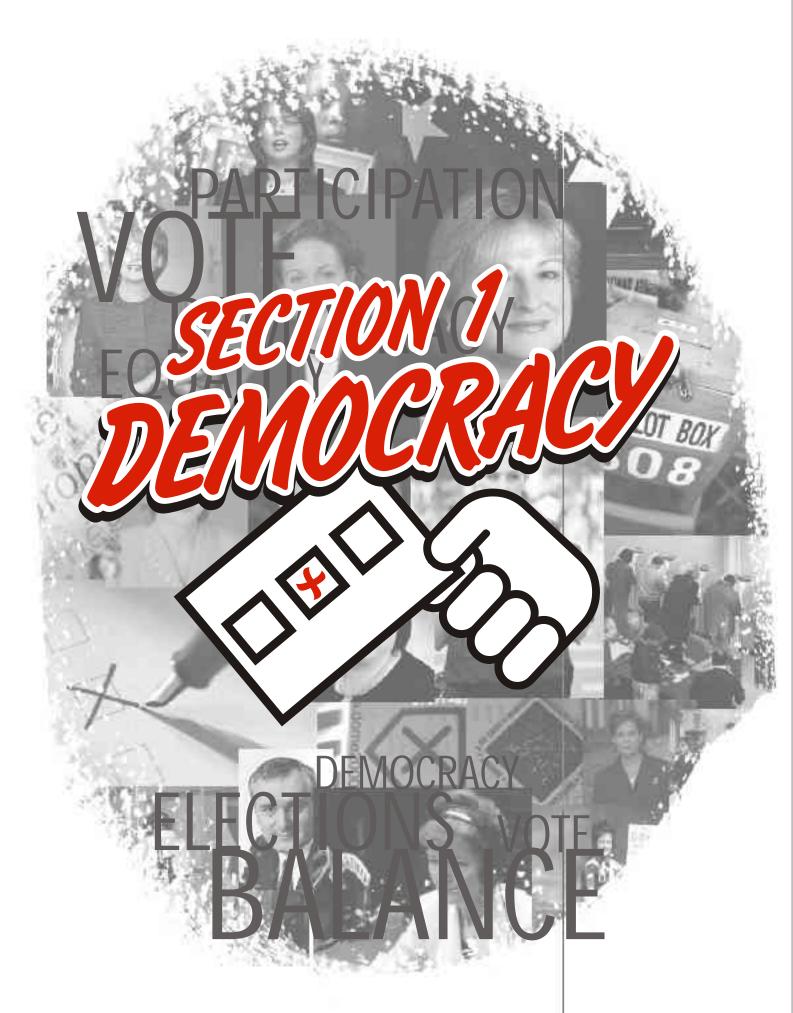
Action Project ideas and a comprehensive outline for carrying out a **Mock Election** are given at the end of this pack including the supports that students will need in order to carry out a meaningful and memorable election.

This resource was inspired by the publication of **Putting More Women in the Picture** and **Irish Politics**: **Jobs for the Boys!**, where the under-representation of women in decision-making was highlighted. The pack has been funded by the Gender Equality Unit of the Department of Education and Science and developed through the Democracy, Gender and Participation Project in the CDVEC Curriculum Development Unit. This resource is part of the Department of Education and Science's contribution to 2005 European Year of Citizenship through Education.

I hope that you and your students will find the range of information and activities useful in tackling the concept of Democracy and the issues of equality, participation and elections in a structured and meaningful way.

Deirdre Phelan





LECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

CLASS 1: CONCEPT OF DEMOCRACY

Teacher's Notes

To begin this class tell the students that you would like to discuss the subject of homework. Inform them that they have the opportunity to vote on the following:

"Homework should be optional, it will be given, but you do it if you want to and if you don't there is no punishment."

The chances are that the majority vote will be in favour of this motion. If you were to accept the majority vote, then this would have been a democratic decision. A democracy is where the people make the decisions about how the country is ruled.

However, you disagree and as the teacher you decide that this is not practical and would not be a good decision so you rule that homework when given is compulsory for all students and, in fact, all students should have a minimum of four hours homework per night! This is authoritarian rule. This is the difference between how countries are ruled.

In authoritarian rule the people have no say in how they are governed. Examples of this type of government are communism, dictatorship, military rule or rule by a religious leader.

Activity

Ask the students, in groups of three/four, to discuss the differences between living in a democracy and living under authoritarian rule.

Allow about five minutes. Ask each group to report back on three points raised in their deliberations.

Take feedback on the board and discuss.





LECTIONS VOTE EQUALITY PARTICIPATIONLECTIONS VOTE RALANICE FLECTIONS DEMOCRACY

Teacher's Notes

How does Ireland's Democracy Work?

Bunreacht na hÉireann or The Constitution of Ireland is a document that describes how our democracy in Ireland works. This little blue book explains and defines our government and what rights an Irish citizen has.

Our government is called the Oireachtas and consists of the President, the Dáil and the Seanad.



The President

(Directly chosen by all the people)

The President of Ireland is the first citizen and every seven years there is an election to choose whom the people of Ireland want as their President. Once in the job the president can choose if they want to spend a second seven years as President but after that it has to be a new person so then we have what we call a presidential election. Our current president is Mary McAleese and she was first elected in 1997. She began her second term as President in November 2004. No election took place as there were no other candidates for the position.

To become the President of Ireland you must be over 35 years of age and you must give up whatever other job you had before becoming president e.g. Mary McAleese gave up her job in Queens University Belfast. Another name for President is Head of State. In Ireland this job is to a large extent ceremonial, for example, representing Ireland abroad, but she does have some important political

functions too such as: - the President signs bills into law or if she thinks a bill is unconstitutional she sends it to the Supreme Court. Our President is also the Supreme Commander of the Defence Forces.

Below is the declaration from The Constitution, Mary McAleese had to make when she was being inaugurated as the eighth president of Ireland:

"In the presence of Almighty God I do solemnly and sincerely promise and declare that I will maintain the Constitution of Ireland and uphold its laws, that I will fulfil my duties faithfully and conscientiously in accordance with the Constitution and law, and that I will dedicate my abilities to the service and welfare of the people of Ireland. May God direct and sustain me."

Why not let your students have a go at saying it and pretend they are the next president of Ireland! How does it make them feel?

To find out more about the

President and Presidential elections see Section 6.

ELECTION PARTICIPATION DELLOCRACY BALANCE

Teacher's Notes Dáil ÉireannThe Seanad

The Dáil

There are 166 people in the Dáil voted for by the people. They meet for 90 days a year and their biggest job is to make laws. While the Dáil is working on and discussing a new law it is called a bill. Only when it has been accepted by a majority in the Dáil is it called a law.



The Seanad

There are 60 members in the senate but the general population does not vote for them. They meet for 60 days a year. The Seanad has the power to reject a bill that they do not agree with but this only means it will be delayed for 90 days. The Seanad do not reject bills very often!

Homework / Follow up Activity:

The following research activities could be given to different groups of students.



- 1. Research the 1997 presidential election. What made this presidential election very different from all other presidential elections to date?
- 2. In different groups ask the students to find out the names and something about some countries that have or have had authoritarian forms of government and to name some of the leaders. Students can write or bring in pictures or articles or draw a flag to represent this information.
 - Military rule
- Rule by a religious leader
- Communist rule

- Dictatorship
- Democracy
- 3. Find out about Mary McAleese and make out a short profile of her.

All of the work done by the students in class or for homework could be displayed on the walls of the classroom or put together to make an interesting book showing what they have learned on the concept of Democracy.



CLASS 2: THE STRUGGLE FOR THE RIGHT TO VOTE

Teacher's Notes

This class consists of TWO parts. Part 1 focuses on participation/non-participation in voting. Part 2 focuses on the struggle to gain the right to vote for women by the suffragettes in Ireland and in Britain.

The aim of the next activity is for students to realise how important it is for them to use their vote. The Quarterly National Household Survey results showed that 58.5% of 18 to 19 year olds did not vote in the 2002 General Election. This exercise uses this percentage based on a class of 30 students. However, it is enough that students realise what can happen if such a large number of people do not vote. The following exercise demonstrates the difference in the result if everybody was to vote.

Activity

Photocopy the Driving License Vote Cards and cut up into the individual squares. Distribute the identities making sure that there are enough YES votes to pass the motion for the first ballot. This activity is based on a class of 30 students but can be adapted for any number as long as the motion gets passed initially. The motion is:

"The age at which a person can apply for a first provisional driving licence is to be raised from 17 to 21."

Ask the students to vote according to their identity card and count the votes. The motion is passed. Ask each student to declare their identity and why they voted or not. Once this has been done ask the students to vote as themselves and see what would happen. The chances are the motion will not be passed if everybody voted!

Discuss student opinion of both ballots and what they have learned about voting.











ECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

You vote YES because you have a lot of friends that you believe are too immature to be driving at 18 years	You do not vote because you do not think that your one vote will make any difference	You vote NO because you believe that at 18 people are adults and should have the same rights as everybody.	You do not vote because you don't even know what the vote is about and you have no interest in finding out about it.	You vote YES because an 18 year-old driver who was speeding injured a friend of yours.
You do not vote because you are too busy the day of the vote.	You vote NO because it is a denial of your rights not to be allowed to drive at 18.	You do not vote because you are too tired to go out.	You vote YES because you think a lot of young people are very careless drivers.	You do not vote because you have an interview the following day and you need to get ready.
You vote NO because you couldn't apply for jobs needing a car until aged 21.	You do not vote because you are meeting your friends after class/work	You vote YES because you think it will reduce the deaths on Irish roads.	You do not vote because you have training for the match at the weekend.	You vote NO because it means you have less independence until you are 21.
You do not vote because your favourite night on TV is tonight	You vote YES because insurance costs would be cheaper at 21.	You do not vote because your friend needs you to help doing a job.	You vote NO because if this law is passed what's next?	You do not vote because it's lashing rain and you don't want to go out.
You vote YES because a young driver killed a member of your family.	You do not vote because you are sick in bed.	You do not vote because you have an exam tomorrow and have to study.	You do not vote because you had to work overtime and couldn't get there on time.	You do not vote because your car broke down on the way.
You do not vote because your mother is sick and you cannot leave her alone.	You do not vote because you lost your polling card.	You vote YES because you have a brother aged 16 and he is too mad to be driving for a long time yet.	You do not vote because you cannot read and do not want anybody to know.	You do not vote because everybody else will vote and they do not need you.



CLASS 2: THE STRUGGLE FOR THE RIGHT TO VOTE

Teacher's Notes



In Ireland we tend to take for granted that everybody has the right to vote but this has not always been the way. In Ireland Irish men got the right to vote in 1884 but Irish women had to wait a lot longer.

In 1918 because of the Suffragette Movement in Ireland and Britain some women were allowed the right to vote but there were conditions attached - they had to be over 30 years of age and had to be the owners of property or married to someone who owned property. It wasn't until the year 1922 that Irish women over the age of 21 could vote with no conditions attached.

It is thanks to women such as Hanna Sheehy-Skeffington in Ireland and Emmeline Pankhurst in Britain that women got the vote when they did. They campaigned tirelessly and risked harassment and imprisonment for their efforts. As time went on these women became more militant in an attempt to get people to notice their cause.

During the militant phase of the Suffragette Movement particularly in Britain the women targeted government buildings and properties initially but moved from this to public property and particularly places that were traditionally the bastions of men. The suffragettes who were imprisoned went on hunger strike to raise awareness about their cause and to protest that they were treated like criminals rather than political prisoners. They believed that franchising women was a political struggle and that all of their campaigning was a political cause and not the acts of criminals. The British authorities at the time force-fed the hunger striking suffragettes for fear that one of them would die resulting in a martyr which would further strengthen the suffragette cause.

Activity

On the next page there is a fictional extract from the diary of an 18 year-old girl in Britain called Dollie Baxter who was a suffragette. She has been imprisoned as a result of burning cricket pavilions, golf clubhouses and racecourse stands and is on hunger strike. The authorities are force-feeding her and the other suffragettes and this is her account of how this was carried out on her. In groups of three or four write the answers to the questions and discuss in class.



Dollie Baxter's Diary

4th March 1913

Many women have been arrested, including me. I have to confess that now the moment has come, I am petrified.

5th March 1913

I have been imprisoned in Holloway in the Second Division. There are 81 of us in here. Some have been given terms of up to six months. My sentence is two months. I shall protest at my status as a non-political prisoner. I am on hunger strike.

19th March 1913

This morning when my turn came to be force fed, I had intended to be resistant and beat off the prison staff, but I am weak and I was shaking with fear, and I failed miserably. Four big wardresses came into my cell, wrapped a towel around me and without further ado pinned me down against the bunk. One of them clamped her hand over my mouth and squeezed it closed. Then a doctor arrived. He was carrying all manner of horrific looking equipment. He proceeded to insert a rubber tube of approximately two feet in length up my left nostril. It was horrendous. At first I had a tickling sensation and then my eyes began to sting. Then he threaded it further and further until it was fed down my throat. My eyes were weeping. I was gasping for breath and fighting the women, who were too strong for me. A china funnel was then attached to the other end of the piping and a mushy, cabbage-like liquid was poured into it. The doctor took my pulse while one of the wardresses pinched closed my right nostril. Now both were blocked and I couldn't breathe at all. I thought that I would suffocate or choke to death. My eyes were streaming and my arms and shoulders ached from the force of being pinned against my bunk. I fought for breath until the liquid was sucked up into my nose and down my throat, which is the point of this horrid, cruel exercise.

A basin of water was then placed in front of me and the tube was withdrawn and put into the basin. Mucous and phlegm came out with it. I kept spitting as though something was still stuck inside me. My chest throbbed with pain and I felt sick and very dizzy.

I have been at Union meetings where they have discussed the barbarity of this treatment. I remember the letter Marion Dunlop Wallace read out to us all; I have friends who have been through it, but nothing, NOTHING, prepares you for the horror and indignity of experiencing it.

What is even worse is that the tubes they are using are not sterilized. Force-feeding the insane in hospitals is only carried out if it is to save life. Here, it is an act of violence, or if the liquid passes into the lungs it could cause pneumonia.

Piece taken from **My Story - SUFFRAGETTE - The Diary of Dollie Baxter, London 1909-1913** by Carol Drinkwater.

CLASS 2: DOLLIE BAXTER'S DIARY

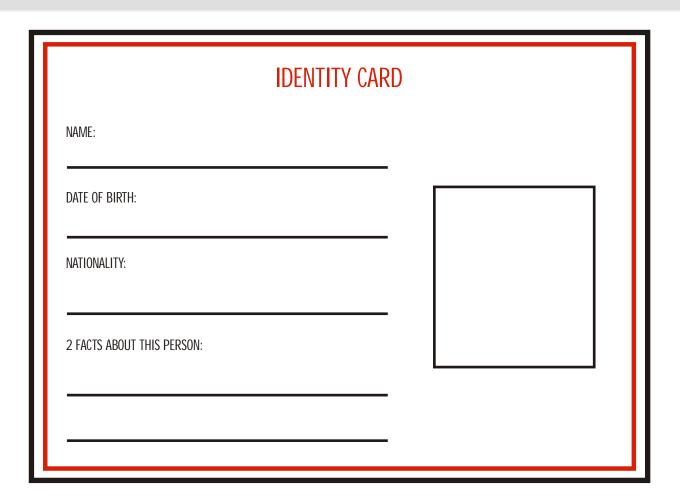
1. Why do you think the suffragettes targeted the places they did?
2. Why did suffragettes consider themselves political prisoners rather than criminals?
3. Why do you think the British jails force-fed prisoners such as Dollie?
4. How would you describe Dollie having read this piece?
5. Would you fight for your right to vote if it was taken from you tomorrow? Why?
6. How do you think Dollie would feel if she were around today to see the percentage of young people who did not use their vote in our last General Election? What do you think she would say to these people?

BALANCE ELECTIONS DEMOCRACY

Homework / Follow-up Activities

Again students could be put into groups to find out information about some or all of the following:

- 1. Fill out an Identity card for Hanna Sheehy-Skeffington or any other Irish female suffragette. Template for identity card supplied.
- 2. Fill out an Identity card for Emmeline Pankhurst or any other British suffragette.
- 3. Design a poster that a suffragette might use to encourage people to support her campaign. Give your poster a slogan.
- 4. Design a poster that an anti-suffragette might use to discourage people from supporting the suffragette movement. Give your poster a slogan.





CLASS 3: YOUR VOICE - YOUR VOTE

Teacher's Notes

In Ireland every citizen over the age of 18 is entitled to vote in a Presidential Election, General Election and European Election. To vote in a Local Election citizenship is not a requirement, but you must be over 18 also.

We in Ireland nowadays tend to take for granted that we have the vote so much so that some people are not bothered to use their vote in elections. Because we live in a democracy people have the right to choose whether they want to vote or not, but often we hear it said that it is also our responsibility to vote.

The aim of the following two activities is for students to explore what if feels like to be excluded and to relate this to representation in the Dail. If you are not represented then you cannot make your voice heard.

Activity

For this activity you need two packets of coloured stickers. As students are entering the class place a different colour sticker on each student's forehead. You now proceed to lie to them by telling them you are waiting for someone to call to the classroom, but in the meantime ask them what they think of something which you know they have strong opinions on e.g. the latest no 1 hit single, the soccer, hurling, football match at the weekend, recent movie release or anything you know will get them talking.

In the course of the general conversation you must ignore the people with one set of stickers. For example, if you used red and yellow ignore perhaps the red stickers. Do not allow them to speak at all. If they do try to interrupt, say that you are not interested at the moment in what they have to say, that you would prefer to listen to someone else. In this way you are only getting the opinions of the students with the yellow stickers. Some students will get very frustrated with this activity but when you decide they have had enough (generally after about 5 minutes) and that the point has been made pose the following questions:

How did you feel when I ignored you?
How did the people who were heard feel?
Does everybody have the right to be heard?
Does everybody have the right to make his or her opinion known?
In a democracy how do people voice their opinion?





LECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

Teacher's Notes

DEBRIEF: It is necessary to explain to the students that this was only an activity and that there was nothing meant by you ignoring certain people and only listening to specific others. Students can be very sensitive and this needs to be addressed so that students are not carrying bad feelings around for the day.

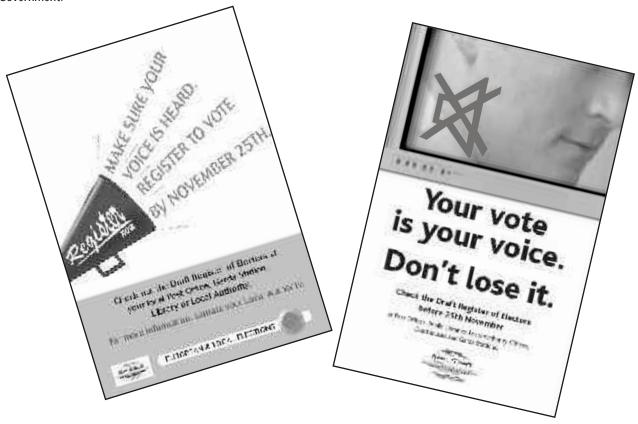
Activity 2

Photocopy the Registration Ads Worksheet and ask the students to answer the questions. Discuss the answers with students when they have finished.



CLASS 3: REGISTRATION ADS WORKSHEET

Answer the questions which follow the two advertisements from the Department of the Environment, Heritage and Local Government.



Every year the Department of the Environment, Heritage and Local Government run an ad campaign to try and get people to register to vote or to make sure that they are currently registered to vote. If you are not registered you cannot vote. Their advertisement campaign takes place on the television, the radio and in the press. You may even remember having heard them. They normally run for the month of November. These are two recent ads from their campaign.

- 1. Describe the image in the first ad.
- 2. Describe the image in the second ad.
- 3. Do you think these are good images? Why?
- 4. Where can you see if you are registered to vote?
- 5. Can you think of other ways in which people could register to vote that might be easier than these ways?
- 6. Why do you think some people do not register to vote?
- 7. Sketch the ad that you would design to encourage people to register to vote.
- 8. Find out where in your area people can go to register to vote.



CLASS 4: VOTING IN OTHER COUNTRIES



Activity

Photocopy the five case studies of voting in other countries and give each group of two/three/ four students one of the case studies.

Allow the students some time to read through their piece.

Divide the board into five sections and take feedback from each of the groups. Take just one point from each group, as two groups will be dealing with each case study.

When you have finished taking the feedback discuss with students what they think of each one and how would they feel if that was the situation in Ireland.

Provide an opportunity for students to compare the information on the cards.

Her Excellency, Mrs Melanie Verwoerd, South African Ambassador to Ireland.

Melanie was elected as one of South Africa's youngest members of parliament for the Africa National Congress (ANC) in 1994.

She is married to Wilhelm Verwoerd, grandson of Dr. Hendrik Verwoerd, widely regarded as the architect of apartheid, which Melanie and her husband totally reject.

"When people...want to express their very negative views about the new South Africa. We would alert them to the fact that we are a bit different. Those (some white people) who know what our political affiliations are (members of ANC) would be very negative. I've had people spitting at me, we've had death threats and so on".





SOUTH AFRICA

In 1994, for the first time in South Africa, black people won the right to vote after years of campaigning for equal rights. Up to then South Africa had been ruled by the minority white population who enforced a system of apartheid, which meant that the black population did not have the same rights as the white population.

Melanie Verwoerd the South African Ambassador to Ireland was there at that time. Here is her description of what it was like:

Almost 10 years ago, on the 25th of April 1994, I went to bed at 4h00 in the morning not knowing whether we would have a country left 24 hours later. I had slept for an hour, when I got a call from one of my friends in the ANC election team, who urged me to come to the township (black area) immediately. I drove apprehensively, expecting the worst. As I came closer to the township, I could not believe my eyes. It was pouring with rain, pitch dark and freezing, but all I could see were people standing in the rain patiently waiting for the polling booths to open, 3 hours later. Even though we reassured them that

there were 2 days to vote and that we would pick them up later, nobody would move. There were babies with little hoods made of plastic shopping bags on the backs of their mothers, elderly people with walking sticks and disabled people in wheelbarrows, but nothing, nothing would get them to move and run the risk of missing the chance to vote for the first time. Two weeks later I stood with a jubilant crowd at Nelson Mandela's inauguration and watched how young white soldiers flew past in fighter jets and saluted their new president.

KUWAIT

Kuwait is the only democracy in the world where the men have the right to vote and the women don't. Even though the Emir (King) of Kuwait issued the decree to give women the right to vote and to become election candidates this has been rejected a number of times by the parliament. The decree has been rejected for traditional and religious reasons. And it doesn't look like things are going to change in the near future.

There are two main Muslim sects in Kuwait - Shiite and Sunni and some of their leaders don't believe it is against Islamic teachings for men and women to mix and for women to have a role in politics whereas other leaders have threatened to take severe action if women become involved in politics.

Khaled an 18 year old does not want women in his country to get the right to vote he says they "belong at home and politics is none of their business because their minds are too small."

Khaled's quote taken from www.seattletimes.com



AUSTRALIA



Australia operates differently from Ireland. There, by law, you must attend a polling station the day of the election. This means you must vote but you do still have the option to spoil your vote.

People spoil their vote for many different reasons. Some do so because they do not support any of the candidates available. Others spoil their vote because they want the government to get the message that they are not happy with the way things are being done and they feel that it doesn't matter which party wins nothing will change. A spoilt vote is one incorrectly filled out, containing a message or blank.

In Australia the Australian Electoral Commission will write to anybody who hasn't voted asking that they write back to it within 21 days with the reason why they didn't vote or pay a fine of \$20.

After the 21 days if the person does not reply with a valid reason or pay the \$20 then he/she may be prosecuted and brought to court. If in court this person is found guilty then they may have to pay a fine of up to \$50 and court costs.

MACEDONIA

As recently as between 1995 and 2001 family voting was identified as a problem in several countries in Europe. It happens mainly in rural areas in post communist countries where the democratic political structure is still relatively new. The basic principle of democracy, which is one person, one vote based on a secret ballot has not been totally accepted yet by some people.

Family voting means that the head of the household - husband, father or brother votes on behalf of the women and female children over 18 in the house. This can be done in three different ways:

- The man brings all of the polling cards to the polling station, fills out the ballot papers himself and puts them
 into the ballot box.
- The women accompany the man to the polling station, get their polling cards, but do not fill them out The man does this for them.
- The women fill out the ballot paper on the instructions of the man accompanying them.

In these areas where family voting or proxy voting took place polling officials did very little to stop it even though it was in violation of electoral and constitutional laws. The protection of individual voting rights is a fundamental basis for democracy and where family voting is practised it is a disenfranchisement (taking the vote) of women and a form of electoral fraud.

IRAQ

In 2003 the Coalition Forces led by the USA and the UK invaded Iraq and eventually captured Saddam Hussein. The Coalition Forces believed that Iraq was either already in possession of or in the process of manufacturing weapons of mass destruction, thereby posing a threat to the entire world.

From the time that Saddam Hussein became the leader of Iraq the Iraqi people had no say in how their country was run. For the presidential elections Saddam Hussein was the only name on the ballot paper and the Iraqi Parliament was made up of supporters of Saddam Hussein. No candidates from any other party were allowed to run for election.

On January 30th 2005 with the help of the Coalition Forces, Iraq held its first free elections in over 50 years. Almost 60% of the population voted on that day. The people who came out to vote risked their lives to do so. There were bombings and attacks on polling stations on the day of the elections. Many people lost their lives in these violent incidences, and such was their determination to vote that they became martyrs for democracy. Mohammed al-Timman, an Iraqi, comments,

"This election is the first great step towards the beginning of the road to a better future. At least now we can elect a prime minister and a president. Democracy means freedom of the individual and for that we must participate."





All quotes taken from the Sunday Times January 30th 2005

Visible Victorious Brigades

We implore you to remain put in your homes and to protect your lives and the lives of your children because we have taken an oath to God to convert our bodies into bombs and burn all polling stations and everyone present in them, stations and everyone present in them, be they Americans, police or even you the voters... you will be responsible the voters... you will be responsible before God if you go to those filthy polling stations.

Leaflets handed out on the streets of Baghdad warned people, that if they dared to vote their families they daved would wash the streets."

One group issued a final warning that voters would be marked for death, election. "Those who only themselves to blame" website.

BALANCE ELECTIONS DEMOCRACY

CLASS 5: REPRESENTATION

Teacher's Notes

This class explores the notion of representation. Most students are familiar with the most common definition of Democracy, which is

"Government of the people, by the people, for the people."

But what does this mean in terms of representation. Our government makes decisions, which affect everybody in the country but take for example if there was a large group of green Martians living in the country but there is no green Martian in the Dáil? Who speaks for them, says what their needs are, disagrees with something which is not good for their group, or in other words, who represents them if there are no Martians in the Dáil?

Our country and society is made up of many groups of people who are entitled to representation in decision-making. The following exercise highlights the current situation in Ireland with regard to representation. The aim of this class is to make students aware of, and think about, what representation means to them.

Activity

Photocopy the Who Represents Who? Cards and cut up. Divide the students into five groups and give each group a different card. Ask the students to work out the percentages and figures for their own case study. They will need calculators for this exercise - at least one per group. Please note to get accurate figures students must use the % button on the calculator when working these out.

Group number \div total population % = Percentage of population. 166 x figure for percentage of population% = Ideal no of representative TDs.

Worked Example

To find out what percentage of the population are men $1,946,164 \div 3,917,203\% = 49.68\%$

To find out how many male TDs would reflect true representation in the Dáil: $166 \times 49.68\% = 82.47$

When students have finished their calculations take the answers on the board using the headings: Group Name - % of Population - Current Representation - Ideal Representation

Ask the following questions and discuss with the class.
Who is over represented?
Who is under represented?
Who is not represented at all?



WHO REPRESENTS WHO? STUDENT PAGE

Card 1

The population of Ireland according to the 2002 census is 3.917.203

There are 1,971,039 women living in Ireland. There are currently 23 female TDs in a Dáil of 166.

What is the percentage of women in this country? How many women TDs should we have to represent them?

Card 2

The population of Ireland according to the 2002 census is 3,917,203

There are 1,946,164 men living in Ireland. There are currently 143 male TDs in a Dáil of 166.

What is the percentage of men in this country? How many men TDs should we have to represent them?

Card 3

The population of Ireland according to the 2002 census is 3 917 203

There are 23,681 Travellers living in this country 11,973 women and 11,708 men. There are currently no Traveller TDs in a Dáil of 166.

What is the percentage of Travellers in Ireland? How many Traveller TDs should we have to represent them? How many of these should be men and how many should be women?



Card 4

The population of Ireland according to the 2002 census is 3,917,203. There are 1,140,616 young people aged 19 and under living in Ireland: 556,159 women and 584,457 men. There are no members of the Dáil under 21 years because you have to be at least 21 to stand for election. The Dáil is made up of 166 elected members.

What is the percentage of young people in Ireland? How many young TDs should we have to represent them? How many of these should be men and how many should be women?

Card 5

The population of Ireland according to the 2002 census is 3,917,203.

There are 436,001 people aged 65 plus living in Ireland 246,846 women and 189,155 men.

There are currently 5 TDs aged 65 plus in a Dáil of 166 (as of 1-1-04)

What is the percentage of people aged 65 plus in Ireland? How many 65 years plus TDs should we have to represent them?

 How many of these should be men and how many should be women?





WHO REPRESENTS WHO? TEACHER PAGE

Card 1

To find out what percentage of the population are women $1,971,039 \div 3,917,203 = 50.3\%$

To find out how many female TDs would reflect true representation in the Dáil $166 \times 50.3\% = 83.5$

Card 2

To find out what percentage of the population are men $1,946,164 \div 3,917,203 = 49.68\%$

To find out how many male TDs would reflect true representation in the Dáil $166 \times 49.68\% = 82.47$

Card 3

To find out what percentage of the population are Travellers $23,681 \div 3,917,203 = 0.6\%$

To find out how many Traveller TDs would reflect true representation in the Dáil $166 \times 0.6\% = 1$

Card 4

To find out what percentage of the population is aged 19 and under $1,140,616 \div 3,917,203 = 29.12\%$

To find out how many young TDs would reflect true representation in the Dáil 166 x 29.12% = 48.33

To find out how what percentage of the population are male of 19 years and under $584,457 \div 3,917,203 = 14.92\%$

To find out how many male TDs aged 19 and under would reflect true representation in the Dáil 166 x 14.92% = 24.76

To find out what percentage of the population are female aged 19 years and under $556,159 \div 3,917,203 = 14.19\%$

To find out how many female TDs aged 19 and under would reflect true representation in the Dáil $166 \times 14.19\% = 23.55$

Card 5

To find out what percentage of the population are aged 65 plus

436001 ÷ 3,917,203 = 11.13%

To find out how many TDs aged 65 plus would reflect true representation in the Dáil 166 x 11.13% = 18.47

To find out what percentage of the population are male aged 65 plus $189,155 \div 3,917,203 = 4.82\%$

To find out how many male TDs aged 65 plus would reflect true representation in the Dáil $166 \times 4.82\% = 8$

To find out what percentage of the population are female aged 65 plus $246.846 \div 3,917,203 = 6.3\%$

To find out how many female TDs aged 65 plus would reflect true representation in the Dáil $166 \times 6.3\% = 10.4$



Teacher's Notes

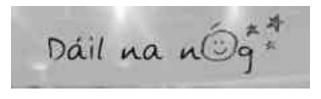
Having just done the previous exercise students may be concerned that they have no representation in the Dáil and are never likely to have with the age at which a person can become an elected Dáil member set at 21 years. However, in recent years there have never been more opportunities for students to voice their opinions and for these opinions to be listened to by the decision makers of this country.

Under the Education Act, 1998 and the National Children's Strategy, 2000 all schools are encouraged to establish Student (USS) Councils which means that many schools now have them up and running where students can voice their opinions and establish links with school management. For more information on Student Councils log onto the student council website.

There is also an umbrella body for Student Councils called the Union of Secondary Students. The USS is composed of Student Councils from throughout the country. Anybody attending a school whose Student Council has officially affiliated with the USS is a full member of the USS. All other secondary students are considered to be observer members. It is important to note that observer members are fully represented by the USS. They largely enjoy the same rights within the organisation as full members do. If students would like to know more about the Union of Secondary Students they can find out more information at:

www.ussonline.net <

Every young person in Ireland has the right to be represented at their city or county Comhairle na nÓg and nationally at Dáil na nÓg. These youth councils are organised by the city / county development boards in each local area. Their objective is to give children and young people a voice at a community level. Local



decision makers listen to the young people involved who are representing your views at the regional Comhairle na nÓg. Delegates are chosen from the different comhairlí and to represent young people at the Dáil na nÓg (Youth Parliament.)

The minister of State with Special Responsibility for Children attends this meeting and brings the issues raised, and the concerns of young people, to the government.

You can find out more information at www.dailnanog.ie

Homework / Follow-up Activities

- 1. If you have a school council why don't you invite in a member to your class to talk to you about the work of the council in your school?
- 2. If you would like to establish a school council, how would you go about it? Where would you start? Who would be represented? Discuss and draft a proposal.
- 3. Find out the issues discussed at your schools last student council meeting.
- 4. Find out the issues discussed at last years Dáil na nÓg.
- 5. Find out information about Comhairle na nÓg in your local area.

CLASS 6: ISSUES AND POLITICAL PARTIES

Teacher's Notes

This class gives students the opportunity to understand how political parties are formed and to highlight issues that are important to them and how they would make other people aware of these issues. Part of the exercise is for the students to come up with campaign strategies, which would advertise the issues and encourage people to vote for them. Put a five-minute limit on each task to focus students. This should allow enough time for feedback on the activity. Some groups may need some prompting to get them thinking about what is required. Give each group a copy of the party logos worksheet and the manifesto worksheet.

Activity

- 1. As a group decide on an issue. You have five minutes to make your decision. Your issue can be:
- Something that makes you very angry
- · Something that you think is unfair
- · Something you want to change
- · Something that should be changed
- · Something you feel strongly about



This issue could be something you have experienced yourself, it could be something to do with school, it could be something in your community or town where you live, an issue surrounding fairness and equality or an issue that has been raised in the previous classes, it can be anything you want...

- 2. Once you have decided on your issue you are going to start a political party with people who also feel strongly about this issue. You have ten minutes in your group to decide the name of your political party and come up with a logo. Fill it in on the Party Symbols/ Logos Worksheet. Nominate a party leader within your group. You also need to come up with some party principles and a slogan. Your party principles will say who can join, have you a policy on equality, how do you make decisions? Make up a slogan that suits your policy principles.
- 3. On the Party Manifesto Worksheet you now must write down three points about your issue and why you have chosen it. Why should people support your party?
- 4. Now that you have a party name and logo and an issue that your party feels strongly about how do you campaign to get publicity for your issue and to try and get people to vote for you so that you will be able to do something about your issue once elected? What are your campaign strategies?
- 5. How would you present yourself during this campaign remembering that people will be voting for YOU and your ISSUE? What do you want people to see when they look at you? What is your image?

When students have completed the exercise ask the party leaders to stick their work up on the wall, present it to the class and talk through what they have done.



CLASS 6: PARTY LOGOS WORKSHEET















These are the names and logos / symbols of some of the main political parties in Ireland. There are other parties such as Independent Fianna Fáil, The Christian Solidarity Party, The Communist Party, Muintir na hÉireann, The National Party, The Natural Law Party, Republican Sinn Féin, The Socialist Worker Party and The Workers Party.

Use the box below to write the name of your party with the symbol you would use. Explain what your symbol means.

We used this symbol / logo because:		

PARTY MANIFESTO WORKSHEET

AME OF PARTY	
ARTY SLOGAN	
SSUE	
HREE POINTS ABOUT YOUR ISSUE	
AMPAIGN STRATEGIES	
RESENTATION AS A CANDIDATE	

BALANCE ELECTIONS DEMOCRACY

ACTIVITY 2

Photocopy the piece by Councillor Mary White, Deputy Leader of the Green Party, and distribute to individual, pairs or groups of students. Ask the students to read the piece and answer the following questions. Discuss the answers.

This piece could be given as a homework activity if there is not enough time to do it in class.

- 1. What got Mary White involved in politics?
- 2. Why do you think the Green Party asked her to run in the General Election?
- 3. Name all of the things that the Green Party stands for?
- 4. Describe Mary's first general election campaign?
- 5. Why was Mary so happy to be elected a councillor in 1999?
- 6. Describe Mary's second general election campaign and how she felt after it?
- 7. What opportunities did Mary get during the campaign for the European Elections?
- 8. Why does Mary think she didn't get elected in the European Elections in 2004?
- 9. What is Mary's comment about women in the Green Party?
- 10. Select each of the other main political parties and identify their party ideals.

Mary White has campaigned hard because she believes strongly in the ideals of her party - the Green Party. Many other people campaign like this because of their beliefs. Do you think that you could ever believe in something strongly enough to put in that amount of work?

Getting elected is not a guarantee just because you decide to put your name forward as a candidate. Sometimes it takes years and years as Mary has explained to build up the support of the people so that they will know who you are and what you stand for so that eventually you get elected to the position that you want. Mary has been successful in getting elected to the local council where she can represent the people of her area but she is still working on her aim of getting elected to the Dáil. Candidates risk defeat as well as success - the difference is do you go back out there and do it all again and do you feel strongly enough to continue to want to put yourself out there?

Homework / Follow-up Activities

- 1. Ask the students to find out the names of the leaders and deputy leaders of the parties named.
- 2. Ask the students to find out the names of the political parties in Northern Ireland.
- 3. Ask the students to find out the names of the leaders and deputy leaders of the parties in Northern Ireland.

Councillor Mary White, Deputy Leader of the Green Party

I live under the beautiful Blackstairs Mountains, beneath the mighty shadow of Mount Leinster. With it's heather clad slopes in autumn and it's snow-capped peak in winter, this is a wonderful place to live and work.

When a mining company decided they would like to mine for Andalusite (a mineral used in the steel industry) I realised that the mountain area in which we lived would disappear and the local people would be left with no hill for grazing sheep and little prospect for local Irish jobs. I decided to fight against it. It took four hard years of campaigning to protect this area from environmental disaster but we won!



During the campaign I was astonished at the lack of help from most people involved in politics. No one seemed to really care and when in 1996 the Green Party approached me to run in the General Election of 1997, I said yes! The reason I did agree to stand was simple. I felt that no one was speaking out for the environment - or clean water, clean air and a clean environment. I also like the Green's policy on Sellafield Shut it! No equivocation, just close the installation down because of its poor track record and because of its pollution of the Irish Sea. The Irish Sea is now the most radioactive sea in the world.

I felt this was wrong. I decided I would try and win that seat for the Greens' in Carlow/Kilkenny. So I put a rucksack on my back, a pedometer on my left ankle to measure all those miles and I walked the entire two counties in just under a year - the equivalent of walking to Berlin and back. It was a wonderful campaign and though I did not get in, I polled over 3,000 first preferences, which was a great start for the Green Party in a constituency that had no history of Green politics. I also had no history of politics in my family so I was carving out new ground under my own steam with no political pull!

In 1999 I stood for the local elections and I topped the poll and became a Councillor. What a day! I was so happy that now I could begin to put all those policies that I believed in into practice. I spoke out on clean water, corruption in politics; the need for more public transport, such as trains; safe food; closing Sellafield and providing recreational facilities for young people. I wanted to protect our neutrality and to ensure that the Irish Army maintained its peacekeeping duties under the United Nations Mandate. I opposed the War on Iraq because there was no UN decision on going to war. It was a marvellous opportunity and I was grateful to the people of the Borris Electoral Area who voted for me and gave me that opportunity.

Subsequently I ran in the General Election of 2002 narrowly missing out on a seat and polling almost 5,000 first preferences but I just failed to get in. I worked from morning to night with very little funding trying to secure that seat. Walking the streets of Kilkenny City around the small towns and village of both Carlow and Kilkenny and when I lost, the feeling was one of immense emptiness and exhaustion. But I was determined not to let that defeat discourage me and when the Party asked me to stand in the European elections I grabbed the chance and ran! This time the area was huge - the whole of Leinster, all eleven counties. Running for Europe was exhilarating. Almost 80% of our legislation comes from Europe and it was a wonderful opportunity to discuss environmental issues, agricultural topics and the War on Iraq on such programmes as Questions and Answers and Prime Time. Unfortunately the constituency was reduced from four seats to three and it is always very hard on the smaller parties to win in these situations. However I polled well and I feel that this platform has given me a great chance to run for the upcoming General Election whenever it is called.

My commitment to Green politics is total. I believe that the Greens have a message that appeals to all ages. We want to promote Ireland as an excellent place to live and work. We want to protect the environment. We want to safeguard our neutrality and support recreational facilities for young people. We want safe communities in our towns and villages. Green politics is clean politics. The Green Party encourages women to take part in politics and we are very proud of the fact that almost 40% of our candidates in the last Local Elections were women. I am also delighted to have been elected Deputy Leader of the Green Party in 2001 and in 2004 I was returned unopposed as Deputy Leader.

CLASS 7: MECHANICS OF VOTING

Activity 1

This activity can be done in pairs or in larger groups. Photocopy the Steps in the Voting Process Cards enough for each group and cut into the individual sections.

Both the electronic system of voting and the manual system of voting are given here. You may do this activity with whichever set of steps matches the system currently being used or you could use both if you would like to highlight the differences between the two systems and to familiarise students with each one.

Give each group a set of Cards and ask them to put them into chronological order. When students have completed the task correct and discuss.

Teacher's Notes

The decision was made to introduce electronic voting countrywide for the Local and European Elections in June 2004. However there was a lot of controversy surrounding this issue and a short time before the elections the electronic voting system was withdrawn. Work is to continue to establish the reliability of the system to allay the fears and concerns that people have raised. It may not be too long before it will be officially introduced. Some of the concerns that were voiced in the run up to the elections were:

- · How can we be sure that the machine records the exact voting preferences?
- · How do we know if the machines have been rigged or not?
- · How can we be sure that the machine is counting the votes properly?
- · Why can't we have a printout of our vote? (like the lotto!)
- Why do we have to change the traditional methods of voting and counting? There was nothing wrong with them, or was there?
- · Are we going to be able to spoil our vote with electronic voting?

Activity 2

This activity can be done in groups of three/four students. Photocopy the sheet on Electronic Voting and distribute to groups. Explain to the students that the pictures were part of the Department of Environment's information campaign taken from the website in 2004 in the run up to the Local and European Elections before it was decided not to use the electronic voting system. Ask the groups to examine the sheet and consider the following questions:

What is the key message of this campaign? What are the newspaper headlines saying about electronic voting? Why do you think people are making a fuss about electronic voting? What do you think about electronic voting?



CLASS 7: STEPS IN THE VOTING PROCESS MANUAL VOTING SYSTEM

Your name must be on the Register of Electors if you want to have a vote in an election or Referendum. Every year people go around to the houses to check the names and addresses of everybody over 18 years living in a house and the list of all of these names and addresses is called the Register of Electors in other words the people who are entitled to vote.

You take your ballot paper to a desk behind a screen so that you can vote in private. This is called a secret ballot because nobody knows whom you have chosen to vote for.

People with their names on the Register of Electors will receive a polling card in the post a short time before the day of the election. This card will have your name and address and the name of the place where you must go to cast your vote.

On the ballot paper will be a list of all the candidates with a photo of each. You pick the person you like the best and write the number 1 in the boxed space beside their details. Then you pick the person you like second and give your number 2 vote and continue like that until you have voted for all of the candidates you wanted in order of preference.

The day of the election or referendum you will go to a Polling Station to cast your vote. Usually these are primary schools or local halls, which have been set up for the day of the elections.

When you have finished picking the people you want to vote for, fold your ballot paper and put it into the ballot box, which will be beside the presiding officer.

When you get to the Polling Centre, before you can vote you must check in with the Presiding Officer and show your Polling Card. This person will cross your name off a list taken from the Register of Electors and give you a ballot paper. This is to make sure everybody only votes once!

At the end of the Polling day the ballot boxes will all be brought to the central count centre in your area. The boxes will be opened, the ballot papers unfolded and counted 1 by 1. Results could be known later that night or the following day.

CLASS 7: STEPS IN THE VOTING PROCESS ELECTRONIC VOTING SYSTEM

Your name must be on the Register of Electors if you want to have a vote in an election or Referendum. Every year people go around to the houses to check the names and addresses and of everybody over 18 years living in a house and the list of all of these names and addresses is called the Register of Electors in other words the people who are entitled to vote.

You take your ticket and give it to the Poll Clerk who will show you to the Electronic Voting Machine. This machine will face a wall or screen so that the voter can vote in private. This is called a secret ballot because nobody knows whom you have chosen to vote for.

People with their names on the Register of Electors will receive a polling card in the post a short time before the day of the election. This card will have your name and address and the name of the place where you must go to cast your vote.

On the screen in front of you will be a list of all the candidates with a photo of each this is called a ballot paper. You pick the person you like best and press the button to give your number 1 vote. Then you pick the person you like second and give your number 2 vote and continue like that until you have voted for all of the candidates that you wanted in order of preference.

The day of the election or referendum you will go to a Polling Station to cast your vote. Usually these are primary schools or local halls, which have been set up for the day of the elections.

When you have finished picking the people you want to vote for don't forget to cast your vote by pressing the cast your vote button.

When you get to the Polling Centre, before you can vote you must check in with the Presiding Officer and show your Polling Card. This person will cross your name off a list taken from the Register of Electors and give you a ticket. This is to make sure everybody only votes once!

At the end of Polling Day a ballot module (record of all the votes) will be taken from each electronic voting machine and brought to a Central Count Centre in your area. The votes will be calculated as soon as the last module for that area gets to a centre. Results will be known either late that night or early the next morning.



VOTING MACHINES WILL BE USED IN ELECTION



WHAT WAS WRONG WITH THE OLD WAY?

MORE ACCURATE COUNTS WITH E-VOTING

HAZARDS OF ELECTRONIC VOTING



EARLIER RESULTS



OPPOSITION
HOLDING ONTO
THE PAST,
TAOISEACH TELL
DAIL

KEEP OUR TRADITIONS

EASIER TO USE THAN TRADITIONAL PENCIL AND PAPER

WE'VE BEEN PRACTISING FOR YEARS

Activity 3

Give the students the following parties and figures (on the board or call it out) and ask them to answer the questions. Explain to students that this is an example of a Simple Majority or First Past the Post voting system. Using this system the White Party won this election by a small margin. (This system is used in the U.K. and U.S.A.)

White Party Blue Party Yellow Party 1000 votes 999 votes 998 votes

What proportion of the votes did the White Party get?
What proportion of the votes did the losing parties combined get?
Does the winning party represent the voters?



Teacher's Notes

In Ireland we use a system called Proportional Representation with a Single Transferable Vote. For the voter this means choosing candidates from 1 to whatever number of candidates there are. It is the voter's choice as to how this vote is used.

For counting purposes however this is slightly more complicated. Each candidate has to reach a certain amount of votes before being elected. This is called the quota.

If someone reaches the quota on the first count then that person is elected and those votes are recounted and the second preferences redistributed to the other candidates as a percentage of the surplus (votes over the quota.) When the people with the lowest votes are eliminated their second preference votes are counted and redistributed as well. After the first count each subsequent count looks at second preference votes, then third preference votes and so on until elected candidates have filled all of the available number of seats.

ELECTIONS VOTE ELECTIONS DEMOCRACY IN

Activity 4

Divide the students into groups of three or four. Photocopy The Ballot Papers and distribute to the students.

- Ask the students to examine the way each person has voted and ask them to suggest reasons why they have voted in this Manner. Take feedback from students.
- Ask students to think of other combinations of voting patterns based on these cards, which would suggest that people are voting in a particular manner for a particular reason.

The point of the exercise is to show students that every vote counts and that by doing voting in this way Louise, Liam and Linda are using and making their Single Transferable Vote work for them. In Ireland the majority of people who vote succeed in electing their first or second choice candidate. Your vote means your choice of representative.

Teacher's Notes

Louise's preference is for a Fianna Fail government maybe with the Progressive Democrats in coalition. She definitely does not want Fine Gael in government, as she gives no vote to them at all!

Liam's preference is definitely for a Fine Gael government and does not wish his vote to transfer to any other party or individual, which might help someone from another party to get elected.

Linda does not vote for any particular party in fact she would appear to have no party preference at all. It seems from her selection that her first choice candidates were all women stating that her desire was to see at least one of them elected and involved in decision making processes. She possibly feels that women would better represent her, so she voted for individual women that she liked and did not care which party they belonged to.

Homework / Follow-up Activities

- 1. Compare the differences between electronic voting and manual voting procedures.
- 2. Design your own poster to support the system you would prefer to see used in this country.



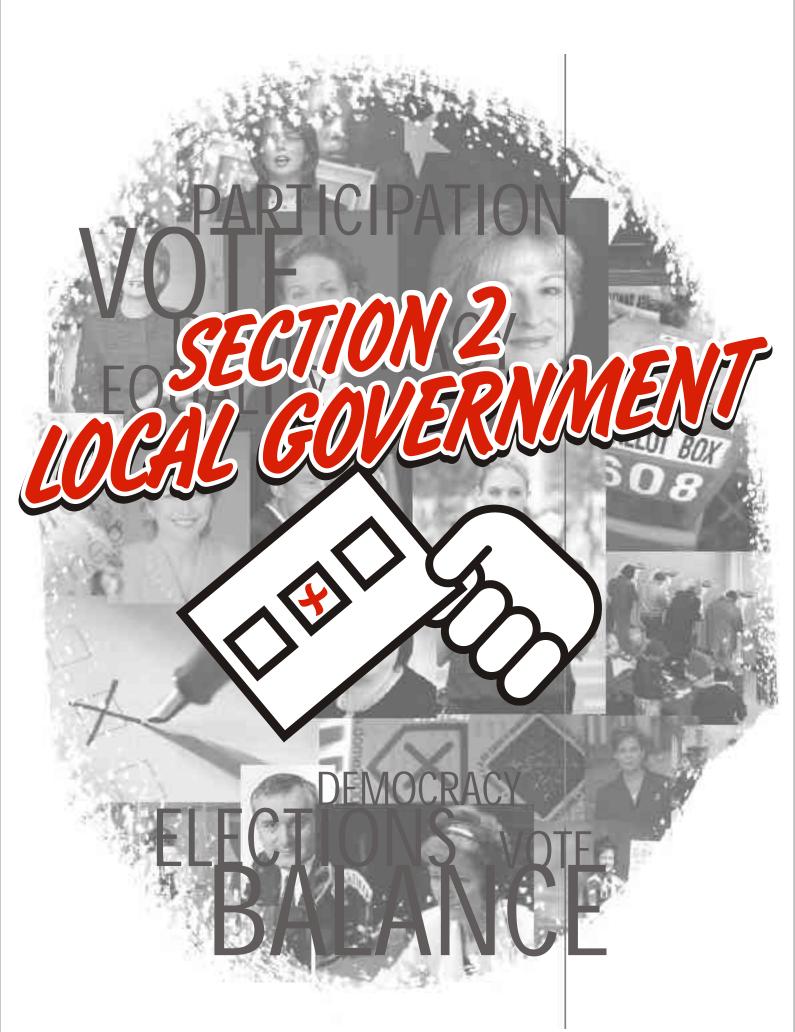
		_	
/	_	$\overline{}$	\
/	'Į	٨	
l	J	U	
/			/

Louise's Ballot Paper

Liam's Ballot Paper

Linda's Ballot Paper

2	∞	6	~	4	3	9	7	10	2
			83	0	ipo.	(4)	A		AND THE
BITTLER - FLANNA FAII. (May Bufer of the Meadows, Bandon Co. Cork. Company Director)	DELANEY - LABOUR (Ned Detarrey of Westfield House, Mallow, Co. Cort. Furmer)	FLEMING - FIANNA FAIL (John Pening of Rvestor Estate Ferror, Co. Cox, Public Representative)	GORDON - PROGRESSIVE DEMOCRATS (Kate Conton of The Rise, Backnot), Co. Cork, Shopkeepen)	GRACE - FINE GAEL (Minan Grace of Muskerry Estate, Ballincollig On Colli; Actoundants	KEATING - FINE GAEL (Pamela Keating of Clak Road, Currahean, Co., Cark, Doctor)	MALIGHAN - SINN FÉTN (Charle Magitan of Panick Steel, Cork, Barn Official)	PHELAN - FINE GAEL Stoe Phelan of Chestnul Part, Bandon, Co. Cork, Company Director)	O'KELLY - NON-PARTY (Ross O'Keily of Season, Kinsah, Co Cont.) Construction Worker)	SAVAGE - GREEN PARTY (Darm Swage of Mode Fam Road, Bistop- alows, Co. Corb. Interior Designer)
36				3	_	st.	2		S.
			03	0	ipo,	T	A		
BUTTLER - FLANNA FAIL. (Mary Buter of the Meadows, Bandon Co. Cork. Company Drector)	DELANEY - LABOUR (Net Delane) of Weathed House, Malos, Co. Cork, Furner)	FEEMING - FTANNA FÁIT, (John Pening of Bvarside Estate, Fernoy, Co. Sont, Bublic Representative)	GORDON - PROGRESSIVE DEMOCRATS (Kale Gordon of The Ree, Blackroot, Co. Cork, Shockweepen)	GRACE - FINE GAEL (Mirtan Grace of Muskerry Estate, Barmooling On Cork, Acquirtants	KEATING - FINE GAEL (Pames Keating of Oak Road, Curraheen, Co., Cork, Doctor)	MALIGHAN - SINN FEEN (Clarife Magian of Parick Steel, Cork, Barn Official)	PHELAN - FINE GAEL. Joe Phelan of Chesmul Panl, Bandon, Co. Cork. Company Directors	O'KELLY - NON-PARTY (Ross Cikally of Service, Hissan, Co. Cont.; Constitution Worker)	SAVAGE - GREEN PARTY (Darm Skrage of Model Farm Road, Blettop- allows, Co. Cord. Interfor Designer)
5		—	3			2		4	9
W.	N.		1	0	į Deo	7	国		
BITTLER - FLANNA FÁIL. (May Buter of the Meadows, Bandon Co. Cork. Company Dreador)	DELANEY - LABOUR (Net Delaney of Weathed House, Mallow, Co. Cort. Farmer)	FLEMING - FIANNA FAIL. (John Pening of Riverside Estate, Fernoy, Co. Cort. Public Representative)	GORDON - PROGRESSIVE DEMOCRATS (Kate Contou of The Rice Blackrock, Co. Cork. Shopkæpen)	GRACE - FINE GAEL (Mittan Grace of Misterry Estate, Bathcollig On Cold; Accountants	KEATING - FINE GAEL (Pamea Kaming of Cak Rood, Currahoom, Co., Cark, Doctor)	MALIGHAN - SINN FEIN (Charle Maghan of Parisci Sheet, Cors, Barn Official)	PHELAN - FINE GAEL. Stoe Rielan of Chesmul Part, Bandon, Co. Cort. Company Deecter()	O'KELLY - NON-PARTY (Rost C'Kally of Seavew Kinsale, Co. Cork; Construction Worker)	SAVAGE - GREEN PARTY (Dam Savage of Model: Fam Road, Bistop- alows, So Cock, Interfor Designer)



BALANCE ELECTIONS DEMOCRACY CLASS 1: RESPONSIBILITIES OF LOCAL GOVERNMENT

ACTIVITY

For this class you will need a blank sheet of paper for each student e.g. A4 size and your students will need colouring pencils, markers or crayons. Give each student ONE of the jobs from the list, on the following page, which are the responsibilities and functions of the Local Authority and ask them to draw a picture or a symbol to represent the job they have been given. There should be enough for one per student. Also ask them to put their job title at the bottom of the sheet.

You could ask one or two students to write out the category headings as below - one per A4 sheet.

Stick the eight heading sheets on different parts of the wall around the room and ask the students to stand under the heading, which goes with their individual job.

The idea is to stick up all of the drawings under the correct headings. Before any drawing is placed on the wall ask the student to explain their drawing and direct to the correct category heading if they are standing in the wrong place.

ROAD TRANSPORT AND SAFETY

WATER SUPPLY AND SEWERAGE

DEVELOPMENT AND INCENTIVE CONTROLS

HOUSING AND BUILDING

ENVIRONMENTAL PROTECTION

RECREATION AND AMENITIES

AGRICULTURE, EDUCATION, HEALTH AND WELFARE

MISCELLANEOUS



LECTIONS VOTE ELECTIONS DEMOCRACY IN

TEACHER'S NOTES

HOUSING AND BUILDING

- You organise houses for homeless people
- You provide and maintain halting sites for travellers
- You give grants for people with disabilities to adapt their homes
- You provide sheltered housing for elderly people.

ROAD TRANSPORT AND SAFETY

- You make sure there is street lighting and replace the bulbs when used up.
- You look after parking on the street and traffic problems.
- You collect motor tax from everybody who has a car.
- You accept applications for driving licences and driving tests.

ENVIRONMENTAL PROTECTION

- You educate people about the dangers to the environment e.g. students in school, you send out information leaflets to people about waste management...
- You try to improve the environment in your local area.
- You look after the collection and disposal of rubbish in your area.
- You try to make sure people do not litter your local area signs and litter wardens...
- You provide a fire service in your area, fire engines and fire-fighters.
- You provide the land and maintain graveyards.
- You organise that the streets be cleaned.
- You have to make sure that people, farms or industry, do not pollute your area.

WATER SUPPLY AND SEWERAGE

- You look after the water supply to people's houses.
- You treat the dirty water that comes from houses, farms and factories.
- You provide and maintain public toilets.

RECREATION AND AMENITIES

- You provide and maintain the public swimming pool.
- You are responsible for the running of the local library.
- You run the local Community Centre.
- You look after the park keep it safe, cut the grass, mind the trees...

AGRICULTURE, EDUCATION, HEALTH AND WELFARE

- You give grants to eligible young people to go to college.
- You have representatives on the Health Boards and VECs in your area.

DEVELOPMENT AND INCENTIVE CONTROLS

- You decide what will be built where it will be built and how it will be built.
- You accept applications from people who want to build a house, a shopping centre...
- You grant or refuse permission for people to build.

MISCELLANEOUS

- You are in charge of organising the elections for your area.
- You are responsible for dog licensing.
- You are responsible for street fairs and public markets.



LECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

HOMEWORK

- 1. You have just learned about the functions of your local authority. Why do you think the Dáil does not look after these jobs in your area?
- 2. Find out if your local authority is a County Council, County Borough Corporation, Borough Corporation, Urban District Council or Town Commissioners.
- 3. Find out what is the Local Development Plan (LDP)? Where can you see it?
- 4. How many elected representatives do you have in your Local Authority?
- 5. How many of these elected representatives are women and how many are men?
- 6. Find out what specific jobs your Local Authority does.
- 7. Design a poster or create a slogan to represent your Local Authority.

IF THERE IS A LOCAL ELECTION COMING UP SOON ASK THE STUDENTS TO COLLECT AS MANY OF THE ELECTION CAMPAIGN LEAFLETS AS POSSIBLE FROM THE INDIVIDUAL CANDIDATES OR PARTIES AND ASK THEM TO BRING THEM INTO SCHOOL FOR THE NEXT CLASS



BALANCE ELECTIONS DEMOCRACY

CLASS 2: SOME FACTS ABOUT LOCAL GOVERNMENT

TEACHER'S NOTES

From the previous class students have learned what are the functions of local authorities and how necessary they are. But who runs these local authorities?

Who are the Councillors?

The Councillors are women and men elected by the people of the area to represent them, when the Local Authority is making decisions, which affect them and their communities. Each of the responsibility areas as looked at in the previous class has what is called a Strategic Planning Committee and elected public representatives or Councillors are there to make sure the wishes of the people are voiced and taken into consideration. A Councillor works for you, your family and friends, your neighbours and your community...

There is an election every five years. The job of a Councillor is not a full time job and Councillors only get travel allowance expenses for going to meetings. Most Councillors have other jobs. A person wishing to run as a candidate for the local authority must be at least 18 years old.

People are employed to carry out the day to day running of the local authorities and from the list of jobs in the last class you can see there are quite a number of people involved in this work. All counties now have a person called a County Manager in other words the Chief Executive who looks after all of the work carried out by the local authorities in the county. This is a full time job with a salary without having to be elected by the people.

It is not the job of the County Manager to make all of the decisions regarding policy in the county - the Councillors in conjunction with the manager make the decisions and then the manager implements these decisions.

Who can Vote?

Anybody over the age of 18 can vote in a local election as long as you have your name on the Register of Electors. You do not have to be an Irish citizen to vote in local elections.

ACTIVITY

On the next page is a profile of Theresa Mullen, who was a Councillor in Kilkenny from 1999 to 2004. Read the profile and answer the questions. Allow enough time for correction and discussion of the answers at the end.

NOTE FOR TEACHER

In this piece the Councillor in question highlights the deficit of women involved in local government. The National Women's Council of Ireland estimates the figure for female participation in local government to be 18.75% since the 2004 elections. which is a rise of almost 4% since 1991.

PROFILE OF THERESA MULLEN (COUNCILLOR 1999-2004)

Hi, my name is Theresa Mullen and I was a Councillor with Kilkenny County Council from 1999 to 2004. I ran for election for the first time in 1999 and won a seat. I was 58 years old. At the time I was part of the Prevent Poverty Action group, which I myself had founded in 1996 and I was very concerned about poverty in Kilkenny. The Prevent Poverty Action group encouraged me to run for the local elections to highlight social issues in our area and I was thrilled to be elected. I am not a member of any political party so I am what you would call an Independent or Non-Party person. The reason I did not join any of the political parties is that I did not feel that the things that were important to me were priorities for the political parties.



I ran in the Local Elections in June 2004 but unfortunately I didn't get re-elected. This time, before I could be accepted as a candidate for election, I had to go and get 15 signatures from members of the public. This was

new and I did not like it very much. Political party member candidates do not have to do this - they only have to produce a party affiliation sheet (like a membership card) and I do not think this is fair. It requires a lot of courage to stand for election and introducing this requirement forms a barrier to people wishing to put themselves forward as a candidate and might make them think again. Also I believe that getting the 15 signatures is almost like forming a political party of your own and if I had wanted to be in a political party I would have joined one!

When I was elected to the County Council in 1999 I was the first Non-Party or Independent woman to be elected ever since it began in 1899. In my time in Kilkenny County Council there were only 6 women out of a total of 26, which is 23%. With women making up 50% of the population I do not believe that women have enough representation in the County Council. I do not believe that women's interests are adequately represented. Decisions made at council meetings affect everybody in the area, if more women were involved in the decision-making process there would be more balance and issues surrounding families and children might get more attention.

My life, as a Councillor, was extremely busy but I loved the challenge and diversity of the work. I do not work at any other job and I do not know how I would have carried out my duties as an elected public representative if I had. My phone used to ring 24/7 with people who needed or wanted my help with issues such as a planning decision they were not happy with, someone who needed a house urgently, an area that needs a public playground...and as a councillor I did my best to help these people. I was always available to meet community groups or organisations as a public representative to help support and raise awareness about the work they are doing. I wrote letters to officials for community groups and organisations and I spoke out on their behalf both at council meetings and other forums.

The County Council has one meeting a month where all of the councillors are present. Then there are the Strategic Policy Committees, which look after the various responsibilities of the Local Authority. Every councillor is a member of at least one and not more than two of these committees. I was a member of the Housing and Building SPC and the Road Transport and Safety SPC. There are lots of other committees where councillors are members e.g. VEC, the Health Board, County Development Board - so as you can see I spent a lot of time going to meetings!

In Kilkenny in 2004 the County Council introduced a recycling facility a couple of miles outside the town at a cost of $\in 8$ million. This got a lot of attention from the public as where to place the facility was a tough decision and many people objected. However, finally a place was chosen and the facility was built. This means that the people of Kilkenny now have recycling refuse collections and a facility where they can bring their recycling to. Environmental issues are very important to local authorities and a wind farm for Kilkenny is currently being debated.

When it is time for Local Elections to be held, I cannot stress enough the importance of voting. I would like to feel that as an elected councillor I represented the views and interests of the people but they can only do that if people use their vote.

COUNCILLOR THERESA MULLEN QUESTION SHEET

	Why is Theresa not a member of a political party?
	What kind of issues did Theresa want to highlight by becoming a councillor?
	Why did Theresa have a problem with the new 15 signatures rule?
•	How many women were there in the Kilkenny County Council?
•	Why does Theresa feel that there are not enough women involved in local government in her area?
•	What is your opinion of this situation? What could be done to change it?
	What did Theresa's job as a councillor involve?
	What major decision did Kilkenny County Council make in 2004, which affects the lives of the people in the area?
	Why does Theresa think voting is important?

ELECTIONS VOTE ELECTIONS DEMOCRACY IN BALANCE ELECTIONS DEMOCRACY

CLASS 3: DEVELOPMENT AND PLANNING

Development and planning are very significant and important parts of the work of the local authorities. Decisions that these people make affect how an area develops. They decide where houses are to be built and how many. They decide where the green areas are and what is to be done with them: - landscaped, playing fields, playground or public park. They decide on cycle paths, pedestrian crossings.

Decisions like this do not make everybody happy and conflict can arise within communities as a result of them. All local authorities now have what is called a Local Development Plan, which outlines future developments of the area. This is a large map of the area, which clearly shows what is planned and what the limitations of developments are in each area. It is updated every five years.

The Local Development Plan will show where new roads are to be built, where new housing is to be developed, where green areas are to be established or designated within developments, where commercial and where industrial development is to be situated.

These plans are available for anyone who wants to see them usually in the local library or the local authority offices. If you disagree with any of these proposals you can object in the form of a letter giving your reasons.

ACTIVITY

The following activity can be done in two fifteen-minute sessions but ideally would be done over two classes. The times given would be doubled if this activity were done in two classes.

INSTRUCTIONS FOR SIMULATION.

You will need to photocopy the Interested Groups Sheet in advance of the class. Read out the scenario in Part 1 making sure that each student understands the background.

Divide the class into groups of 3 or 4 - appointing a spokesperson and a note taker from within each group.

Give each group of students a card representing one of the local interest groups and tell them they have five minutes to think about and discuss what they are going to say.

After the thinking time the teacher representing the local authority will invite each group to make their presentation.



LECTIONS VOTE ELECTIONS DEMOCRACY I

PART 1 / FIRST CLASS

Your local authority has just gotten possession of an empty building in your area. It has decided to hand over the building to the community, however the building is two hundred years old and has a preservation order on it. This means that nothing can be done to change the outside structure, therefore it is of no interest to developers/builders.

The general community are delighted at having this new facility but opinion is divided as to how the building should be used. The local authority has invited representations from local interest groups to make their individual case as to why they should get the use of the building and what are the benefits of their proposal to the wider community. In other words why should the local authority pick them to the exclusion of every other interest group?

PART 2 / SECOND CLASS

The person representing the Local Authority feels that each group has made very good representations on behalf of their interest and have certainly highlighted the various needs of the community. Because of this they have decided to seek a compromise in this situation. Would any of the interest groups be interested in joining together to make joint proposals? Then maybe a solution could be found that would suit more than just one group of people.

Allow the students five minutes for the groups to think about common interests and whom they might be able to work with. When they have considered their options give five more minutes for negotiations to take place. Only one member of each group may negotiate with another group.

Once the negotiations have taken place invite the interest groups to make a new representation to the local authority. Again only one person may present the new joint proposal.

As the representative of the County Council and decider in this activity make a decision based on what you have heard and award the building to the groups that you felt made the best proposal. To the losing groups suggest that with community fundraising and local authority grants that there may be some possibility of getting what they want in the future!!

HOMEWORK / FOLLOW-UP ACTIVITIES

Ask the students to write their account of the proceedings as if they were still in character and telling a family member about it. Ask them to mention in this account the following:

Were your opinions listened to in your group?

What decision was made?

Why do they think this decision was made?

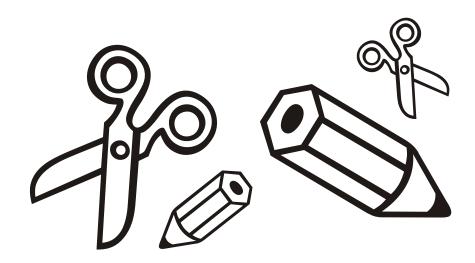
Was it a good decision for the community?

Was it a good compromise?

How does it feel to be a winner / loser in this situation?

How do they think the others feel?

Do you think there was a better compromise available and if so what is it?



INTEREST GROUPS

FAMILY RESOURCE CENTRE



You are a group of people who feel that a family resource centre would be the best possible facility for the entire community. This centre would cater for all age groups. There would be mother and toddler sessions in the mornings and an over 60's club. There would be homework clubs in the afternoons and a community crèche atreasonable rates for women who would like to try and get a job or do some educational course or training. This would be a very important facility, as otherwise women could not afford to pay for childcare. It would be a meeting spot for everybody in the community and would be available for other activities should people want it.

DAY CARE FOR THE ELDERLY

There are many senior citizens living in the community who do not have a lot of family around them or who are bored now that they may have given up work or their spouses are dead. They may be alone and not know many people around them. They may not have a lot of money to spend entertaining themselves. You are a group of people who would like to see this centre established for older people. You think that if they had somewhere warm to go where they could meet other people and make new friends they would be happier. They could have their meals here or make meals for one another. There would be facilities for them to play cards, watch television, listen to music, dance... One day all of us will be old too and wouldn't it be nice to think that our needs at that stage of our lives will be met too.

FACT: Between 1994 and 2000 the risk of poverty for households headed by a person over 65 rose significantly from 6% in 1994 to 43% in 2000. This group is mainly women. (NWCI)



WOMEN'S REFUGE

You are a group of people who feel very strongly that there is a need for a refuge for women and children where they could go when they feel they need to escape domestic violence. There are many women who stay in dangerous situations because they have nowhere else to go. This refuge would provide a safe haven for these women and children who are victims of violence. It would give them a chance to get themselves organised or seek help from professional people who can get them on their way to new lives.

FACT: 18% of Irish women have been abused by a current or former partner. In 1999 two out of three women who sought refuge accommodation were refused because of lack of space. (NWCI)





YOUTH CENTRE

A very large percentage of the population in your area is made up of young people who have nowhere to go and nothing to do. Vandalism and youth crime are on the increase. You as a group of people feel that if there was a youth centre in the area that it would give young people a place to meet and take part in constructive activities. It could be well supervised which would mean that there would be no drink or drugs allowed. There could be table tennis, pool, craft clubs, collector clubs, junior discos...

ARTS CLUB DRAMA, MUSIC, ART, FILM, PHOTOGRAPHY, DANCE

You are a group of people who feel that it is essential that there be a designated building where all of these activities could take place. You feel that there are lots of talented people who just do not have the opportunities or just can't afford to buy instruments, for example pianos. People would get the chance to have lessons in all of the above things and be able to practice without fear of retribution of noise for example drums and electric guitars. Drama groups and choirs could get together in a suitable environment.



SHELTER FOR THE HOMELESS

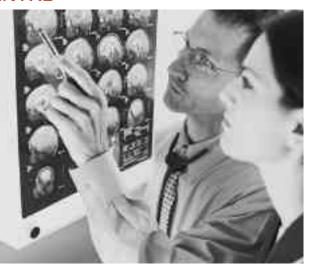


You are a group of people who feel very strongly that there should be a place where homeless people could sleep for the night. You are upset by seeing many people sleeping in doorways under newspapers in freezing conditions and nobody seems to want to do anything about this problem. There is no shelter in your area and these people should be looked after. They could also get meals here and improve their health, which has to have suffered as a result of their way of life. In providing a shelter like this, these people would be taken off the streets and looked after properly.

HEALTH CENTRE

You are a group of people who feel that a health centre is necessary in your area. Lack of transport and poverty are reasons why people particularly women cannot access services such as health screening, baby clinics, advice on nutrition and hygiene, family therapy and counselling... These should all be provided in the new health centre but free of charge to those who cannot afford it.

FACT: Ireland has the third highest mortality rates in the EU for women dying from heart disease and certain forms of cancer. (NWCI)



BALANCE ELECTIONS DEMOCRACY

CLASS 4: YOUR LOCAL ELECTIONS

ACTIVITY

Divide the class into groups of 2, 3 or 4. Divide out the election campaign leaflets to try and cover as many as possible within the class. Give out the profile sheet to each group and ask them to fill it in for the candidate that they have. When students have finished ask them to present their profiles to the rest of the class. Make a note on the board of the names of the candidates their party affiliation and the issues that concern them.



TEACHER'S NOTES

Listed here are some questions, which may be useful to pose relating to the campaign literature.

- How many female candidates are running for election?
- · How many male candidates are running for election?
- · How many people have been elected previously and are running again?

When students have finished this activity it might be nice to display on the wall the leaflets and the profiles, which students have completed.

ACTION PROJECT IDEA!

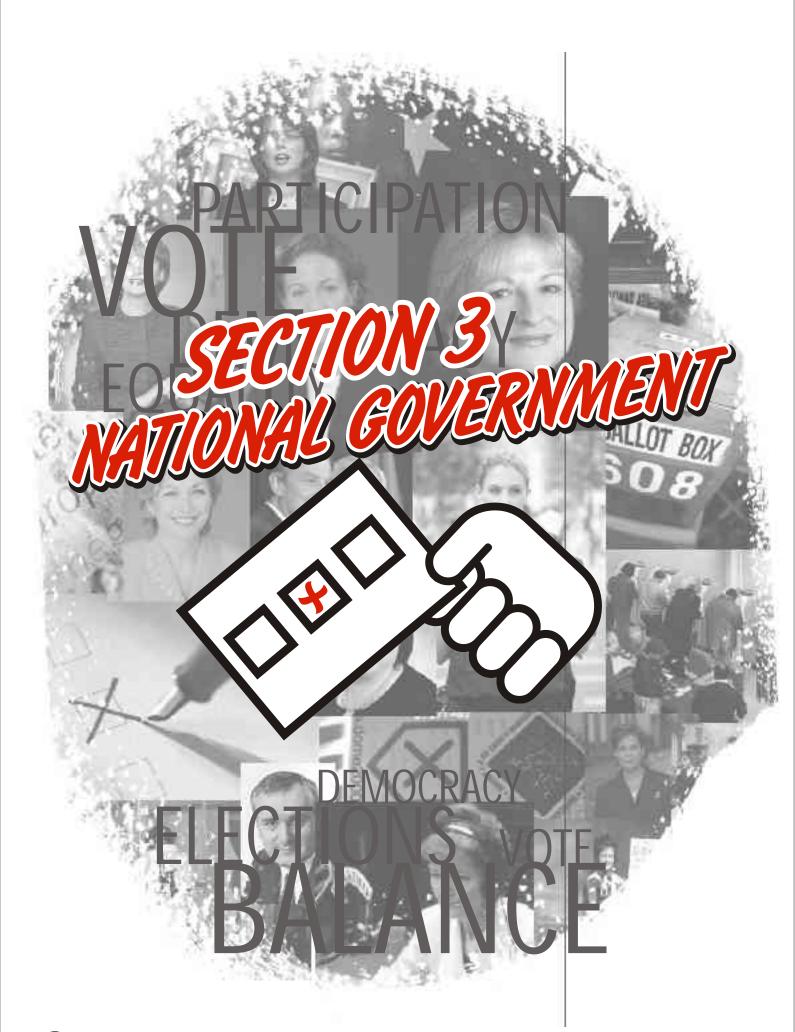
Having examined all of the issues and candidates available in your area you could hold a mock election in your class to see who would win from this selection.

Check out the Mock Election Action Project in the final section of this resource.



LOCAL ELECTION CANDIDATE PROFILE SHEET

NAME:		
ELECTORAL AREA:		
LOCAL AUTHORITY:		Place a photograph
		of this
POLITICAL PARTY:		candidate here.
JOB / PROFESSION:		
NAME 2 ISSUES THAT	THIS CANDIDATE FEELS STRONGLY ABOUT:	
1		
2		
OTHER FACTS ABOUT	THIS CANDIDATE:	



LECTIONS VOTE ELECTIONS DEMOCRACY IN

CLASS 1: THE DÁIL

TEACHER NOTES

You could read through these notes and ask the students the questions in red.

As we have seen earlier National Government in Ireland is called Dáil Éireann. It is made up of 166 people called TDs (Teachta Dála) voted for by the people in a General Election. These 166 people come from many different political parties?

Types of Governments in Ireland

If one single political party wins over half of the 166 seats in the Dáil then we have what is called a majority government.

When a single political party does not having enough seats to form a majority government but gets support from one or more Independent TDs who would promise to vote with them on issues to give them a majority in the Dáil this is called a minority government.

What might happen if the Independent people did not vote with the government on an issue?

A coalition government is when two or more political parties decide to support one another and form a partnership to become a government.

Why would this arrangement benefit a smaller political party?

When a government is formed the other political parties are called the Opposition Parties. What parties form the current government? Who are the opposition parties?

The leader of the Government is the Taoiseach and the next in line to the Taoiseach is the Tánaiste who will stand in for the Taoiseach if he/she is out of the country or is sick.

What are the names of the Taoiseach and Tánaiste at the moment?

Activity 1

On the next pages are the names of the different jobs of the ministers and pictures, which explain what they do. Photocopy each of the pages and cut up into sets, enough for one between two students or groups of 3 / 4 students.

Distribute the sets and ask the students to match the pictures with the titles. Allow five to ten minutes and then correct.

Activity 2

Read through the piece by Mary Hanafin, Minister for Education and Science. You could photocopy this piece and distribute to groups of students. Having read the piece pose the following questions:

- 1. Write out five points about Mary Hanafin and her job.
- 2. Does she have an interesting job?
- 3. Would you like to do this job? Why?

Homework / Follow-up Activities

- 1. Find out the names of the different Ministers in the Cabinet.
- 2. Have we ever had a female Taoiseach? Why do you think this is so?
- 3. Assign a ministerial responsibility to each student and ask them to state two decisions or changes they would make if they had this job.



ECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

PICTURES OF MINISTERIAL RESPONSIBILITIES



PARTICIPATION DELLOCRACY BALANCE

ECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

TITLES OF MINISTERIAL RESPONSIBILITIES

Minister for Communications, Marine and Natural Resources

Minister for Defence

Minister for Transport

Minister for Agriculture and Food

Minister for Social and Family Affairs

Minister for Arts, Sport and Tourism

Minister for Foreign Affairs

Minister for Community, Rural and Gaeltacht Affairs

Minister for Environment, Heritage and Local Government

Minister for Education and Science

Minister for Health and Children

Minister for Justice, Equality and Law Reform

Minister for Finance

Minister for Enterprise, Trade and Employment



LECTIONS VOTE ELECTIONS DEMOCRACY IN

MINISTER MARY HANAFIN TD

I used to be a teacher but I decided that I wanted to get involved in where the decisions about how the country is run are made, so I became a full-time politician. I had always been involved in Fianna Fáil and as a young person insisted on giving everyone my ideas. I first became a TD in 1997. Then in 1999 I became Minister for Children and in 2002 I became the Government Chief Whip. Last September the Taoiseach decided to make changes to the Cabinet - he appointed me as Minister for Education and Science. So now I am responsible for all the schools in the country, over 4000, all the teachers, and all the students. What a change!

Politicians have a very interesting job. We get to work on many different things but we are always trying to help people. I start the week holding advice clinics every Monday morning. Advice clinics are places where people can come to me for help with any problems they might be having - like trying to get a house or a medical card or to ask for an extension to be built to their school or have the pothole on their road filled. Then I would probably have meetings with different people for the



rest of the day. For example, I would meet the Principals of the schools to talk about the problems that they are having and try to sort them out.

The Dáil sits every Tuesday, Wednesday and Thursday. The Taoiseach and all the Ministers meet every Tuesday morning and in the afternoon the leaders of the opposition parties get a chance to ask the Taoiseach any question they like about something that is important at the time. Then other Ministers will have to answer questions. For example, somebody from Fine Gael could ask me when a school in their area is going to get a new building, or they could ask the Minister for Health if she will give money for more beds in a hospital.

After Question Time, there is usually a debate about a new piece of legislation. Legislation is the way in which we change the law and make new laws for the country. A debate might take a couple of weeks but when it is finished there is a vote. Bells are rung in Leinster House to tell all the TDs that they have to go to the Dáil to vote. We now vote electronically- so everyone has their own seat and they press 'Tá' or 'Níl' depending on whether they are in favour of the legislation or not.

The day can be long, not finishing until 9.00 or 10.00pm. Luckily for me my constituency is Dún Laoghaire but other TDs might have to travel to Kerry or Donegal.

It is a very exciting job but we don't have enough women elected. It is very important for more women to get involved so that they can have a say in how the country is run. Men and women have different ways of looking at some things so it is important that women are in the Dáil to represent the women's views. It is never too early to start being a politician - your student council, your local areas, your club, your community, all need you to participate. After that getting elected is easy!



CLASS 2 ACCESSING TDS

Teacher's Notes

Ireland is broken down into different constituencies based on the population. A TD is elected by the people living in those constituencies, which means that the TDs represent you and your area at national level. A TD works in the Dail three days a week usually Tuesday, Wednesday and Thursday, the other days they do what are called clinics in their constituencies. This means they have an office where they are available to meet people from the public and deal with issues that have arisen in their constituency.

People contact their TDs for many reasons and everybody has a right to bring issues to the attention of their TD.

ACTIVITY

On the following page there are a number of pictures, which give some of the reasons why people contact their TDs. Distribute ONE picture to each group of 3 / 4 students. Ask the students to work out what is going on in the pictures. Ask the students to explain the picture to the rest of the class.

Ask the students to discuss the conversation they would have with the TD and role-play it amongst themselves. If there is enough time some or all of the groups might perform their role-play for the rest of the class.

Homework / Follow-up Activities

- 1. Write the letter to accompany the picture you dealt with in class?
- 2. Can you think of any other reasons somebody might contact a local TD?
- 3. Find out the names of your local TDs.
- 4. Where do they have their constituency office? What is the phone number?
- 5. Could you think of any reason why you might ever need to contact a TD?



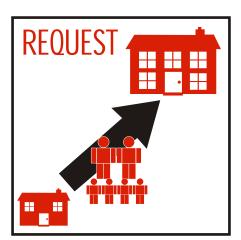
ACCESSING TDS



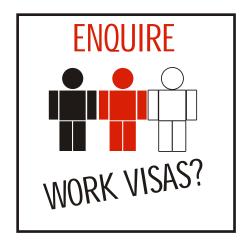














OF THE ELECTION CAMPAIGN LEAFLETS AS POSSIBLE FROM THE INDIVIDUAL CANDIDATES OR PARTIES AND ASK THEM TO BRING THEM INTO SCHOOL FOR THE NEXT CLASS.

LECTIONS VOTE ELECTIONS DEMOCRACY IN

CLASS 3 WOMEN POLITICIANS

Activity Exploring Profiles of TDs leading to a Discussion

On the following pages you will find profiles of four politicians from different parties. Photocopy the student worksheet and distribute to individuals, pairs or groups of students.

The cd accompanying this pack contains a recording of four TDs. Play the cd and ask the students to fill in the grid on the worksheet - alternatively, if you do not have use of a cd player, you could read the profiles aloud. Point out that one or two of the answers are not available from the profiles.

NOTE: In the Kildare-North By-Election of March 2005, Catherine Murphy was elected as an Independent TD, increasing the number of elected females from 22 to 23.

When students are finished, correct and discuss the answers. You could ask these questions during the discussion:

- · What do you think of these women?
- Do you think they like their jobs?
- · Why are there so few women involved in government? You could mention the facts below during the discussion.
- What is preventing women from getting involved in politics?
 Hint: children, time, money, support from family and friends, men, other women, voting habits, lack of interest, lack of confidence...
- What could the government do to change this situation?
 Hint: family friendly practices, guotas and targets, selecting women for "winnable seats"

FACT

51% of our population are women, but only 13.8% of the people elected to the Dáil are women. At this rate, it would take 370 years for the percentage of women in the Dáil to reach 50%.

FACT

9 counties of the Republic of Ireland have no women TDs (2005-)

FACT

Ireland ranks 59th out of 120 nations in the world when it comes to women's parliamentary representation, on a par with the average for sub-Saharan Africa

(Taken from A Women's Manifesto: Making Women's Voices Heard by the National Women's Council of Ireland.)

Homework / Follow-up Activity

- 1. From having worked on the four profiles write a description of what you think is involved in the job of TD.
- 2. Profile a politician of your choice and present it to your class or display for other students to be able to see it.



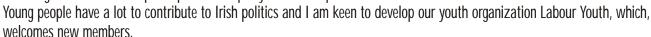
LECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

LIZ MC MANUS TD

Hi, my name is Liz McManus of the Labour Party. It is a great honour to be a T.D. It is a challenging, exciting, and at times, a frustrating job. Regardless of who you are or where you live, everyone has the right to a decent chance in life. That's what I believe. Too often, people are prevented from realizing their dreams because of poverty, lack of opportunity or bad government policies. We are a prosperous country. We could deliver a good accessible education system; a high-quality health service for all; advanced sports and recreational facilities across the country. We could even create skateboard parks, but we don't.

That's the challenge for me, as a TD, to match our potential to the needs of our people, every single one of us. So what do I do? Well, I prepare policies on a range of issues. I scrutinize laws that the government present and I try to improve them. I work with my Labour colleagues to keep the government on its toes. When I was a Government Minister for Housing I tackled homelessness with quite some success and I am now Spokesperson on Health for the Labour Party.

There are very few women TDs in Dáil Éireann. Only 13% of the total number that is less than the average parliamentary representation in sub-Saharan Africa. As Deputy Leader of the Labour Party I actively encourage more women to participate in our party and in our parliament.





I work hard but I also enjoy my time off. I read, walk in the Wicklow Mountains and enjoy time with my four children and three grandchildren. I love the theatre, cinema shopping for clothes and travelling abroad. I was 45 years of age when I was first elected as a TD. On the day I walked through the gates of Dáil Éireann I remember thinking, I have been a trainee dress designer, an architect, a fiction writer and a stay-at-home mum, but today I have discovered what I really want to be when I grow up. I knew that this was the job for me. I have been a TD ever since, thanks to the votes of the good people of Co. Wicklow.

BALANCE ELECTIONS DEMOCRACY

LIZ O'DONNELL TD

My name is Liz O' Donnell, TD. I am Chief Whip of the Progressive Democrats and TD for Dublin South. I decided to get involved in politics and to run for election in 1991. I had been a lawyer and was on a career break with two small children. Mary Harney asked me to join the Progressive Democrats and to run in the Local Elections in Rathmines where I lived.

I began to notice that there were so few women in politics and wondered why it was so when in many other areas women were well represented such as in law, medicine, the arts, teaching etc. My view was that our democracy was incomplete with so few women involved where important decisions were being made at Government level nationally and locally.



So I ran for Dublin Corporation and got elected at the first attempt. It was difficult and scary to move from being a private person to being a public person. But it was a huge privilege to represent people and make a contribution to my community. I found it very rewarding work. Then, after a few years I ran for the Dáil and got elected in Dublin South. I have been re-elected three times since then. The Dáil is an amazing place. It's where the representatives of the people make our laws on everything from waste management to criminal justice. TDs have no job security. They must reapply for their jobs every five years in a general election!

There are only 22 women in the Dáil out of a house of 166 TDs. There is a long way to go before we have a truly representative Dáil in the gender sense. My Party, the Progressive Democrats is a small and relatively new party - formed in 1985 when Des O'Malley, Mary Harney and others left Fianna Fáil. Ithas had a varied level of electoral success and has been in government with Fianna Fáil on three occasions since our formation.

The Party's principle and founding credo was the need to have lower taxes on work. Our view is that high taxation acts as a disincentive to enterprise and job creation. When taxes are lower, the yield to the State is higher because more people work and participate in the economy. Our policies have been successful. Since we entered government in 1997 we have over the years succeeded in reducing tax rates down to 42 and 20 percent from very high rates of 48 and 22 percent.

Jobs have grown and unemployment has been virtually eliminated. 400,000 more people got jobs during the five years 1997-2002. Emigration has been halted and now we have net inward migration with thousands of non-nationals coming to Ireland to fuel our economy.

Though we are a small party (8 TDs) we punch well above our weight. Our Party Leader is Mary Harney and she is the Minister for Health and Tánaiste. Michael McDowell is Minister for Justice, Equality & Law Reform. We have two Ministers of State. I am the Chief Whip of the party and its my job to make sure the government runs smoothly and that our TD's turn up to vote.

Between 1997 and 2002 I was a Minister of State at the Department of Foreign Affairs and was a member of the Government negotiating team in the talks in Northern Ireland leading to the Good Friday Agreement. I was also responsible for Ireland's Overseas Programme of Assistance for the poorest countries of the world. Ireland is very generous to the poor of the world particularly Africa. Almost €500m annually is spent by Ireland helping poor countries to develop and deal with abject poverty. Health and education are very important aspects of our Aid Programme. Only when people in poor countries benefit from education and improve their health status can they be expected to achieve their potential and lift themselves out of chronic poverty. Irish children are very fortunate to live in a country like Ireland, which now has a high standard of living. It was not always like that. Only twenty years ago Ireland was in trouble with high unemployment and mass emigration. With the assistance of the European Union and proper investment in health and education Ireland has prospered and developed. We owe it to the poor of the world to support them and be generous with our newfound wealth.

I enjoy being a TD. I was privileged to have represented my country as a Minister abroad whether in the White House, Downing Street or in many African villages.



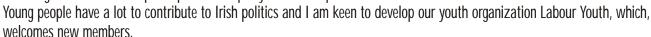
LECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

LIZ MC MANUS TD

Hi, my name is Liz McManus of the Labour Party. It is a great honour to be a T.D. It is a challenging, exciting, and at times, a frustrating job. Regardless of who you are or where you live, everyone has the right to a decent chance in life. That's what I believe. Too often, people are prevented from realizing their dreams because of poverty, lack of opportunity or bad government policies. We are a prosperous country. We could deliver a good accessible education system; a high-quality health service for all; advanced sports and recreational facilities across the country. We could even create skateboard parks, but we don't.

That's the challenge for me, as a TD, to match our potential to the needs of our people, every single one of us. So what do I do? Well, I prepare policies on a range of issues. I scrutinize laws that the government present and I try to improve them. I work with my Labour colleagues to keep the government on its toes. When I was a Government Minister for Housing I tackled homelessness with quite some success and I am now Spokesperson on Health for the Labour Party.

There are very few women TDs in Dáil Éireann. Only 13% of the total number that is less than the average parliamentary representation in sub-Saharan Africa. As Deputy Leader of the Labour Party I actively encourage more women to participate in our party and in our parliament.





I work hard but I also enjoy my time off. I read, walk in the Wicklow Mountains and enjoy time with my four children and three grandchildren. I love the theatre, cinema shopping for clothes and travelling abroad. I was 45 years of age when I was first elected as a TD. On the day I walked through the gates of Dáil Éireann I remember thinking, I have been a trainee dress designer, an architect, a fiction writer and a stay-at-home mum, but today I have discovered what I really want to be when I grow up. I knew that this was the job for me. I have been a TD ever since, thanks to the votes of the good people of Co. Wicklow.

BALANCE ELECTIONS DEMOCRACY

LIZ O'DONNELL TD

My name is Liz O' Donnell, TD. I am Chief Whip of the Progressive Democrats and TD for Dublin South. I decided to get involved in politics and to run for election in 1991. I had been a lawyer and was on a career break with two small children. Mary Harney asked me to join the Progressive Democrats and to run in the Local Elections in Rathmines where I lived.

I began to notice that there were so few women in politics and wondered why it was so when in many other areas women were well represented such as in law, medicine, the arts, teaching etc. My view was that our democracy was incomplete with so few women involved where important decisions were being made at Government level nationally and locally.



So I ran for Dublin Corporation and got elected at the first attempt. It was difficult and scary to move from being a private person to being a public person. But it was a huge privilege to represent people and make a contribution to my community. I found it very rewarding work. Then, after a few years I ran for the Dáil and got elected in Dublin South. I have been re-elected three times since then. The Dáil is an amazing place. It's where the representatives of the people make our laws on everything from waste management to criminal justice. TDs have no job security. They must reapply for their jobs every five years in a general election!

There are only 22 women in the Dáil out of a house of 166 TDs. There is a long way to go before we have a truly representative Dáil in the gender sense. My Party, the Progressive Democrats is a small and relatively new party - formed in 1985 when Des O'Malley, Mary Harney and others left Fianna Fáil. Ithas had a varied level of electoral success and has been in government with Fianna Fáil on three occasions since our formation.

The Party's principle and founding credo was the need to have lower taxes on work. Our view is that high taxation acts as a disincentive to enterprise and job creation. When taxes are lower, the yield to the State is higher because more people work and participate in the economy. Our policies have been successful. Since we entered government in 1997 we have over the years succeeded in reducing tax rates down to 42 and 20 percent from very high rates of 48 and 22 percent.

Jobs have grown and unemployment has been virtually eliminated. 400,000 more people got jobs during the five years 1997-2002. Emigration has been halted and now we have net inward migration with thousands of non-nationals coming to Ireland to fuel our economy.

Though we are a small party (8 TDs) we punch well above our weight. Our Party Leader is Mary Harney and she is the Minister for Health and Tánaiste. Michael McDowell is Minister for Justice, Equality & Law Reform. We have two Ministers of State. I am the Chief Whip of the party and its my job to make sure the government runs smoothly and that our TD's turn up to vote.

Between 1997 and 2002 I was a Minister of State at the Department of Foreign Affairs and was a member of the Government negotiating team in the talks in Northern Ireland leading to the Good Friday Agreement. I was also responsible for Ireland's Overseas Programme of Assistance for the poorest countries of the world. Ireland is very generous to the poor of the world particularly Africa. Almost €500m annually is spent by Ireland helping poor countries to develop and deal with abject poverty. Health and education are very important aspects of our Aid Programme. Only when people in poor countries benefit from education and improve their health status can they be expected to achieve their potential and lift themselves out of chronic poverty. Irish children are very fortunate to live in a country like Ireland, which now has a high standard of living. It was not always like that. Only twenty years ago Ireland was in trouble with high unemployment and mass emigration. With the assistance of the European Union and proper investment in health and education Ireland has prospered and developed. We owe it to the poor of the world to support them and be generous with our newfound wealth.

I enjoy being a TD. I was privileged to have represented my country as a Minister abroad whether in the White House, Downing Street or in many African villages.



BALANCE ELECTIONS DEMOCRACY

CLASS 3: ANSWER SHEET FOR TEACHERS ON WOMEN POLITICIANS

Name	Liz Mc Manus TD	Liz O' Donnell TD	Olwyn Enright TD	Máire Hoctor TD
Political Party	Labour	Progressive Democrats	Fine Gael	Fianna Fáil
Constituency	Wicklow	Dublin South	Laois / Offaly	Tipperary North
What led to them becoming a TD	Doesn't say how she became involved in politics	Asked by Mary Harney to join PDs and run for local elections	Elected to the town council	Elected to the town council
Previous job/s	Dress designer Architect Writer Mother	Lawyer	Solicitor	Teacher
Words used to describe the job of TD	An honour Loves it Challenging Exciting Frustrating	Privilege Rewarding Loves it	Challenging Hectic Different Big responsibility	Privilege Challenging New experiences
Comments about Women in the Dáil	13% of the Dáil are women. She encourages women to participate	Incomplete democracy with so few women. Only 22 of 166 TDs are women	No comment made	Only woman of the most recently elected who had no relative elected previously



CLASS 3: WORKSHEET ON WOMEN POLITICIANS

Name	Liz Mc Manus TD	Liz O' Donnell TD	Olwyn Enright TD	Máire Hoctor TD
Political Party				
Constituency				
What led to them becoming a TD				
Previous job/s				
Words used to describe the job of TD				
Comments about Women in the Dáil				

LECTIONS VOTE ELECTIONS DEMOCRACY IN

CLASS 4: YOUR GENERAL ELECTION



ACTIVITY



Divide the class into groups of 2, 3 and 4. Divide out the election campaign leaflets to try and cover as many students as possible within the class. Give out the Candidate Profile Sheet to each group and ask them to fill it in for the candidate that they have. When students have finished ask them to present their profiles to the rest of the class. Make a note on the board of the names of the candidates their party affiliation and the issues that concern them.

Teacher's Notes

Listed here are some questions, which may be useful to pose relating to the campaign literature.

- · How many female candidates are running for election?
- · How many male candidates are running for election?
- · How many people have been elected previously and are running again?
- What are the ages of the candidates?

When students have finished this activity it might be nice to display on the wall the leaflets and the profiles, which students have completed.

ACTION PROJECT IDEA!



Having examined all of the issues and candidates available in your area you could hold a mock election in your class to see who would win from this selection.

Check out the Mock Election Action Project in the final section of this resource.

GENERAL ELECTION CANDIDATE PROFILE SHEET

NAME:			
ELECTORAL AREA:			
POLITICAL PARTY:	Place a photograph of this candidate		
POLITICAL BACKGROUND:	here		
JOB / PROFESSION:			
NAME 2 ISSUES THAT THIS CANDIDATE FEELS STRONGLY ABOUT:			
1			
2			
INTERESTING FACTS ABOUT THIS CANDIDATE:			



LECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

CLASS 1: THE EU AND YOU

TEACHER NOTES

Ireland is part of the European Union. Up to May 2004 there were 15 member states. However, since then ten new member states have joined and three more are waiting to join.



PEACE, FREEDOM AND PROSPERITY

for all member countries is the main aim of the European Union and new countries wishing to join the EU must meet political criteria such as respect for human rights, democracy and the rule of law. This is known as the Copenhagen Criteria. The countries that joined in 2004 worked very hard to meet these criteria.

ACTIVITY

Display the inserted European Flag Quiz Poster and write the list of countries on the board. In groups of three or four ask the students to try and match the flags with the countries. You could offer a reward to the group that gets the most right. (You will find the answers at the back of the book.)

When this part of the task has been completed and corrected ask the students to pick out the 15 oldest member states (normal text) 10 most recently joined countries (bold) and the 3 still waiting to join (italics.)

Austria Ireland United Kingdom Polar	nd
Belgium Italy Czech Republic Slove	enia
Denmark Luxembourg Estonia Slova	akia
Finland Netherlands Hungary Cypr	us
France Portugal Latvia Bulga	aria
Germany Spain Lithuania Rom	ania
Greece Sweden Malta Turke	y

When the students have finished the above activity distribute individually / pairs or read out The EU and You! sheet and discuss.

If there is a European Election campaign coming up soon ask the students to collect as many of the election campaign leaflets as possible from the individual candidates or parties and ask them to bring them into school for the next class.



THE EU AND YOU!

You might think that you have no connection to the European Union or that decisions made in the European Parliament have no affect on your life but in fact the opposite is true.

When you get up in the morning maybe take a shower, boil your kettle for a cup of tea or coffee, the EC water quality standards ensures that your water is safe for human consumption. When you eat your cornflakes, muesli or toast it is the EC rules that forces the manufacturers to label these foodstuffs properly giving you the sell-by-date and a clear list of all of the ingredients and additives. When you turn on your lights, watch your television, listen to your stereo...EC regulations ensures the safety of all electrical appliances.

The toys that small children play with all have to pass strict safety standards to make sure they pose no danger to children and all are marked clearly with a recommended age safety level. The CE mark shows that toys, electrical equipment and various other items have passed the Euro tests.



When you go outside the fumes emissions from cars, buses, trucks and factories have all been reduced thanks to decisions made by the European Parliament in its ongoing undertaking to improve the environment for everybody.

The next time you see something being built look at the signs to see if the European Union has contributed to the funding of this as many areas benefit from a structural fund provided by the EU to improve the infrastructure of the member countries.

In school many of you are learning a European language, which you may be able to use if you decide you want to live and work in Europe in the future, which you are entitled to do as a European citizen.

When you buy something in a shop you are using the Euro which is the currency used by the majority of the other countries in the European Union. (The U.K., Denmark and Sweden did not choose to adopt the Euro.) You can travel to any of these euro zone countries without having to change currency and know the value of what you are spending.



Questions to ponder:

- 1. Can you think of other ways the European Union has an impact on your life?
- 2. Can you think of things that you have seen with the CE mark on them?
- 3. Why should people use their vote to elect people to the European Parliament?

CLASS 2: REPRESENTATION IN THE EUROPEAN PARLIAMENT

TEACHER'S NOTES

In a European Election the people of Ireland and all of the other countries of the European Union vote to elect representatives from each country to the European Parliament. These people are known as Members of the European Parliament or MEPs.

In the Republic of Ireland we are entitled to have 13 people from different constituencies to represent us in Europe. The four constituencies are:

- North West (Connacht and Clare, Donegal, Cavan and Monaghan) 3 MEPs
- Dublin 4 MEPs
- East (Leinster) 3 MEPs
- · South (Munster but not County Clare) 3 MEPs.

To vote in this election you must be on the register of Electors and be over 18 years of age. You must be an Irish citizen or an EU citizen living in Ireland to vote for the people you want to represent you in Europe when decisions are being made.

To stand as a candidate for these elections you must be over 21 years.

The Work of an MEP

The European Parliament has 3 different types of responsibilities and they are:

- Legislative Powers making laws
- · Budgetary Powers minding money
- · Supervisory Powers keeping an eye on things

An MEP has to travel from their own country weekly to Brussels or Strasbourg:

- 2 weeks each month on committee work in Brussels
- 1 week for political group meetings usually in Brussels
- 1 week plenary session in Strasbourg to amend and vote on draft legislation and policy.

Currently there are 732 MEPs but as new countries join the European Union this figure may change.





LECTIONS VOTE ELECTIONS DEMOCRACY IN

ACTIVITY

Divide the students into groups. Photocopy the European Election Posters used in 2004 at the back of the book. Give each group one of the three posters. Ask them to look carefully at the posters and to work out the key message of them. In their groups ask them to answer the following questions:

- What is happening in the pictures / images?
- · What are the captions about?
- Each poster has one sentence the same ask them to figure out which sentence is repeated in each poster?
- · Why is this sentence repeated?
- What does this sentence mean?
- Do they agree with the message of the posters? Why?
- · Why do they think these posters were necessary?

Ask the students in their groups to design a poster on the same topic using simple images with the same key message. Invite someone from the groups to present their poster.







Homework / Follow-up Activities

- 1. Divide out the different countries and ask the students to find out who the Heads of State for these countries are. There is almost enough for one for each student! When all of the information has been returned compare the number of men and women and highlight the percentage.
- 2. Looking at the current 732 Members of the European Parliament get the students to find out what is the situation regarding balanced representation (men / women) at this level.
- 3. Ask the students to find out who the current MEPs from Ireland are?
- 4. Ask the students to find out the names of the people in their constituency who represent them in Europe.

CLASS 3: A MEMBER OF THE EUROPEAN PARLIAMENT

ACTIVITY 1

Ask the students the following questions:

- 1. Ireland has 13 MEPs; do you know the names of any of them?
- 2. Do you know who your local MEP is?
- 3. What kind of things would you contact them for?
- 4. Why do you think it is important that Ireland is represented in the European Parliament?
- 5. What might happen if we weren't represented?
- 6. Are there any issues that you think should be represented in Europe?
- 7. Is there anything happening currently locally or nationally that should be made a European issue?

ACTIVITY 2

Read aloud or photocopy and distribute the piece by Mary Lou McDonald MEP to the students. This could be done as individual, pair or group work. Photocopy the profile sheet and ask the students to fill in the required information.



LECTIONS VOTE ELECTIONS DEMOCRACY IN

MARY LOU MCDONALD MEP

My first political memory is of the 1981 hunger strikes. I was twelve years old when Bobby Sands and nine others died in the H blocks. The horror of what was happening in the north of Ireland at that time had a profound impact on me as a young student in Dublin. Like the Civil Rights Movements in Ireland and the USA a generation before, the Hunger Strikes marked a watershed for many young people. Many of us realised that there were fundamental issues of justice, equality and democracy in Ireland, which were being frustrated or ignored by the political establishment.



Of course our problems were not confined to the north of Ireland. Inequality and a lack of social justice were obvious across the country in urban and rural communities, among the old and young, affecting women and men. It was these realisations that, I had arrived at while I was still at school, which led me, many years later, to get involved in politics. I believe that people can change the society and country that we live in. Every one of us has something to offer - new perspectives, new ideas and the energy to bring about political change. I think we have a responsibility to our society and to ourselves to create a new and equal Ireland.

Since my election to the European Parliament, I have been working as a representative for the Dublin people and communities across this country not just in relation to the EU, but in terms of the agenda of change, which Sinn Féinis advancing. This means that my work involves setting out our vision for the future of Europe and making the EU relevant to the people and their needs. It also means continuing my work with communities across the country on many different campaigns and as a member of the Sinn Fein negotiations team.

When myself and Bairbre de Brún, who represents the north of Ireland, entered the European Parliament it represented a major advance for Sinn Féin as the only all Ireland party on the island. This allows us to represent people across all 32 counties not just symbolically but in real practical terms. We are there to bring about equality, the eradication of poverty, protection of our environment, support for the peace process and building for Irish unity.

It is estimated that 70% of Irish legislation emanates from the EU. Decisions taken at the European level have direct effects on the everyday lives of Irish people. The Parliament meets for one week each month in full plenary session in Strasbourg. These sessions are where MEPs debate and cast their votes. The remaining weeks are spent meeting in committees, which have specific policy briefs. The committees normally meet in Brussels.

The life of an MEP is a busy one. I have political work in Brussels, Strasbourg, Dublin, and across Ireland. I spend a lot of time on airplanes! Election to the EU Parliament has brought about huge changes for my family and me. I have to balance all of the political commitments with my family life. On my days off I spend my time with my family, my daughter and my friends.

Young people have a vital contribution to make to Irish political life. The status quo can be changed through hard work and political will. The days of Irish politics dominated by middle class and middle-aged men are coming to an end. You can make a difference.

Biography

Mary Lou is 35 years old. She is married to Martin and has a baby daughter, Iseult. She is a member of the Sinn FéinÁrd Chómhairle and Negotiation Team. She represents Sinn Féinon the Employment and Social Affairs committee and the Civil Liberties, Justice and Home Affairs committee.

MEMBER OF THE EUROPEAN PARLIAMENT PROFILE SHEET

NAME:		r	
CONSTITUENCY:	_		
POLITICAL PARTY:	_ Place a photograph of this		•
POLITICAL BACKGROUND:	candidate here.		
FAMILY:	_		
NAME 2 ISSUES THAT THIS N		Mep feels strongly about:	
1			
2			
INTERESTING FACT ABOUT TH		THIS MEP:	

LECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

HOMEWORK / FOLLOW-UP ACTIVITY

- 1. Divide out the Irish MEPs to pairs or groups of students and ask them to profile the person using the profile sheet in this section.
- 2. In your local newspaper look out for articles, which mention your MEP and find out what they are saying or doing? Bring them into school.
- 3. MEPs usually have a clinic at home for them to talk to people where is the nearest one to you?
- 4. Find out the contact details for your MEPs.



BALANCE ELECTIONS DEMOCRACY

CLASS 4: WHO WILL REPRESENT YOU IN THE EU?

ACTIVITY

Divide the class into groups of 2, 3 or 4. Divide out the election campaign leaflets to try and cover as many as possible within the class. Give out the European Election Candidate Profile Sheet to each group and ask them to fill it in for the candidate that they have. When students have finished ask them to present their profiles to the rest of the class. Make a note on the board of the names of the candidates their party affiliation and the issues that concern them.

TEACHER'S NOTES

Pose the following questions:

How many female candidates are running in the European Parliament Elections?

How many male candidates are running in the European Parliament Elections?

How many people have been elected previously to the European Parliament and are running again?

What are the ages of the candidates?

When students have finished this activity it might be nice to display on the wall the leaflets and the profiles, which students have completed.

ACTION PROJECT IDEA!



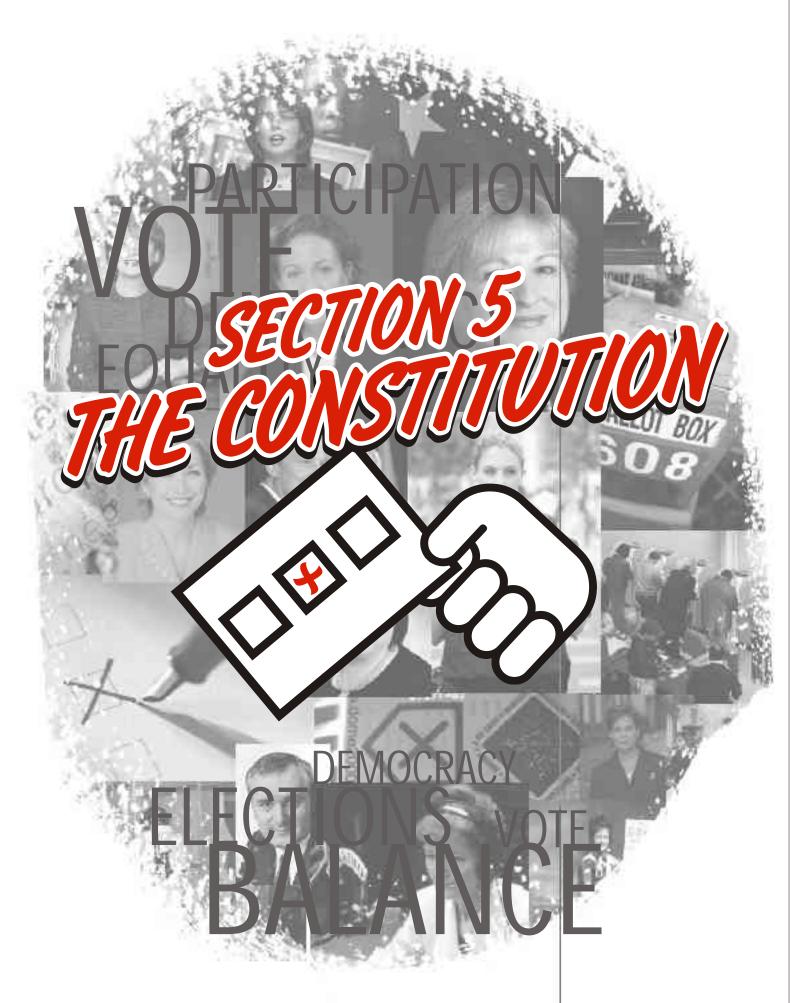
Having examined all of the issues and candidates available in your constituency you could hold a mock election in your class to see who would win from this selection.

Check out the Mock Election Action Project in the final section of this resource.



EUROPEAN ELECTION CANDIDATE PROFILE SHEET

NAME:	
ELECTORAL AREA:	
POLITICAL PARTY:	— Place a photograph
POLITICAL BACKGROUND:	of this
PULITICAL DACKGROUND.	candidate here.
JOB / PROFESSION:	
NAME 2 ISSUES THAT THIS CANDIDATE FEELS STRONGLY ABOUT:	
1.	
2.	
OTHER INTERECTING FACTS AROUT THIS CAMPIDATE	
OTHER INTERESTING FACTS ABOUT THIS CANDIDATE:	



LECTIONS VOTE ELECTIONS DEMOCRACY IN BALANCE ELECTIONS DEMOCRACY

CLASS 1: THE CONSTITUTION

TEACHER'S NOTES

To begin this class go through the points below on the Constitution of Ireland with the students. There is some supplementary information regarding the layout of the articles in the constitution should you decide to explore this with your students also.

What is the Constitution or Bunreacht na hÉireann?

It is the most important document of this state because:

- · It describes how our democracy works.
- It is the basic law of the state, which means that the President, the Government, the Parliament and the courts have to follow the rules set out in the Constitution.
- The Constitution tells us what rights Irish citizens have.

The people of Ireland accepted Bunreacht na hÉireann in a referendum in 1937 and came into operation on 1st January 1938.

Each rule outlined in Constitution is called an Article made up of sections and subsections. To change any of the articles in the Constitution the people of Ireland have to decide whether they want those changes or not. They do this by voting YES or NO in a referendum. Some of the things the people have voted YES to which involved changing the Constitution are:

- Joining the European Communities in 1972
- · Joining the European Union in 1992
- Divorce in 1995
- · Abolition of the Death Penalty 2001

A referendum is carried out in the same way as a local, general or European election. The only difference will be the ballot card. On this will be the new wording to be inserted into the constitution and you are asked to mark your ballot paper as follows:

You could photocopy the example of the ballot card for your students or simply show it around the classroom.





LECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

THE PROPOSAL FOR THE NEW WORDING WILL BE WRITTEN HERE FOR YOU TO READ AND DECIDE WHETHER YOU WOULD LIKE THE CONSTITUTION TO BE CHANGED TO INCLUDE THIS NEW WORDING				
Do you approve of this proposal?				
Place an X in the appropriate box				
YES				
NO				

Activity:

Ask the students to go through or write out the steps for voting in a Referendum. They can refer back to previous work.

Teacher's Notes contd

In this section of the class students will look at a particular article, which outlines the role of the woman in the family but is actually quite dated. Students are asked to discuss the article and how it might be changed.

When you have outlined the notes about the Constitution to your students ask them to write the original article in their copies so that they can examine it for themselves. Pose the questions and have a class discussion around the answers. Follow the same procedure for the recommended revision of the article.

Because the Constitution of Ireland was written in 1937 many things have changed in Ireland since that time. Society has changed. One of the biggest changes is the family and the definition of a family. The Constitution in 1937 did not take into consideration different types of families and how they are structured now. There is a lot of discussion in the media and in the Oireachtas about whether some of the articles relating to the family should be changed to reflect society now.

One of these articles in particular relates to the role of women and that is Article 41.2. This article states:

- 1. "In particular the state recognises that by her life within the home, woman gives to the State a support without which the common good cannot be achieved."
- 2. "The State shall, therefore, endeavour to ensure that mothers shall not be obliged by economic necessity to engage in labour to the neglect of their duties in the home."
- 1. What do you think this article means?
- 2. What do you think this article tells you about life in 1937?
- 3. What and how have things changed since then?
- 4. Do you think that this should be changed?
- 5. How would you change this article to make it more suitable for today?
- 6. Other than mothers who or what do you think the Constitution was trying to protect with this article?

The Constitution review group had a look at the entire Constitution and wrote a report called the Whitaker Report in 1996, which made suggestions for changes to the Constitution, which would reflect current society. They recommended that this article should be revised but using a gender neutral form which would recognise the significant contribution made to society by the large number of people who provide a caring function within their homes for children, elderly relatives and others.

They suggested that a revised form of this article might be the following:

"The state recognises that home and family life gives to society a support without which the common good cannot be achieved. The state shall endeavour to support persons caring for others within the home."

(Taken from the Report of the Constitution Review Group 1996 page 333)

- 1. What is different about this version?
- 2. Do you think this is better than the previous article?
- 3. Who might be the people who are caring for others within the home?

Hint: elderly relatives, partners, fathers, mothers, daughters...

LECTIONS VOTE ELECTIONS PARTICIPATION BALANCE ELECTIONS DEMOCRACY

SUPPLEMENTARY INFORMATION FOR TEACHERS

The Articles of the Constitution

Articles 1 - 11: deal with the State

Articles 12 - 14: deal with the Presidency

Articles 15 - 28: deal with the Government

Article 29: deals with the links between Ireland and other countries

Articles 30 - 33: deal with the advisors to the State

Articles 34 - 39: deal with the courts

Article 40: deals with personal rights

Article 41: deals with the family

Article 42: deals with education

Article 43: deals with private property

Article 44: deals with religion

Article 45: deals with social policy

Articles 46 - 50: deal with how the Constitution can be changed: Referendum

ELECTIONS VOTE ELECTIONS DEMOCRACY IN

CLASS 2 CHANGING THE CONSTITUTION

TEACHER'S NOTES

Explain the role of the Referendum Commission to the students followed by the activity, which gives them an insight into the amount of work that goes into a Referendum and how important it is that people understand and are informed about the proposed changes and what it will mean to them.

What is the Referendum Commission?

A new referendum commission is set up in Ireland for each new referendum that takes place, if the Minister for the Environment, Heritage and Local Government makes a ministerial order to appoint a commission.

The job of the Referendum Commission is to inform and explain to people about the referendum, the consequences of voting yes or no and also encouraging people to vote so that they can make their opinion known.

The Referendum Commission does this through an extensive Publicity Campaign, which can involve some or all of the following:

- · Sending out over 2 million booklets written in Irish and English.
- · A website with the booklet and some explanatory information
- · Advertisements on the television and radio
- · Press advertisements in national newspapers
- · Adwalkers who will also distribute leaflets
- · Junction drops where leaflets are handed out at junctions
- · Plasma Screens in shopping centres
- · Lo-call number that people can ring to ask questions
- · Cinema campaign where ads would be run prior to the movie.

ACTION IDEA



When your class have finished their advertisement campaign for their referendum you could hold a minireferendum in your class using the same format as for a mock-election but with appropriate ballot cards.



LECTIONS VOTE ELECTIONS DEMOCRACY I

ACTIVITY

Divide your class into groups of 4 and give each group plenty of paper.

Explain the instructions to students.



Imagine that the government have decided to hold a referendum on Article 41.2 using the proposed changed wording from the Whitaker Report.

You are part of the Referendum Commission and your job is to design the information campaign for an Adwalker to use. Remember you have four things to do in your campaign:

- · Inform people about the referendum
- · Consequences of a No vote
- · Consequences of a Yes vote
- Encourage people to vote

You can use slogans, images, sketches, pictures anything to get your message across. Bear in mind that the reason the Referendum Commission is using adwalkers is to target young people to vote so design your images and messages with this in mind. Also decide where you want your adwalker to go to try and get your information to as many young people as possible.

Don't forget to pick a date for your referendum if you are trying to encourage people to vote.

When the students have finished their adwalker campaign ask them to present them to the class.

All of the completed work could be displayed on the classroom wall.



LECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

SPECIAL NOTE

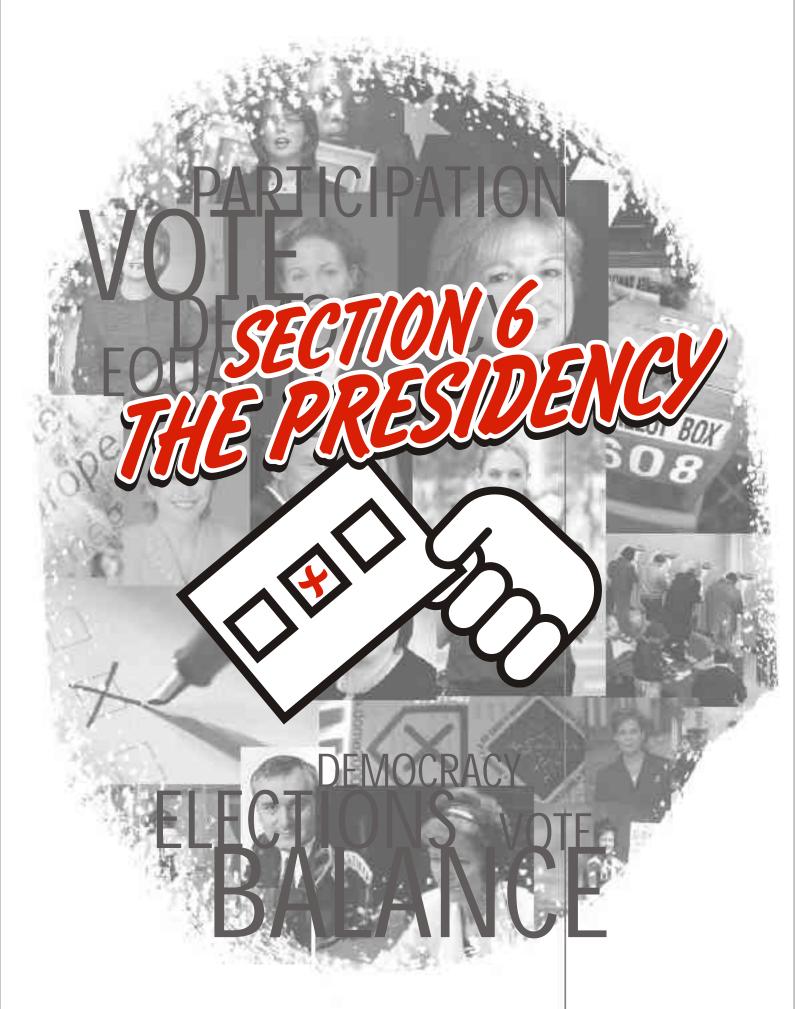
(in case you do not know what an adwalker is yet!)

An adwalker is an interactive sandwich board. It is a person wearing a black suit / compact body pack that incorporates a full size computer screen front and back. It is a wearable computer! It has a flat panel display and is touch screen enabled.

The Referendum Commission used this new type of advertising for the Citizenship Referendum 2004 with the express aim of targeting younger people to encourage them to vote. The adwalker also distributed leaflets to passers-by.







CLASS 1. PRESIDENTIAL OHIZ

		nswers afterwards w	vith the students or informally and discuss each os in total!	question a
1. How old do you have to	be to run for President of	Ireland?		
(a) 21	(b) 30		(c) 35	
A Presidential candidate m	oust be at least 35 years old	d.		
2. To vote in a presidential	election you must be at lea	ast:		
(a) 18 years old	(b) 21 years old	(c) 30 years old		
To vote in any election in Ir	reland you must be 18 year	s old and on the Re	gister of Electors.	
3. How many years are the	ere usually between Preside	ential Elections?		
(a) 4	(b) 5		(c) 7	
The term of office of Presi	dent is for seven years.			
4. How many times can the	e same person hold the offi	ice of President?		
(a) 1	(b) 2		(c) 3	
			nis. The President can renominate himself / herse esidential election. (e.g. Mary McAleese, Patrick J	
5. Where does the Preside	nt live?			
(a) Leinster House	(b) Áras an Uach	ntarán	(c) Dublin Castle	
(b) Aras an Uachtaran in t	he Phoenix Park			
6. Who was the first President	dent of Ireland?			
(a) Douglas Hyde	(b) Eamon de Valera	(c) W.T.	Cosgrave	
Douglas Hyde was the first	President of Ireland electe	ed in 1938.		
7. What is the name of the	e advisory group to the Pres	sident? Is it:		
(a) The Cabinet	(b) The Council of State	(c) The Advisory (Council	

The Council of State is the advisory group to the President, which is made up of the Taoiseach, the Tanaiste, the Chief Justice, President of the High Court, the Ceann Comhairle of the Dail, the Cathaoirleach of the Seanad, the Attorney General together with former presidents, Taoisigh and Chief Justices. It also includes up to a maximum of seven other persons whom the President may appoint at his / her discretion for the duration of the term.



LECTIONS VOTE ELECTIONS DEMOCRACY IN

CLASS 1: PRESIDENTIAL QUIZ (CONTINUED)

- 8. Who was the first female President of Ireland?
- (a) Mary Robinson
- (b) Mary McAleese

- (c) Mary Banotti
- (a) Mary Robinson was the first female President to be elected in 1990. Not only was this the first time a female was elected but it was also the first time ever that there were women candidates seeking election. In fact 4 out of the 5 candidates that year were women!
- 9. Who was the only President to have died in office?

Erskine Childers

10. How many past Presidents of Ireland can you name? Award a point for each correct answer.

Douglas Hyde 1938 - 1945 Eamon deValera 1959 - 1973 Cearbhall O'Dalaigh 1974 - 1976 Mary Robinson 1990 - 1997 Sean T. O'Kelly 1945 - 1959 Erskine Childers 1973 - 1974 Patrick J. Hillery 1976 - 1990 Mary McAleese 1997 -

True or False:

- 11. The President is the Commander-in-Chief of the Gardai in Ireland.

 False. The President is the Commander-in-Chief of the Defence Forces.
- 12. The President is the guardian of the constitution True.
- 13. The President picks and appoints the Taoiseach.

 False. The Dail picks the Taoiseach and the President gives the seal of office.
- 14. The Dáil and the Seanad can remove the President from office for certain kinds of misbehaviour. This is called impeachment. True. It has never happened yet!
- 15. The President cannot leave the state without the consent of the government. True.
- 16. Before a bill becomes law in this country the Taoiseach must sign it.

 False. Once a bill has been passed by the houses of the Oireachtas the President then signs it into law.



CLASS 2: OUR PRESIDENT

ACTIVITY

Photocopy the piece by President Mary McAleese and distribute to individuals, pairs or groups of students. Alternatively you could give the students the questions and read out the piece. Pose the following questions:

- 1. When was Mary McAleese inaugurated as the President of Ireland?
- 2. What does she say her job gives her a unique chance to do?
- 3. Name the 3 reasons why the role of the President is important?
- 4. What does the President do in her spare time?
- 5. How does President McAleese encourage young people?
- 6. What does the President say is her vision for young people in her inauguration speech?
- 7. What does President McAleese say about women's participation in democracy?
- 8. What is her comment about voting? Do you agree with her? Why?

LECTIONS VOTE ELECTIONS DEMOCRACY BALANCE ELECTIONS DEMOCRACY

PRESIDENT MARY McALEESE

President McAleese was inaugurated in Dublin Castle for a second term of office on Thursday 11th November 2004.

Hello, my name is President Mary McAleese and I am going to tell you a little bit about the work that I do. I have a difficult job, but very fulfilling, because I get a unique chance, not given to many people, to meet the people who are building up community all over Ireland, the people who just get on with life, give it their very best and put others always before themselves.

The Presidency has a very important role. I know from people I meet daily how important it is to them in their lives to have their work recognised or supported by the President. I also know how important it is that there is someone to perform the final check on legislation to ensure its compatibility with the Constitution. The Presidency is an important part of the democratic process.

My job is very busy and I also have to do a lot of travelling so I do not have a lot of spare time. However, when I do get a chance I like to read and to knit and of course most importantly spending time catching up on my children.

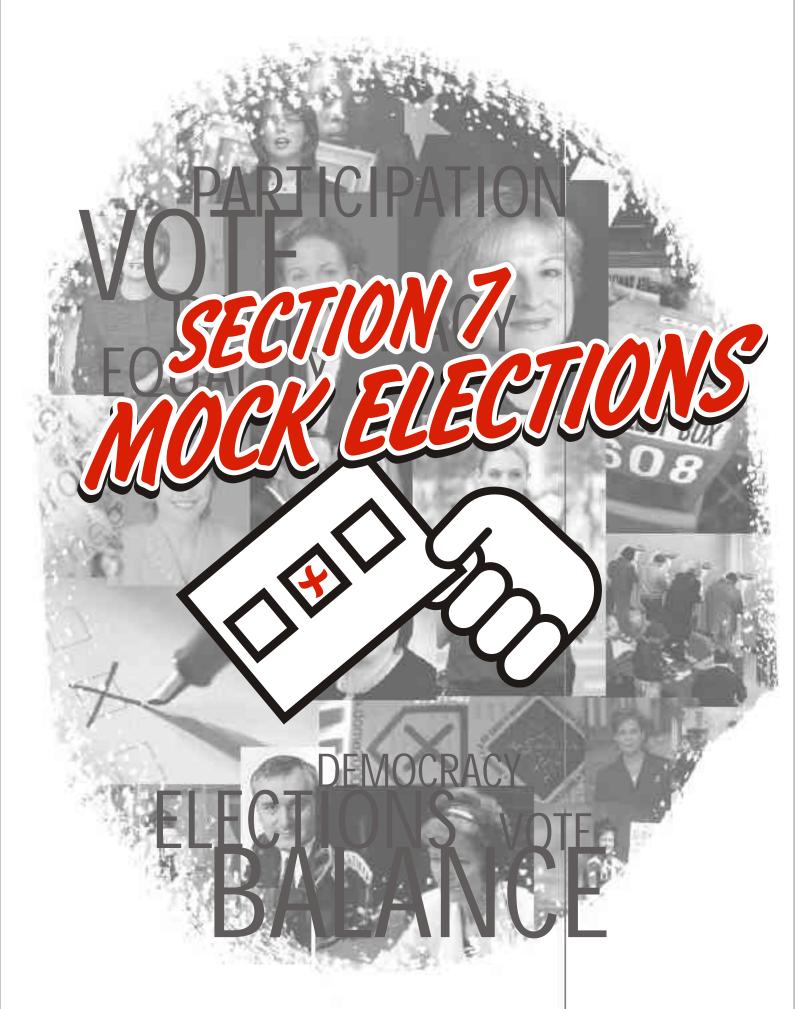


I believe in young people and have tried over the past seven years to give them every encouragement whether through schools encounters at Áras an Uachtaáin or on the many visits to schools and youth projects to give them faith in their own ability to shape their future. In the inauguration speech for my second term of office I state my intentions to continue my commitment to young people:

It will be my mission to nurture and celebrate commitment to community and to responsible citizenship and to encourage self-belief among the most marginalized. I intend to reach out to our wonderful young people, willing them on to become good leaders rather than the badly - led problem solvers rather than problems...

I believe that there is not enough participation by women in our democratic structures. I wish it were different. There have been very encouraging advances in the position of women in Ireland these last twenty years and it has been great to see so many women at a high level in Government. We have certainly come a long way since the thought of a woman President seemed unimaginable. That said it was very disappointing that more women were not elected to the Dáil in the last election but I hope many more women will get actively involved in local and national politics. We have a lot of talent yet to benefit from.

I would like to encourage everyone who has a vote to use it. The struggle for suffrage and for democracy was a hard, heartbreaking and a cruel one. It seems a shame not to use one's vote.



BALANCE ELECTIONS DEMOCRACY

ACTION PROJECT - MOCK ELECTION

Now that you have completed the module of work on democracy an action project of a mock election gives your students the opportunity to practise all they have learnt over the last number of weeks. Here you will find the steps to a mock election action project to guide you, should you decide to carry out one with your students.

You can carry out a mock election with your own CSPE class but for the purposes of voting you might consider including some of the following combinations of classes in your mock election:

Class group/s Year group/s Whole school

Your mock election could focus on the Local Government Elections, Dáil Elections, the European Parliament Elections, or could even be used to elect student representatives to the Student Council. Examples and support materials which students will need are supplied with this section.

Democracy is not a spectator sport and an action project such as this encourages students not only to be participative in their learning but will empower them with the knowledge and skills necessary to access the procedures and structures of their democratic system in the future.

What follows is a suggestion for some of the groupings you might consider to run the mock election. Within these groups or committees students should have their own individual task, which is their responsibility.

Students learn many various skills participating in any Action Project. Following the list of possible committees is an example of some of the skills that students are using while engaging in this Action. This list is by no means exhaustive and there are many other skills that students will use throughout the process.





LECTIONS VOTE ELECTIONS DEMOCRACY II

POSSIBLE COMMITTEES TEACHER'S NOTES

The following committees may prove useful in carrying out your Mock Election:

1. REGISTER OF ELECTORS COMMITTEE

Collect names and details from everyone intending to vote. Put together a Register of Electors. Produce in alphabetical order.

2. ADVERTISING COMMITTEE

Make colourful eye catching posters to advertise the upcoming mock election. Make posters or stick up fliers for the candidates. Inform participating classes of the time and date of the election.

3. POLLING CARD COMMITTEE

Using the template of a polling card given with this section, photocopy enough for all voters. Using the data from the Register of Electors fill out a polling card for every name. Issue the polling cards in time for the election.

4. BALLOT PAPER COMMITTEE

Using the example of the ballot paper given with this section, design your own ballot paper for your election. Photocopy and have enough ready for the day of the election.

5. BALLOT BOX COMMITTEE

Get a cardboard box e.g. a banana box.
Put the box into a black refuse sack and cut and fold to fit.
Cut out an opening in the sack and or box for ballot papers to be placed inside.



6. PRESIDING OFFICERS COMMITTEE

This committee will have overall responsibility for running the election on the day. Tasks may include:

setting up the tables in the polling station (classroom or hall) setting up a screen so that students can make a secret ballot checking names off the register as students vote and making sure that nobody votes twice watch over the ballot box to make sure that nobody interferes with it or puts anything other than a ballot paper into the box!

7. THE COUNT COMMITTEE

It is this committee's job to work out who has been elected. They will need to:

Count the votes.
Subtract any invalid or spoiled votes and work out the quota.
Count and recount.
Declare the winner/s.

A note on how PROPORTIONAL REPRESENTATION (PR) works:

The quota is the minimum number of votes required to capture a seat in a multi-member constituency using proportional representation through the single transferable vote. If nobody reaches the quota on the first count, the candidate with the least number of votes is eliminated and his/her votes are transferred.

The vote now goes to the second choice marked by the voter on the ballot paper. The person with the lowest number of votes is eliminated each time until somebody reaches the quota and is elected.

How to work out the QUOTA

Quota = (Valid Poll ÷ [Number of Seats + 1]) +1

Total Poll = 33,333 Invalid Papers = 8 Total Valid Poll = 33,325 Number of Seats = 4

Quota = (33,325 ÷ [4+1]) + 1 Quota = 6,666



LECTIONS VOTE ELECTIONS DEMOCRACY DEMOCRACY

SOME ASSOCIATED SKILLS

TEACHER'S NOTES

In organising a Mock Election students use many skills. It is vitally important for them to understand exactly what skills are being used or developed. Some of the different skills, which might be developed in the course of this Action Project are:



Organisational Skills

Communication Skills discussing, negotiating, introducing, thanking, liaising...

Technology Skills photocopying

Designing Skills

Presentation Skills

Counting Skills

Drawing Skills

Computer Skills

Typing / Word processing skills

Mathematical skills

Voting skills

Selection skills

AND MANY, MANY MORE



LECTIONS VOTE ELECTIONS DEMOCRACY

OTHER ACTION PROJECT IDEAS



Invite in a Guest Speaker to speak about balance in decision-making. You could choose for example:

A local Councillor

A TD

An MEP

A Minister

Somebody from the National Women's Council of Ireland.

Do a survey of a class group / year group in your school on the following:

What do students know about the workings of the Local Authority?

What do students know about the European Union?

What do students know about democracy? What do students know about elections and voting?

Organise your class to go on a visit to:

Áras an Uachtarán

The Dáil

The Seanad

A Council meeting

You could have a campaign to raise awareness in your school on:

Women in politics
Balanced representation and what it should mean
Elections and Voting
Democracy in Ireland

Celebrate a designated day in your school e.g.

8th March - International Women's Day 9th May - Europe Day Election Day (if there is a Local or European Parliament Election imminent)

Set up a Student Council in your school Something Else!

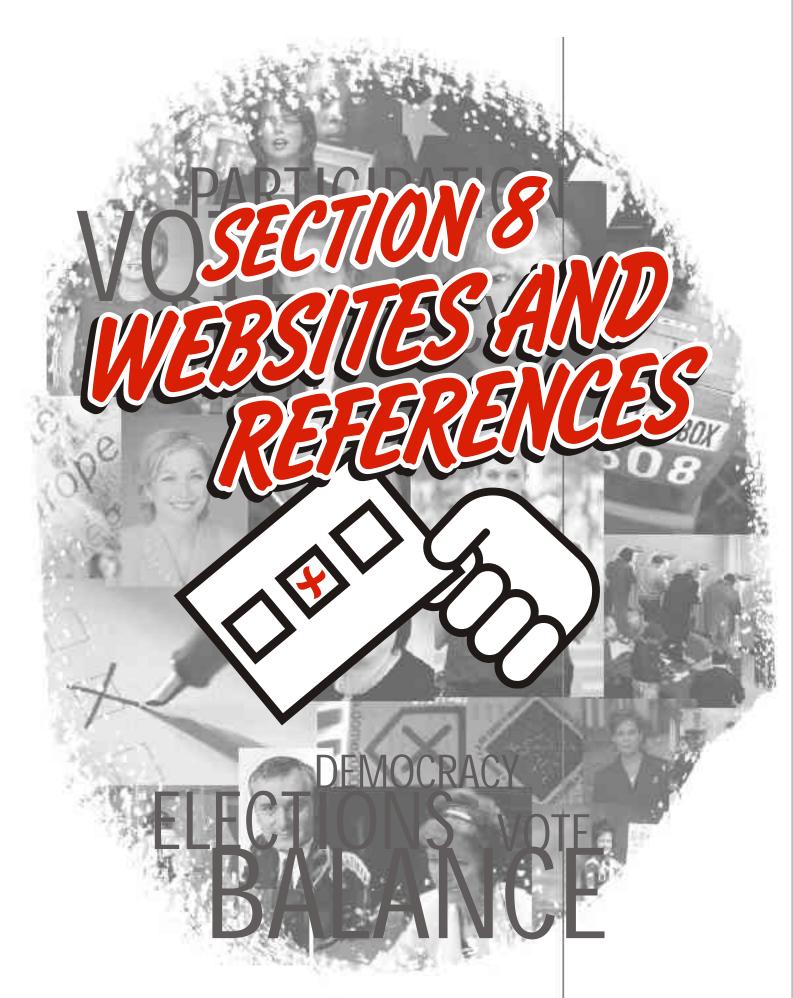


POLLING CARD

	SURE TO BRING EVIDENCE OF IDENTITY WHEN YOU GO TO VOTE.	BE SURE TO BRING EVIDENCE OF IDENTITY WHEN YOU GO TO VOTE.
BE SURE TO BRING EVIDENCE OF IDENTITY WHEN YOU GO TO VOTE -		

BALLOT PAPER

BUTLER - FIANNA FÁIL (Mary Butler of The Meadows, Bandon, Co. Cork; Company Director)	
DELANEY - LABOUR (Ned Delaney of Wheatfield House, Mallow, Co. Cork; Farmer)	
FLEMING - FIANNA FÁIL (John Fleming of Riverside Estate, Fermoy, Co. Cork; Public Representative)	
GORDON - PROGRESSIVE DEMOCRATS (Katie Gordon of The Rise, Blackrock, Co. Cork; Shopkeeper)	
GRACE - FINE GAEL (Miriam Grace of Muskerry Estate, Ballincollig, Co. Cork; Accountant)	
KEATING - FINE GAEL (Pamela Keating of Oak Road, Curraheen, Co. Cork, Doctor)	8
MAUGHAN - SINN FÉIN (Charlie Maughan of Patrick Street, Cork; Bank Official)	
PHELAN - FINE GAEL (Joe Phelan of Chestnut Park, Bandon, Co. Cork, Company Director)	
O'KELLY - NON-PARTY (Ross O'Kelly of Seaview, Kinsale, Co. Cork; Construction Worker)	
SAVAGE - GREEN PARTY (Diane Savage of Model Farm Road, Bishop- stown, Co. Cork; Interior Designer)	





USEFUL WEBSITES

Political Parties:

www.irlgov.ie - Irish Government website.

www.fiannafail.ie - Fianna Fail website.

www.finegael.ie - Fine Gael website.

www.labour.ie - The Labour Party.

www.greenparty.ie - Green Party website.

www.progressivedemocrats.ie - Progressive Democrats website.

www.sinnfein.ie - Sinn Fein website website.

www.dojo.ie/socialist/ - Socialist Party.

European Union:

www.eu2004.ie - Irish Presidency of the European Union website.

www.euireland.ie - EU Ireland website.

http://europa.eu.int - European Union.

http://europarl.eu.int - European Parliament website.

Elections and Voting:

www.environ.ie - Department of the Environment and Local Government (Elections, Proportional Representation, Electronic Voting)

www.electronicvoting.ie - Interactive website about electronic voting.

Women's Issues:

www.ndpgenderequality.ie

www.nwci.ie - National Women's Council of Ireland.

www.guide2womenleaders.com - World Wide Guide to Women in Leadership.

www.qub.ac.uk/cawp - The Centre for the Advancement of Women in Politics, in Queens University, Belfast website.

Student Representation:

www.dailnanog.ie - For information about the Youth Parliament in Ireland.

www.ussonline.net - Union of Secondary Students (umbrella organisation for second level schools and student councils)

www.studentcouncil.ie - Information on establishing Student Councils from The National Children's Office.



LECTIONS VOTE ELECTIONS DEMOCRACY IN BALANCE ELECTIONS

USEFUL PUBLICATIONS

Active Citizenship Voter Education Programme Vincentian Partnership for Justice Tel: 01 8780425

Email: vpj@eircom.net

Put More Women in the Picture National Women's Council of Ireland

Tel: 01 8787248 Email: admin@nwci.ie

Irish Politics - Jobs for the Boys National Women's Council of Ireland

Tel: 01 8787242 Email: admin@nwci.ie

Women and Politics in Contemporary Ireland - From the margins to the mainstream Yvonne Galligan Pinter - London and Washington (1998)

Women in Parliament - Ireland 1918-2000 Maedhbh McNamara and Paschal Mooney Wolfhound Press (2000) My Story - SUFFRAGETTE - The Diary of Dollie Baxter 1909-1913 Carol Drinkwater Scholastic Children's Books (2003)

Hanna Sheehy Skeffington Maria Luddy Historical Association of Ireland Dundalgan Press Ltd (1995)

Local Government in Ireland - Inside Out Edited by Mark Callanan and Justin F. Keogan Institute of Public Administration (2003)



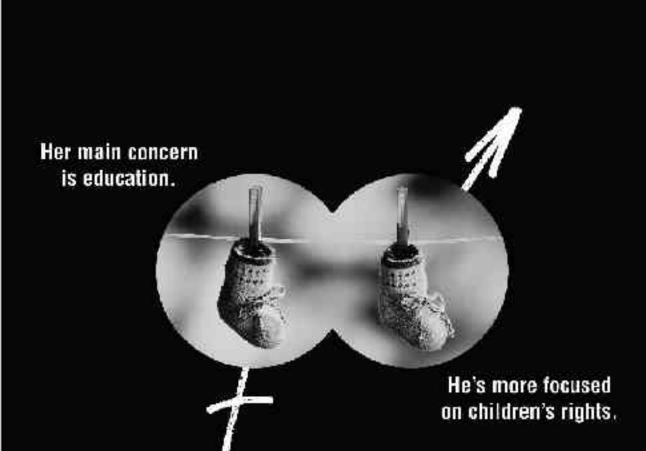


Complementary viewpoints will benefit the environmental policy.

We visit that districtions which affect potplois have mends are well-considered and well-bullanced. Complementary points of view ten offensived to decisions that are is more profused than those taken when only one side of the argument is freend. Convex is the world's largest demonstration before the project demonstration of expectations.

at it trans one-sided desistions. The auton women are u.t.m; obered by Birec to use. Only when the proportion of women in Parliament reflects the percent population will wo get the total and desistions we, and our other, all designs. That's something we see all change at the next European electrons.

VOTE FOR BALANCE BETWEEN WOMEN AND MEN



Their balanced vision guarantees the luture.

Procyclor would agree that it's his eye better to bear built wies of a story. Unless you do now conyon arrive at a fair and kalanced judgement? Unfodurately in the Padiament representing the world its largest democratic electricity.

this still \$nest I happen. Where are outnumbered finds to use. Which means that we unty ever really hear one point of view instead of getting the L.B. pictors. But that's something we can all shangs at the next European elections.

VOTE FOR BALANCE BETWEEN WOMEN AND MEN



Together, they have a clearer view on how to improve employment.

O non-leave in make important decisiones; dicheses prosto near both sides of the story. That way, you can make a he ansed decision based on adomination that computer grouter benefits from the your of its puris. Unfortunately in the Pauliament representing the world's largest democratic electronic, this so it doesn't lappen. Women are outcombered three to one, so we only over early treatment point of view instead affecting the best of bath worlds. But that's conciting we can all change at the next European electrons.

VOTE FOR BALANCE BETWEEN WOMEN AND MEW