ELECTION '16

Democracy & the General Election

VOTE

ELECTION '16

A module of work for use in Civic, Social and Political Education (CSPE)

Conor Harrison

In the course of producing this resource I have drawn on some previously produced CSPE Resources which I was involved in developing, as follows:

Harrison, C. (2011) **Election '11**, Dublin: Professional Development Service for Teachers
Phelan, D. (2007) **Giving Young People a Voice: Student Councils in Schools**, Dublin: City of Dublin ETB Curriculum Development Unit and SLSS
Phelan, D. (2005) **Vote! Exploring Democracy, Equality, Participation and Elections**, Dublin: City of Dublin ETB Curriculum Development Unit

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making a difference in education

ELECTION 2016

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INTRODUCTION

Welcome to *Election 2016: Democracy and the General Election*! As you are aware general elections in Ireland normally come around only every four or five years as determined by Article 16.5 of Bunreacht na hÉireann and the Electoral (Amendment) Act, 1927 and re-confirmed by Section 33 of the Electoral Act, 1992:

> ***Article 16.5. of Bunreacht na hÉireann, 1937***
> The same Dáil Éireann shall not continue for a longer period than seven years from the date of its first meeting: a shorter period may be fixed by law.

> ***Section 7 of the Electoral (Amendment) Act, 1927***
> The maximum duration of the Oireachtas without a dissolution shall be five years reckoned from the date of the first meeting of Dáil Éireann after the last previous dissolution.

The acceptance of five years as the maximum term for any single Dáil was reconfirmed by

> ***Section 33 of the Electoral Act, 1992***
> The same Dáil shall not continue for a longer period than five years from the date of its first meeting.

Consequently, the maximum term for the Dáil is five years from the date it first met following the last general election.

This resource is a compilation of Activities which will help you and your CSPE students to explore different aspects of Democracy in Ireland. Elections provide unique opportunities to explore real democracy in action. Why not seize the opportunity and dip into this resource to utilise some of the activities!

You'll also find some guidance for organising a Mock General Election Action Project. The final activity is there to help with understanding Proportional Representation (PR) and organising an Election Count, which can be the scary bit of carrying out an election as an Action Project!

Enjoy!

Conor Harrison

ELECTION 2016

ACTIVITY 1: IMAGES OF DEMOCRACY

Teacher's Notes

This activity introduces students to the concept of democracy. Through discussion and the use of images related to different aspects of democracy, students will gain a broad understanding of this concept. It is hoped that students will realise that everybody has a part to play in democracy. Every individual has a voice, but in a democracy it is your choice whether or not you use it and how you use it. Students need to become aware that democracy is all around us and not just sitting in Dáil Éireann. Show students some of the images from Election Campaign 2016 and invite them to gather their own!

Activity

For this activity the class will be split in half, so make enough copies of the Democracy Photographs (pages 8 - 13, including Election '16 Campaign Photos) so that each group of two or three students in the first half of the class gets a sheet. Stick the cartoon Images of Democracy Poster on the wall for the other half of the class who will be looking at these pictures.

Ask the groups to look at their sheets and to think about how these pictures or photos relate to the concept of democracy. Give them up to 10 minutes for discussion among themselves. You could pose some questions, such as:
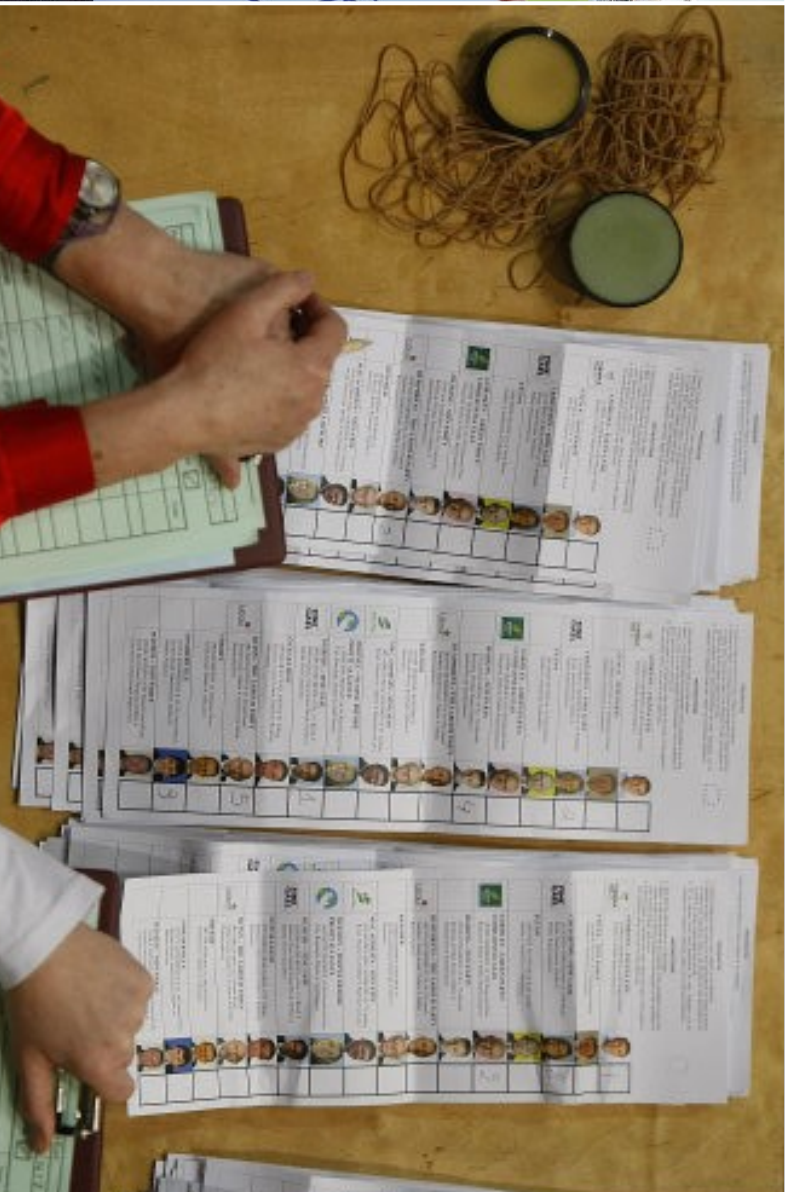• What do you see in the pictures?
• What is the story of each picture?
• What word(s) do you think of when you look at the pictures?
• Pick a picture that you particularly like and explain to the class what it is about and why you like it.

After the 10 minutes, ask each of the groups to put together what they have talked about — i.e. their definition of democracy. Ask a spokesperson from each group to present the definition.

Now that the class has a general idea that democracy means choosing your leadership/representatives and that you have access to the democratic structures that surround you, you can, for example, visit and speak with your local elected representative. You are given information everyday in the media about decision-making. You can let people know if you are not happy with something. You have a right to a voice, but also a choice as to whether or not you use it. These are all aspects of democracy.
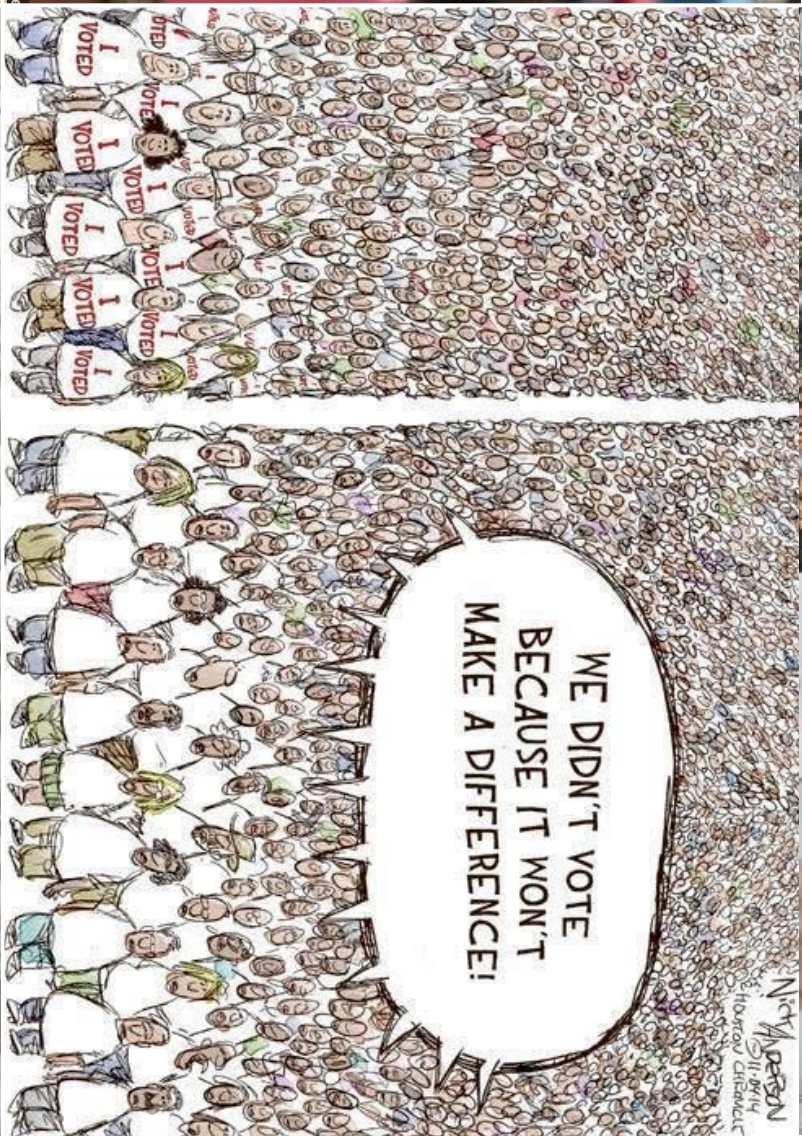
Have a discussion with the students posing the following questions:
• Is everything democratic in a democratic country?
• Should everything be democratic?
• Is there ever a good reason why things should not be democratic?
• Is your home - school - leisure club - sports club - youth club democratic?
• Could they be made more democratic? How?

student voice

N.U.W.S.S. 1898 MEN of BARNSLEY PETITION FOR SUFFRAGE 13

1ST WOMAN SUFFRAGIST ARRESTED IN LONDON

N.U.W.S.S. DEEDS NOT WORDS

VOTES FOR WOMEN

WOMEN'S SOCIAL & POLITICAL UNION

N.U.W.S.S. KENDAL

VOTE FOR WOM

N.U.W.S.S SHEFFIELD WOMEN'S SUFFRAGE ASSOCIATION

WE DIDN'T VOTE
BECAUSE IT WON'T
MAKE A DIFFERENCE!

I VOTED
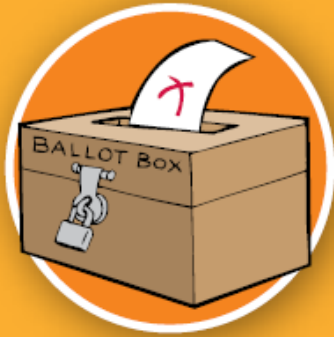
DON'T VOTE? DON'T COMPLAIN.

REGISTER TO VOTE HERE

Election
Campaign
2016

Election Campaign 2016

IMAGES OF DEMOCRACY

ACTIVITY 2: HOW POLITICS AFFECTS US….

Teacher's Notes

This activity is about students beginning to make sense of how politics/government affects them on a daily basis - often with regard to things we all take for granted.

The four cards provided focus on : 1) Where students live; 2) Sport; 3) Transport and 4) Music.

How Politics Affects… Activity

Ask students to think about how politics/government affects them. What about on a daily, weekly, monthly, yearly basis? Some of the students may not see a connection between politics/government and them.

Example:
Think about how politics affects the FOOD you eat

- It controls the 'Sell By' and 'Best Before' dating systems
- It sets farming and fishing quotas, which also affect prices
- It determines which artificial additives, colourings and preservatives can/can't be used
- It decides how much tax must be paid on imported produce, which affects prices
- It sets hygiene standards for food and takeaways

To aid understanding photocopy the four cards on pages 16 and 17 and give a card to a group of 3/4 students. Ask each group of students to think about the issues raised on their particular card. Ask them to consider what other areas of their lives are affected by politics/government not mentioned on these cards.

Ask students to make a poster showing how politics impacts on the lives of young people on a daily basis. They can use the ideas presented in the cards and some more of their own!

This activity has been adapted from educational materials available from the Northern Ireland Assembly Education Service at http://education.niassembly.gov.uk/

How Politics affects … where YOU live

Keeps the streets clean and free of graffiti

Opens and maintains public parks

Ensures that rubbish gets collected and how much of it then gets recycled

Maintains roads and footpaths in your area

Sets safety standards for your boiler and ensures that the person who fits and repairs it is properly qualified

How Politics affects … YOUR sport

Decides what sports facilities are provided

Decides what sports received government funding

Legislates to stop hooligans travelling to sports events abroad

Decides how much National Lottery funding can be spent on sport

Decides how much support goes to elite athletes competing in international games

How Politics affects … how You get about

Sets speed limits

Decides what roads should have bus lanes and cycle tracks

Sets safety standards for public transport

Sets the amount of tax to be paid on petrol and diesel

Decides how much money is put into public transport which affects the times and frequency of buses and trains

How Politics affects … YOUR music

Licenses music festivals

Says whether it is legal to download music from the internet

Limits how loudly music is played in nightclubs

Protects the rights of musicians through copyright laws

Prevents illegal raves from happening, and closes them if they do happen

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ACTIVITY 3: PARTY LEADERS & MINISTERS

Teacher's Notes

This activity is about getting students familiar with the leaders of the main political parties in Ireland as well as Government Ministers and their Departments.

The group of Ministers, led by An Taoiseach, is known as the Cabinet. The Irish Constitution (Bunreacht na hÉireann) determines that there can only be 15 Government Ministers, including the Taoiseach.

Ministers change depending on which political party/parties is/are in power. They are appointed by the Taoiseach and are sometimes changed in a cabinet reshuffle.

These activities focus on the 31st Dáil and upon the new Dáil. Very often the names of some Government Departments change to reflect government priorities.

Activity

Photocopy the Photo Quiz of Government Ministers and Political Party Leaders on page 20. Ask students in pairs to do the following:

A)   Name the politician

B)   Name his/her Political Party

C)   Name his/her Government Department, if relevant

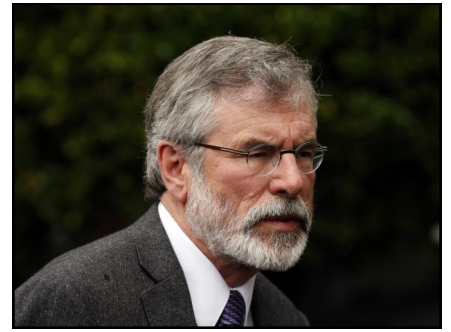D)   Name his/her Constituency

The Photo Quiz Answers are provided on page 21.

Photocopy the Government Departments Name Plates on page 22. These Name Plates have the names of the various Departments of the 31st Dáil. In fact one of the Name Places has the name of two Government Departments on it. Can you spot it?

Agriculture, Food and Marine is one Department and Defence is a separate Department. Why are they together? They are together because there are 16 Government Departments and only 15 Government Ministers!

Page 23 is almost blank for students to add in the names of the Government Departments of the 32nd Dáil and the names of the Ministers with responsibility for these Departments.

Party Leaders & Ministers of the 31st Dáil Photo Quiz Answers

Brendan Howlin (LAB), Minister for Public Expenditure & Reform [Wexford]

Frances Fitzgerald (FG), Minister for Justice & Equality [Dublin Mid-West]

Michael Noonan (FG), Minister for Finance [Limerick City]

Lucinda Creighton (RENUA), Party Leader [Dublin Bay South]

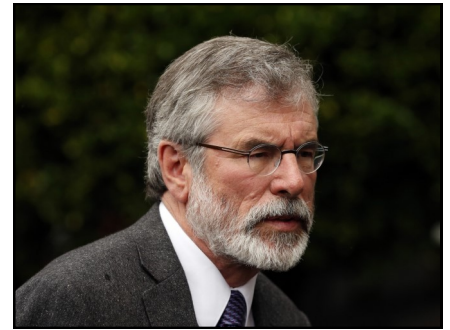Enda Kenny (FG), An Taoiseach and Party Leader [Mayo]

Leo Varadkar (FG), Minister for Health [Dublin West]

Alan Kelly (LAB), Minister for the Environment, Community & Local Government [Tipperary]

Jan O'Sullivan (LAB), Minister for the Education and Skills [Limerick City]

Gerry Adams (SF), Party Leader [Louth]

Catherine Murphy [Kildare North], Stephen Donnelly [Wicklow] & Róisín Shortall [Dublin North-West] Party Leaders (SD)

Mícheál Martin (FF), Party Leader [Cork South-Central]

Joan Burton (LAB), An Tánaiste & Minister for Social Protection & Party Leader [Dublin West]

Government Departments, 2011 to 2016 - Who is the Minister?

An Taoiseach

An Tánaiste &
Minister for Social Protection

Minister for Finance

Minister for Public Expenditure & Reform

Minister for Health

Minister for Foreign Affairs & Trade

Minister for Justice & Equality

Minister for Jobs, Enterprise & Innovation

Minister for Agriculture, Food & Marine & Defence

Minister for Children & Youth Affairs

Minister for Environment, Community & Local Government

Minister for Education & Skills

Minister for Communications, Energy & Natural Resources

Minister for Arts, Heritage & Gaeltacht

Minister for Transport, Tourism & Sport

An Taoiseach

ACTIVITY 4: THE IMPORTANCE OF VOTING

Teacher's Notes

The aim of this activity is for students to realise just how important it is for them to use their vote at the time of an election/referendum. This activity demonstrates what can happen if a large number of people do not vote. It shows the difference in the result if everybody was to cast their vote.

The Learner Driver Permit Activity

Photocopy the Learner Driver Permit Vote Cards on pages 26 - 28 and cut them into individual role cards. Distribute these role cards making sure that there are enough Yes votes to pass the motion on the first ballot. This activity is based on a class of 30 students, but can be adapted for any number of students as long as the motion gets passed initially.

The Motion is as follows:

"The age at which a person can apply for a Learner Driver Permit is to be raised from 17 to 21 years of age".

Ask the students to vote for/against the motion according to their voting role card and then count the votes. The motion is passed.

Ask the students to declare their identity and if and why they voted or not. Once this has been done ask the students to vote again, as themselves, based on their own opinions and see what happens. The chances are that the motion will be rejected if everybody votes!

Reflections: Discuss with the students their thoughts and opinions of both ballots and what they have learned about voting.

Vote Cards: YES **7**   NO **5**   DON'T VOTE **18**

You vote YES
You vote Yes because you have a lot of friends that you believe are too immature to be driving at 18 years of age

You vote YES
You vote Yes because an 18 year old driver who was speeding injured a friend of yours

You vote YES
You vote Yes because you think a lot of young people are careless drivers

You vote YES
You vote Yes because you think it will reduce the number of deaths on Irish roads

You vote YES
You vote Yes because insurance costs would be cheaper for young people aged 21

You vote YES
You vote Yes because a young driver knocked down and killed a member of your family

You vote YES
You vote Yes because you have a brother aged 16 and he is too mad to be driving for a long time yet!

You vote NO
You vote No because you believe that at 18 people are adults and should have the same rights as other adults

You vote NO
You vote No because it is a denial of your rights not to be allowed to drive at 18 years of age

You vote NO
You vote No because you couldn't apply ofr jobs needing a car until the age of 21 years

You vote NO
You vote No because it means that you will have less independence until you reach 21 years of age

You vote NO
You vote No because if this law is passed what's next?

You do not vote
You don't vote because you do not think that your one vote will make any difference

You do not vote
You don't vote because you do not know what the vote is about and you have no interest in finding out about it

You do not vote
You don't vote because you are too busy on the day of the vote

You do not vote
You don't vote because you are too tired to go out to vote

You do not vote
You don't vote because you are meeting up with your friends after class/work

You do not vote
You don't vote because you have training for the match at the weekend

You do not vote
You don't vote because your favourite TV programmes are on tonight

You do not vote
You don't vote because your friend needs help doing a job

You do not vote
You don't vote because everybody else will vote and they do not need your vote

You do not vote
You don't vote because you have a job interview the next day and you need to get ready

You do not vote
You don't vote because it's lashing rain and you'd rather stay in and not get your hair wet

You do not vote
You don't vote because you are sick in bed with a dose of the 'flu

You do not vote
You don't vote because you have an exam tomorrow and have to study

You do not vote
You don't vote because you had to work overtime and couldn't get there on time

You do not vote
You don't vote because your car broke down on the way

You do not vote
You don't vote because your mother is sick and you cannot leave her alone

You do not vote
You don't vote because you lost your polling card

You do not vote
You don't vote because you cannot read and do not want anyone to find out

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ACTIVITY 5: ELECTIONS - KEY WORDS

Teacher's Notes

Through this activity, students are led through the democratic process, step by step, using the story of one girl and her journey to becoming a member of the school's Student Council. Key words are highlighted in the text, and students will become familiar with how a person can become an elected representative, whether it be on the Student Council or in the national parliament, Dáil Éireann.

Activity

Note: This activity can be done individually, in pairs or in groups.

Photocopy *Student Council Elections: Lena's Story* on pages 30 - 31 and *Election Steps* on page 32.

Give a copy of *Student Council Elections: Lena's Story* to each student.

Either read the story aloud with students or allow them to read it themselves or in their groups.

When the students have finished reading and you are happy that they have understood it, distribute the *Election Steps* handout.

Explain the instructions on the bottom of the page and ask the students to work individually, in pairs or in groups.

When the activity is completed, ask a selection of the students or groups to identify the steps to election.

Follow-Up Activity

Ask the students to pick one of the following characters who has been involved in Lena's election process and then to write a paragraph about the process from that character's perspective:
- Ms. Casey
- Mr. Dunne
- Principal
- Lena's friend
- Another student

Student Council Elections:
Lena's Story

Hi, my name is Lena. I am in 2nd year and I want to tell you all about our Student Council Elections.

First of all, we did some work in CSPE about student councils and we learned what they are for and how important they can be in the school.

Two weeks ago, the Principal told us that the teachers would be taking names of people, or **NOMINATIONS**, for candidates for the student council.

I talked it over with my friends and decided that I would like to be a member of the student council. On the nomination day, one of my friends suggested my name and then my other friend backed this up. The teacher accepted the nomination and gave me a nomination form with my name and the names of my two friends — the first who **PROPOSED** me and the other who **SECONDED** me. In our school, you have to go to the Year Head to get the nomination form signed. If he didn't sign it, then I couldn't go forward as a candidate.

When I went to Mr. Dunne (my Year Head) to ask him to sign the form, he was quite happy to do it. He asked me why I wanted to be on the student council and I told him it was because students had lots of ideas and suggestions to make and this was a way that these could be heard. When I was finished talking to him, I handed in my completed nomination form to the Student Council Liaison teacher, Ms. Casey.

The following day, a list of candidates was put up on the noticeboard. There were eight people looking to be elected in my year, but only three could get a place on the student council.

I now had to think about how I was going to get the students to vote for me. The **ELECTION** was only a week away. My friends helped me to make some election posters, saying Vote for Me Lena. YOUR Voice is MY Voice on the Student Council. I had to put together a **MANIFESTO** saying what I would do for my class on the student council if I got elected. In the manifesto, I promised to work hard for the students and that I would keep them informed of everything I was doing. I also told them I would be looking

for their ideas to bring to the meetings.

I **CANVASSED** as many people as I could from my year to try and get them to vote for me (this just means I talked to people and tried to persuade them that I was the best person for the job). Some people said they would and others were honest and said they were supporting one of the other candidates.

On the day of the election, one of the 2nd-year classrooms was being used as a **POLLING STATION**. They had set up three **POLLING BOOTHS** in the station so that people could vote in private — a **SECRET BALLOT**. Ms. Casey had asked a friend of hers to come in for the day to act as the **PRESIDING OFFICER**, to make sure that the election was run fairly and properly.

My class queued up at the **REGISTRATION DESK**. The students there had a list of names and as you went up, they crossed off your name and handed you a **BALLOT PAPER**. This is to make sure that you don't vote more than once.
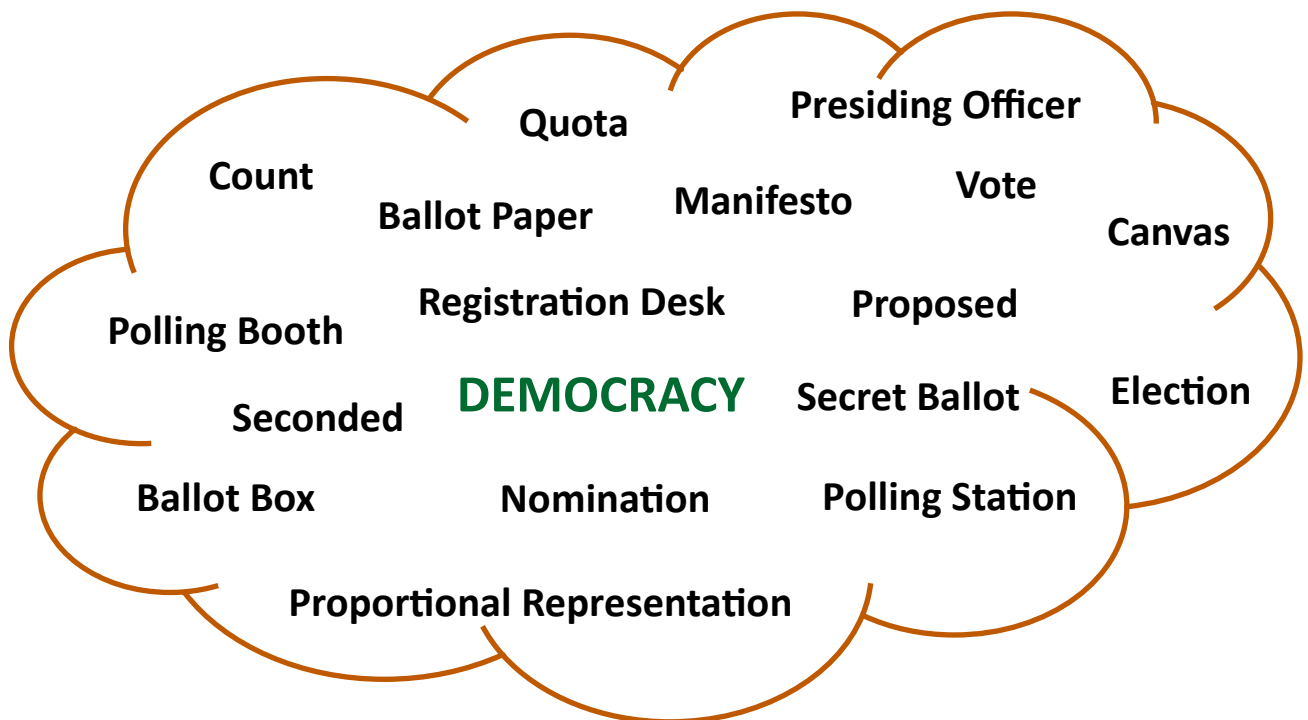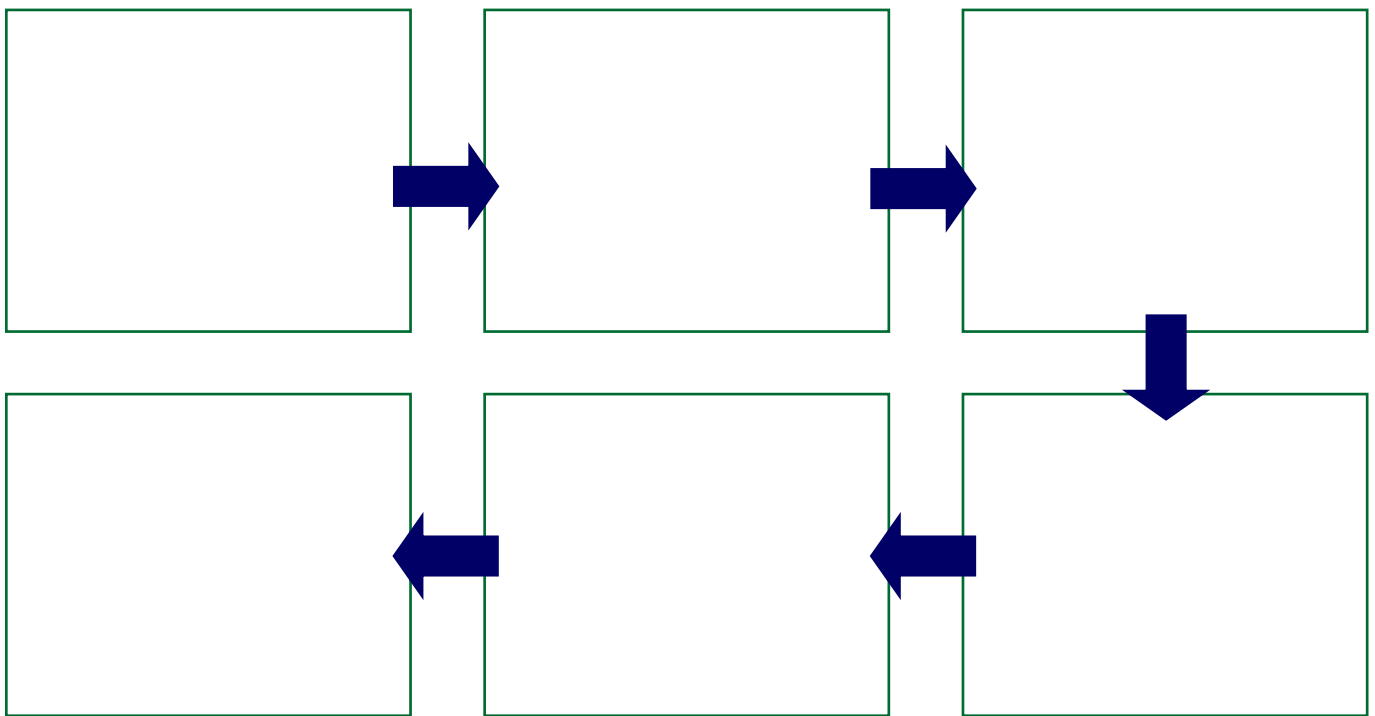
This was the first time I had seen the ballot papers and there was my name on it. I went behind one of the screens that made the polling booth and I put a number 1 in the box beside my name. I was going to fold it up and put it in the **BALLOT BOX** when I started thinking about who would I like to get elected if I didn't. I looked down through the list of candidates and decided who I would like (after me, of course) and I gave them a number 2, and then, just in case that didn't work out, I put a number 3 beside another person I thought would be good. This type of voting is called **PROPORTIONAL REPRESENTATION**, or **PR**, and means that you have some chance of having voted for the people who get elected.

When all of the classes had voted, the ballot boxes were opened and the **VOTES** counted. The counters had found out first how many people had voted so that a **QUOTA** could be worked out — this is the smallest number of votes that you need to get elected. Once the quota was set, they could now count how many votes each candidate got.

As I was a candidate, I was allowed to watch the count. It was very exciting and I didn't know right up to the last count whether I had been elected or not.

I was very lucky — I was the second candidate elected, which means that I will now be a member of the Student Council.

ELECTION STEPS

DEMOCRACY

Quota
Presiding Officer
Count
Vote
Ballot Paper
Manifesto
Canvas
Registration Desk
Proposed
Polling Booth
Secret Ballot
Election
Seconded
Ballot Box
Nomination
Polling Station
Proportional Representation

In the boxes above, place Key Words or symbols to show Lena's step-by-step journey to being elected to the Student Council. All of the words in the cloud are key words to help us talk about democracy. Lena being elected to the Student Council was **democracy in action**.

1. For all of the words in the cloud above, write into your copy what each word means. You can use Lena's story on pages 30 - 31 to help you.
   or
2. Draw a symbol or a picture into your copy to match each of the words in the cloud.

ELECTION 2016

ACTIVITY 6: ISSUES AND POLITICAL PARTIES

Teacher's Notes

This activity 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 this activity 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/Symbols Worksheet on page 34 and the Party Manifesto Worksheet on page 36.

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.*

Party Logos/Symbols Worksheet

These are the names and logos/symbols of some of the main political parties in Ireland. There are other parties too, such as The Anti-Austerity Alliance - People Before Profit, The Christian Solidarity Party, The Communist Party of Ireland, Direct Democracy Ireland/National Citizens' Movement, The People's Convention, United Ireland, Fís Nua, Irish Democratic Party, The Catholic Democrats, Republican Sinn Féin, The Socialist Worker Party, The Workers Party, Workers and Unemployed Action Group, etc. See what others you can find!

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

Party Logo/Symbol	We chose this logo/symbol because:

Activity continued

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.

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 collect photographs of the party leaders.

3. Ask the students to collect election literature coming through their letterboxes.

4. Ask students to collect newspaper/social media articles about the election campaign.

Party Manifesto Worksheet

Name of Party

_____

Party Slogan

_____

Issue

_____

Three Points about this Issue

1. _____

_____

2. _____

_____

3. _____

_____

Campaign Strategies

_____

_____

_____

Presentation as a Candidate

_____

_____

ELECTION 2016

ACTIVITY 7: THE MECHANICS OF VOTING

Activity

This activity can be done in pairs or in larger groups. Photocopy **The Steps in the Voting Process Cards** *on page 38 enough for each group and cut into the individual sections. Give each group a set of mixed up Steps Cards and ask them to sort them into the right order. When students have completed the task correct and discuss. The correct order is D, F, E, G, H, A, B and C.*

Teacher's Notes

This activity introduces students to many of the terms used to describe the different items they need to be familiar with in order to vote:

- Register of Electors
- Polling Station
- Polling Card
- Presiding Officer
- Ballot Paper
- Secret Ballot
- Ballot Box
- Candidates
- Returning Officer

You may wish to show your students what a Polling Card looks like!

POLLING INFORMATION CARD - CÁRTA VÓTAÍOCHTA

NUMBER

YOU VOTE AT:-

POLLING DAY

THIS CARD IS FOR INFORMATION ONLY: IT IS <u>NOT</u> AN IDENTITY CARD. BE SURE TO BRING EVIDENCE OF IDENTITY WHEN YOU GO TO VOTE - <u>SEE BACK OF THIS CARD.</u>

The Steps in the Voting Process Cards - Put cards in the correct order

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

B 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.

C At the end of Polling Day all the ballot boxes will be brought to a Central **Count Centre** in your area. The boxes will be opened, the ballot papers unfolded and counted one by one. Results will be known later that night or the following day. The results will be announced by the **Returning Officer**.

D Your name must be on the **Register of Electors** if you want to have a vote in an **Election** or **Referendum**. Every year people from the local authority call to houses to check the names and addresses of people over 18 years living in a house. 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 can check this out at www.checktheregister.ie.

E On 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.

F 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/ referendum. This card will have your name and address and the name of the place where you must go to cast your vote.

G When you get to the **Polling Station**, 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!

H 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.

ELECTION 2016

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	**1000 votes**
Blue Party	**999 votes**
Yellow Party	**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.

How to work out the Quota

Quota =
(Valid Poll ÷ {Number of Seats + 1}) + 1

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

Quota = (33,325 ÷ {4 + 1}) + 1
Quota = 6,666

ELECTION 2016

Activity

Divide the students into groups of three or four. Photocopy **The Ballot Papers***.*

- *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
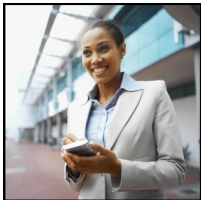
Louise's preference is voting for a Fine Gael/Labour Party government. She also likes the Independent Candidates! She definitely does not want The Fianna Fáil, The Green Party, or Sinn Féin in government, as she gives no vote to them at all!

Liam's preference is for the new parties - Social Democrats and Renua Ireland followed by Independents. He does not wish his vote to transfer to any other party or individual, which might help someone from another party to get elected.
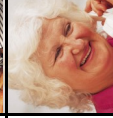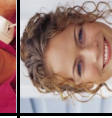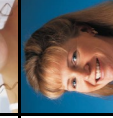
Linda does not vote for any particular party. In fact she would appear to have no party preference at all. It seems from her selection that her first choice candidates were all women stating that her desire was to see at least one of them elected and involved in decision-making processes. She possibly feels that women would better represent her, so she voted for individual women that she liked and did not care about their party.
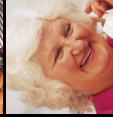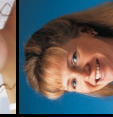
Louise's Ballot Paper

Candidate	Preference
BUTLER – SOCIAL DEMOCRATS (Mary Butler of The Meadows, Bandon, Co. Cork; Company Director)	
DELANEY – LABOUR (Ned Delaney of Wheatfield House, Mallow, Co. Cork; Farmer)	3
FLEMING – FIANNA FÁIL (John Fleming of Riverside Estate, Fermoy, Co. Cork; Public Representative)	
GORDON – NON-PARTY (Katie Gordon of The Rise, Blackrock, Co. Cork; Shopkeeper)	5
GRACE – FINE GAEL (Miriam Grace of Muskerry Estate, Ballincollig, Co. Cork; Accountant)	2
KEATING – FINE GAEL (Pamela Keating of Oak Road, Curraheen, Co. Cork; Doctor)	1
MAUGHAN – SINN FÉIN (Charlie Maughan of Patrick Street, Cork; Bank Official)	
PHELAN – RENUA (Joe Phelan of Chestnut Park, Bandon, Co. Cork; Company Director)	
O'KELLY – NON-PARTY (Ross O'Kelly of Seaview, Kinsale, Co. Cork; Construction Worker)	4
SAVAGE – GREEN PARTY (Diane Savage of Model Farm Road, Bishopstown, Co. Cork; Interior Designer)	

Liam's Ballot Paper

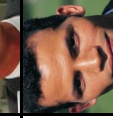| Candidate	Preference
BUTLER – SOCIAL DEMOCRATS (Mary Butler of The Meadows, Bandon, Co. Cork; Company Director)	1
DELANEY – LABOUR (Ned Delaney of Wheatfield House, Mallow, Co. Cork; Farmer)	
FLEMING – FIANNA FÁIL (John Fleming of Riverside Estate, Fermoy, Co. Cork; Public Representative)	3
GORDON – NON-PARTY (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)	
MAUGHAN – SINN FÉIN (Charlie Maughan of Patrick Street, Cork; Bank Official)	
PHELAN – RENUA (Joe Phelan of Chestnut Park, Bandon, Co. Cork; Company Director)	2
O'KELLY – NON-PARTY (Ross O'Kelly of Seaview, Kinsale, Co. Cork; Construction Worker)	4
SAVAGE – GREEN PARTY (Diane Savage of Model Farm Road, Bishopstown, Co. Cork; Interior Designer)	

Linda's Ballot Paper

Candidate	Preference
BUTLER – SOCIAL DEMOCRATS (Mary Butler of The Meadows, Bandon, Co. Cork; Company Director)	2
DELANEY – LABOUR (Ned Delaney of Wheatfield House, Mallow, Co. Cork; Farmer)	8
FLEMING – FIANNA FÁIL (John Fleming of Riverside Estate, Fermoy, Co. Cork; Public Representative)	9
GORDON – NON-PARTY (Katie Gordon of The Rise, Blackrock, Co. Cork; Shopkeeper)	1
GRACE – FINE GAEL (Miriam Grace of Muskerry Estate, Ballincollig, Co. Cork; Accountant)	4
KEATING – FINE GAEL (Pamela Keating of Oak Road, Curraheen, Co. Cork; Doctor)	5
MAUGHAN – SINN FÉIN (Charlie Maughan of Patrick Street, Cork; Bank Official)	7
PHELAN – RENUA (Joe Phelan of Chestnut Park, Bandon, Co. Cork; Company Director)	6
O'KELLY – NON-PARTY (Ross O'Kelly of Seaview, Kinsale, Co. Cork; Construction Worker)	10
SAVAGE – GREEN PARTY (Diane Savage of Model Farm Road, Bishopstown, Co. Cork; Interior Designer)	3

ELECTION 2016

ACTIVITY 8: TRUE REPRESENTATION

Teacher's Notes

This activity explores the whole notion of representation. Most students will be familiar with Abraham Lincoln's 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 what if there was a large group of 'Green Martians' living here and there were no 'Green Martians' in the Dáil? Who speaks for them, says what their needs are, disagrees with something which is not good for them, or in other words - Who represents them, if there are no 'Green Martians' in the Dáil?

Our country and society is made up of many groups who are entitled to representation in decision-making. The following activity highlights the current situation in Ireland regarding representation. The activity aims to make students aware of, and thinking about, what representation means to them.

Who Represents Who? Activity

Photocopy the Who Represents Who? Cards and cut them into individual cards. 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 particular case study. They may need a calculator for this exercise - one per group. This is a real numeracy opportunity! Please note that in order to get accurate figures students should use the % button on the calculator when working out the figures.

Formula:
Group Number ÷ Total Population % button = Percentage of Population
166 x Figure for Percentage of Population % button = Ideal number of TDs to represent the particular group

Example:
(a) To find out what percentage of the Population are men
2,272,699 ÷ 4,588,252 = **49.5%**
(b) To find out how many male TDs would reflect true representation in the Dáil
166 x 49.5% = **82**

When all the figures have been worked out discuss these questions with students
Who is over represented? Who is under represented? Who is not represented at all?

Who Represents Who? - Student Cards

Card 1: Women in Ireland

The population of Ireland, according to Census 2011, is 4,588,252.

There are 2,315,553 women living in Ireland. At present 27 of the 166 TDs in Dáil Éireann are women.

(a) What percentage of the population in Ireland is made up of women?
(b) How many female TDs should we have to represent them?

Card 1: Men in Ireland

The population of Ireland, according to Census 2011, is 4,588,252.

There are 2,272,699 men living in Ireland. At present 139 of the 166 TDs in Dáil Éireann are men.

(a) What percentage of the population in Ireland is made up of men?
(b) How many male TDs should we have to represent them?

Card 1: The Travelling Community

The population of Ireland, according to Census 2011, is 4,588,252.

There are 29,573 members of the Travelling Community living in Ireland (14,625 men and 14,948 women). At present none of the 166 TDs in Dáil Éireann are from the Travelling Community.

(a) What percentage of the population in Ireland is made up of Travellers?
(b) How many TDs should we have to represent them?

Card 4: Young People (Under 19 Years)

The population of Ireland, according to Census 2011, is 4,588,252.

There are 1,251,855 Under 19s living in Ireland (641,094 males and 610,761 females). At present none of the 166 TDs in Dáil Éireann are Under 19. You have to be over 21 years of age to become a TD!

(a) What percentage of the population in Ireland is Under 19?
(b) How many TDs aged Under 19 should we have to represent them?

Card 5: Older People (Over 65 Years)

The population of Ireland, according to Census 2011, is 4,588,252.

There are 524,134 Over 65s living in Ireland (236,574 males and 287,560 females). At present 32 of the 166 TDs in Dáil Éireann are Over 65 (as of Feb 2016).

(a) What percentage of the population in Ireland is Over 65?
(b) How many TDs aged Over 65 should we have to represent them?

Who Represents Who? - Answers

Card 1: Women in Ireland

(a)   What percentage of the population in Ireland is made up of women?

$$2,315,553 ÷ 4,588,252 = \textbf{50.5\%}$$

(b)   How many female TDs should we have to represent them?

$$166 \times 50.5\% = \textbf{84}$$

**There are 27 female TDs in the 31st Dáil!
What are the figures like for the 32nd Dáil?**

*Remember there will only be 158 TDs
in the new parliament.*

Card 1: Men in Ireland

(a)   What percentage of the population in Ireland is made up of men?

$$2,272,699 ÷ 4,588,252 = \textbf{49.5\%}$$

(b)   How many male TDs should we have to represent them?

$$166 \times 49.5\% = \textbf{82}$$

**There are 139 male TDs in the 31st Dáil!
What are the figures like for the 32nd Dáil?**

*Remember there will only be 158 TDs
in the new parliament.*

Card 1: The Travelling Community

(a)   What percentage of the population in Ireland is made up of Travellers?

$$29,573 ÷ 4,588,252 = \textbf{0.6\%}$$

(b)   How many TDs should we have to represent them?

$$166 \times 0.6\% = \textbf{1}$$

**There are no Traveller TDs in the 31st Dáil!
What are the figures like for the 32nd Dáil?**

*Remember there will only be 158 TDs
in the new parliament.*

Card 4: Young People (Under 19 Years)

(a)   What percentage of the population in Ireland is Under 19?

$$1,251,855 ÷ 4,588,252 = \textbf{27.3\%}$$

(b)   How many TDs aged Under 19 should we have to represent them?

$$166 \times 27.3\% = \textbf{45}$$

**There are no Under 19 TDs in the 31st Dáil!
How many males & females should there be?
What are the figures like for the 32nd Dáil?**

*Remember there will only be 158 TDs
in the new parliament.*

Card 5: Older People (Over 65 Years)

(a)   What percentage of the population in Ireland is Over 65?

$$524,134 ÷ 4,588,252 = \textbf{11\%}$$

(b)   How many TDs aged Over 65 should we have to represent them?

$$166 \times 11\% = \textbf{18}$$

**There are 32 TDs Over 65 in the 31st Dáil!
How many females and males should there be?
What are the figures like for the 32nd Dáil?**

*Remember there will only be 158 TDs
in the new parliament.*

ELECTION 2016

ELECTION 2016

ACTIVITY 9: THE 'GENDER' ELECTION

Teacher's Notes

There will be more female candidates standing for election on Friday, 26th February than in any previous General Election. A record number of women will contest the election and when the 32nd Dáil meets on Thursday, 10th March the brown benches of the Dáil Chamber may well have less of the grey and navy suited males sitting upon them.

163 of the 551 declared candidates for Election 2016 are women. So, the number of female candidates has doubled since the last general election. Now, on average, there are 4 women running per constituency. Half of the constituencies (20 of the 40) have 30% or above of female candidates. In Dublin South West there are 8 women running, the highest number in one constituency. Only one constituency in the country, Limerick City, has no female candidates!

In Election 2011 only 15% of candidates (86 of the 566 candidates) were women, and in the end women took 15% of the Dáil seats, rising to 16% and 27 seats after the 2014 by-elections. As a result, according to the Table on page 49 Ireland is ranked 88th of 190 nations in terms of the representation of women in national parliaments.

If true representation, in terms of gender, were to happen, as seen in the previous activity, there should be 80 female TDs and 78 male TDs in Dáil Éireann! We will know on the weekend of 27th - 28th February just how many women and men will be representing us on those brown benches.

The 'Gender' Election Activities

Photocopy the Women in National Parliaments table on page 49 and the newspaper articles about Gender Quotas on pages 50 to 57 and ask your students to read them and to think about what these sources tell us about Gender Equality and Representation.

Ask you students to answer the following questions:

1) Why do you think so few women have put themselves forward for election?
2) Is there anything that could be changed that might make it more attractive for women to become politicians in Ireland?
3) What do you think of the 30% quota of female candidates rule? Why might someone be in favour of it? Why might someone be against it?
4) Do you think voters should vote according to gender? Why?

Female members of the Oireachtas, past and present, in Leinster House under a portrait of Countess Constance Markievicz in December 2008 marking the 90th Anniversary of the 1918 election, the first time women were entitled to vote.

Women in National Parliaments

Country	Seats in Parliament	Number of Women	% of Total
01. Rwanda	80	51	63.8%
02. Bolivia	130	69	53.1%
03. Cuba	612	299	48.9%
04. Seychelles	32	14	43.8%
05. Sweden	349	152	43.6%
10. Finland	200	83	41.5%
11. Iceland	63	26	41.3%
12. Spain	350	144	41.1%
21. Germany	631	230	36.5%
32. New Zealand	121	38	31.4%
40. United Kingdom	650	191	29.4%
46. Australia	150	40	26.7%
49. Canada	338	88	26.5%
67. Albania	140	29	20.7%
75. USA	434	84	19.4%
85. Morocco	395	67	17.0%
88. IRELAND	**166**	**27**	**16.0%**
109. India	543	65	12.0%
134. Nigeria	360	20	5.6%
144. Yemen	300	0	0.0%

The data in the table above has been compiled by the Inter-Parliamentary Union on the basis of information provided by National Parliaments by 1st December 2015. 190 countries have been classified in descending order of the percentage of women in the lower or single House of Parliament.

We must seize chance to change the gender balance in parliament

Niamh Gallagher

ON FEBRUARY 26 the 83,384 people of Limerick County will have a different experience to their fellow citizens nationwide. This time around – unless we have an inspired late entrant to the race – theirs will be the only ballot paper in the country without a female candidate on it. In previous elections this might not have made Limerick such an outlier, but this time it certainly does because if there's one thing that's different about this election it's the number of female candidates in the field.

This is all the more remarkable given where we've come from. In 2011 just 86 women contested the election. Of more than 500 candidates, they made up 15pc. This time there are 156 women selected and counting, that's just over 30pc and almost double the number that ran in 2011. This change is even more striking given the trend since 1997 of an ever-falling proportion of women contesting. In 1997 female candidates made up 20pc of those on the ballot, in 2002 it fell to 19pc, then to 17pc in 2007 and down to the doldrums of 2011 at 15pc.

This time, driven by the gender quota legislation introduced in 2012 and the energy and motivation around the issue of women's political participation, the figure has doubled, and doubled in style. We have leaders emerging, the three 'beacon' constituencies of Waterford, Dún Laoghaire and Dublin Rathdown, which boast more than 50pc female candidates apiece, closely tailed by another 25 constituencies with 30pc female candidates or higher. This is a sea-change from 2011, when 30 of the 43 constituencies had two or fewer women on the ballot, and 19 constituencies elected no women at all.

This performance puts paid to the traditional party mantra that "we just can't find the women". This time they went looking and – surprise! – they found them in numbers. The larger parties didn't have to look too far; the majority of their female candidates came from within their established ranks: 85pc of them are either currently elected as TDs or councillors, or have run for election before. Add to that the Independents and smaller parties, many formed for the first time, and that number falls to 75pc, still a significant proportion. These figures demonstrate that the women on our ballot papers are for the most part experienced political operators, vote-getters and winners, ready and prepared for the job ahead.

But that's all very well – the women are on the ballot paper – but why should we care? And, more importantly, why should we vote for them? What difference can they make? Well, plenty. We know from international research that parliaments with a balance of women and men make decisions differently, and make different decisions. Women tend to take an open and collaborative approach to making policy, engaging many voices and sharing information as plans progress. They view decisions with a broad lens, viewing both the economic elements of, say, a city transport policy, and the social impacts: how will families get around, what is the impact on people with disabilities, with buggies, people making multiple stops? This is a simple example, but it demonstrates the importance of having a variety of perspectives and experiences around the tables where decisions are

If you believe that this matters, get active. Find a woman candidate who aligns with your views and support her

made. And of course, there's the simple point about representation. When we look at our parliament we want it to reflect us, the people. Right now, it's far from that. Improving the gender balance would be a first and necessary step, though there are more to go.

In less than three weeks now we have a chance to make a change and we should grab it. The groundwork over the past five years has ensured that we have a healthy proportion of female candidates on the ballot paper. Now it's about making sure that translates into a strong band of women walking through the gates of Leinster House as newly elected TDs in March. Between now and February 26, if you believe this matters, get active. Find a woman who aligns with your views and support her with your time, your skills and your networks; join a canvass team, drop leaflets, advocate on her behalf, promote her with friends, family and on social media, and, most importantly, get out there on election day and give her your number one vote.

We have talked about this problem for long enough. We have a Government that took strong measures to address it through the gender quota legislation, and women who have been ready and willing to stand up and put themselves forward for election. Now it's over to us, the voters. Let's see what change would look like. Get out there and elect a woman with a number one. Unless you're one of the 80,000-plus in Limerick County, you should have a fine number to choose from.

Labour leader Joan Burton is one of 156 women candidates in this election

Gender quotas and public funding of main parties distort democracy

David Quinn

POLITICS to a certain extent is a cartel. In most countries, there are long-established parties and it is extremely hard for new parties to break into the system. This is especially true in countries that don't have proportional representation.

In Britain, the likes of UKIP or the Liberal Democrats never get the number of seats their share of the vote would warrant.

Today, it is harder than ever to break into the cartel. That is because of public funding of political parties.

Since the last General Election, Fine Gael has received something like €23m from the State; Labour €15m or so; Fianna Fáil around €14m; Sinn Féin around €9m. These are very big figures.

State money is allocated in accordance with a given party's share of the first preference vote in the previous General Election. If your party didn't exist in the last election, then obviously you receive nothing.

Fair enough, you might say. The trouble is that no new party could possibly hope to raise anything like those sums and that was before very strict fund-raising restrictions were introduced, and made even stricter by this Government almost as soon as it took power.

The established parties therefore have two big advantages over new ones. The first is the huge sums of money they receive from the State, while the second is the severe restrictions on money that can be raised from members of the public or from private organisations.

The maximum that can be accepted by a political party in a given year from a member of the public or from an organisation is €2,500.

The maximum a candidate can receive is €1,000.

The purpose of the restrictions is to ensure that no one individual or organisation can use money to unduly influence the political process. But how much influence is €2,500 going to get you with a political party, or €1,000 with a candidate?

These limits completely suit the established parties, in view of the huge amounts of money they receive from the taxpayer.

There are various reasons why Renua and the Social Democrats are struggling to make a breakthrough in this election, but the manner in which the parties are funded is a big one.

The new parties have no State money but it should not have been made so hard to raise large sums from the general public or private organisations. How do you run a proper election campaign with very little money? How is that democratic? It isn't.

The amount of money the established parties receive from the public purse is doubly indefensible given that it is highly unlikely they ever received anything like the above-mentioned sums from corporations or trade unions.

If State funding of political parties is in any way defensible, they ought to be receiving no more than they used to receive in corporate donations.

The established parties are not supposed to spend public funds directly on election campaigns. But given that they can fund their party structures out of public money, it means anything else they raise can be spent on elections.

So public money is indirectly subsidising their election campaigns. In other words, public money is being used, in effect, to overwhelm the new parties.

Other countries have seen new parties break through. It happens regularly in Italy, where faith in the main parties broke down long ago, and it is happening in Spain and Greece.

In Ireland, we're instead seeing disaffected voters gravitate towards Independent candidates. And seeing as the new parties are finding it so hard to establish a real national profile, many disaffected voters are gravitating towards Independent candidates with strong local profiles.

If the strengthening of the cartel-like system of Irish politics is one undemocratic effect of public funding of established parties, there is another one, and it is the way public funding can be used to blackmail those parties into adopting certain policies.

In this election, all parties in receipt of public funding must ensure at least 30pc of their candidates are women or else lose half of that funding.

It should really be entirely up to each party to decide how many candidates of each sex to field. The public can then decide who to vote for. If a given party has a good balance of male and female candidates, then they can vote for that party if that is what they want.

If they prefer to vote on the basis of a party's policies – or the ability of a given candidate – instead of on the basis of the sex of the candidate, then they can do that instead. That is the democratic way.

Writing in this newspaper on Monday, Niamh Gallagher, of 'Women for Election', said that Ireland would benefit from having more women politicians, because: "Women tend to take an open and collaborative approach to making policy, engaging many voices and sharing information as plans progress."

She goes on in this vein. Note, by the way, how women and men are supposed to bring different qualities to politics whereas in the marriage referendum we were told they don't bring different qualities to parenting and therefore the sex of a child's parents doesn't matter a bit. Love is all you need.

On that basis, the quality

> ## Gender quotas should not be forced on the main parties, they should be voluntary

of a candidate should be all that matters, not the sex of the candidate.

But maybe Gallagher is correct, and women on average do bring different qualities to politics. That still isn't an argument in favour of gender quotas. It is simply something the public should take into consideration when deciding who to vote for.

We will find out soon enough whether the gender quota will have a big impact on the number of women who actually get elected. I suspect it will have little impact. What then? Should we require that a quota of Dáil seats be set aside for women no matter what the public thinks or wants?

We see here again the undemocratic nature of egalitarian thinking. If the public won't vote for 'equality', then 'equality' must be imposed by diktat.

We also see how one undemocratic measure reinforces another. Public funding of parties is cartel-like. That funding is then used to foist gender quotas upon us, which is also undemocratic.

The answer is to reject both gender quotas and public funding of the established parties. Both measures distort democracy and it is all too typical of Irish politics that the measures met so little resistance.

Pictured at the launch of 'Women for Election', on International Women's Day in 2012, inspiring women to 'get on the ticket', were co-founders Niamh Gallagher and Michelle O'Donnell. Picture Conor McCabe Photography.

Taken from Irish Independent, Friday, 12th February 2016

Quotas see more women on the ballot, but it is up to voters to now decide their fate

Geraldine Kennedy and **Claire McGing**

The new rule ensures at least 30% of candidates must be female, with all parties complying to date

This time, voters have a real choice to correct the gender imbalance, if they want to do so.

In 2011, Niamh Gallagher and Michelle O'Donnell-Keating set up Women for Election in 2011 to inspire, equip and mentor women to succeed in politics.

In Noel Whelan's recently published *Tallyman's Campaign Handbook*, they write that "Ireland has one of the worst records in the developed world on bringing women into politics".

The company Ireland keeps is questionable, ranking 86th out of 189 countries globally, alongside countries like Libya, Uzbekistan and North Korea.

In the European Union, Ireland ranks 24th out of the 28 EU states, even though Ireland recorded "the highest number ever" of women in the Dáil, taking 15 per cent of the seats.

This time, there are more women candidates standing in the 2016 general election than ever before in the history of the State – due largely, but not exclusively, to gender quotas.

The Electoral (Amendment) (Political Funding) Act, 2012 compels all political parties to field a minimum of 30 per cent women candidates for the first time in this election.

If they fail, they face the threat of losing half of their State funding. The legislation, in fact, specifies that at least 30 per cent of candidates should be male and 30 per cent should be female.

Limit donations

This legal compulsion is serious for most parties given that the Act also set out to limit political donations to agreed and transparent levels. The donations politicians and political parties could receive were cut. In Fianna Fáil's case, it stood to lose up to €9 million if it did not comply with the new regime.

Most of the political parties and groupings, new or old, registered or unregistered, have complied to a greater or lesser extent with the gender quota.

There are 155 women candidates, more than ever before, standing in the 2016 general election out of a total of 506 declared to date.

The official closure of nominations will not happen until tomorrow. There are 351 male candidates. So, for the first time ever, the proportion of candidates breaks down 30.6 per cent women; 69.4 per cent men.

It is worth recording that 34 per cent of the candidates selected by the main eight political party groupings are women: 121 out of a total of 356.

Taking a closer look at the outcome of the selection conventions within parties is also an interesting exercise this time. Fine Gael is fielding 88 candidates of which 27

are women (30.7 per cent) and 61 are men with 40 (out of 40) selection conventions completed;

Fianna Fáil is fielding 71 candidates of which 22 are women (31.4 per cent) and 49 are men with selection conventions completed;

Sinn Féin has selected 50 candidates of which 18 are women (36 per cent) and 32 are men with all conventions completed;

The Labour Party is running 36 candidates, less than the last election for reasons of political strategy, of which 13 are women (36.1 per cent) and 23 are men with all conventions completed;

The Green Party is fielding 40 candidates, of which 14 are women (35 per cent) and 26 are men with all conventions completed.

Conventions

Renua Ireland is fielding 26 candidates of which 8 are women (30.17 per cent) and 18 are men with all conventions completed;

The Social Democrats are fielding 14 candidates of which six are women (42.9 per cent) and 8 are men.

The Anti-Austerity Alliance-People Before Profit, following their amalgamation and registration as a political party on October 16th last, confirm that they are fielding

2016 declared candidate list
Gender breakdown by party

PARTY	Tot	Men	%	Women	%
Fine Gael	88	61	69%	27	31%
Fianna Fáil	71	49	69%	22	31%
Sinn Féin	50	32	64%	18	36%
Labour Party	36	23	64%	13	36%
Green Party	40	26	65%	14	35%
Renua Ireland	26	18	70%	8	30%
Social Dems	14	8	67%	6	43%
AAA-PBP	31	18	68%	13	42%
Ind/Others	150	116	77%	34	23%
TOTAL	**506**	**351**	**69%**	**155**	**31%**

31 candidates of which 13 (41.9 per cent) are women and 18 are men.

A measure of the greater woman participation in this election campaign can be gleaned from the fact that 86 women (15.2 per cent) out of a total of 566 candidates contested the last general election in 2011. Some 66 out of 351 candidates (18.8 per cent) selected by the political parties were women. The breakdown was: Fine Gael 15.4 per cent, Labour 26.5 per cent, Fianna Fáil 14.7 per cent, Sinn Féin 19.5 per cent, Green Party 18.6 per cent, United Left Alliance 25 per cent and Independent/non-party 9.6 per cent.

A total of 25 women were elected in 2011, three more than in 2007 and 2002. It is the highest number of women ever elected in the history of the State. And, the number has increased due to byelections in the 31st

■ Female members of the Oireachtas, past and present, in Leinster House under a portrait of Countess Markievicz in December 2008 marking the 90th anniversary of the 1918 election, the first time women were entitled to vote.
PHOTOGRAPH: HOUSES OF THE OIREACHTAS

Dáil. Helen McEntee won the byelection following her father, Shane McEntee's, death in Meath East; Ruth Coppinger replaced Patrick McNulty in Dublin West; Nicky McFadden, on her untimely death, was replaced by her sister, Gabrielle, in Longford-Westmeath.

There are 27 women, the greatest number ever, in the outgoing Dáil.

Two of them, Olivia Mitchell (Fine Gael) and Sandra McLellan (Sinn Féin) are not seeking re-election. Ms Mitchell is retiring after a lengthy political career.

Controversial

The woman gender quota is an unprecedented, if controversial, democratic experiment because, so far, the number of women selected or elected bears no relationship to the female proportion of the population.

The manner in which the parties dealt with the woman quota is also interesting. Different parties did it in different ways, some causing great controversy, as in the unsuccessful challenge to the gender directive imposed by Fianna Fáil in the Dublin

> The manner in which the parties dealt with the quota is also interesting. Different parties did it in different ways, some causing great controversy

Central constituency. By and large, the bigger parties went out of their way to try to avoid creating the phenomenon of "the quota woman" in this election.

The national executives of the main political parties reserve the right always to add candidates, male or female, on geographical, political experience and electability grounds.

When it comes to gender quota or gender directives, it appears that Fianna Fáil added five; Fine Gael three; Labour none, and Sinn Féin one in Mayo, according to local reports.

But, it remains to be seen how voters will respond. They can't say that they haven't been given a choice in 2016.

Geraldine Kennedy is a former editor and political correspondent of *The Irish Times* and a former Progressive Democrats TD. Claire McGing is a lecturer in political geography at Maynooth University. She has undertaken major research on women's representation in politics.

Taken from The Irish Times, Wednesday, 10th February 2016

THE
**GENDER
ELECTION**

There are more female candidates standing in this month's poll than ever before. But will they really make an impact and will other women vote for them? **KIM BIELENBERG** reports

At the **heart** *of the* **Rising**

Irish Independent
CENTENARY PAPERS
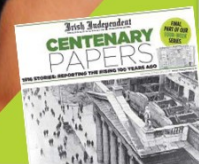
INSIDE:
Your reprinted
Irish Independent
from Easter 1916

Taken from Irish Independent Review, Saturday, 6th February 2016

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AGENDA

Poll position: will women make the big breakthrough?

There will be more females standing on February 26 than in any previous election and they'll be expected to deliver the votes. KIM BIELENBERG reports

Campaigners for gender equality in politics hope that this will be the election when women make the great leap forward. Could it be the first poll where female politicians move towards parity with men when it comes to running the country?

A record number of women will contest the General Election on February 26, and if a good proportion of them succeed, the face of Irish politics has the potential to be transformed.

The brown benches of the Dáil may no longer be the preserve of row upon row of grey and navy suits when the house reconvenes on March 10.

Largely as a result of the gender quotas, 30pc of those running in the election on February 26 will be women. The measure to increase the number of women may be one of the most radical of the outgoing Government. But it has not come without bitterness and acrimony; and questions have been asked about whether some "gender quota candidates" were added to tickets without any fighting chance of success.

Although the final figures will not be available until nominations close next week, the number of female candidates is expected to have doubled since the last General Election. In that 2011 poll, only 15pc of the candidates were female, and women took just 15pc of the seats.

That placed us way down the international league table for representation of women in the national parliament, at number 88.

As Senator Averil Power, the Fianna Fáil defector who is standing as an Independent in Dublin Bay North, puts it: "If you look at the figures for female representation in parliament, we are among the worst — we are way behind parts of Sub-Saharan Africa.

"I would have liked if we could have changed Irish politics and made it more representative without quotas, but that hasn't happened. I believe they are a necessary evil."

Claire McGing, lecturer in political geography at NUI Maynooth, says quotas were necessary because the big parties have traditionally been

> **66**
>
> **'If you look at the figures for female representation in parliament... we are way behind parts of Sub-Saharan Africa'**

slow to put women on the ballot paper.

"This will be a huge election for women," says McGing. "This is the first time that voters will have a significant number of women on most ballot papers."

Some fusty political outposts of male dominance have firmly held out against the gender-neutral tide.

By the middle of this week, there were no women standing in the constituency of County Limerick — and only one woman standing in Meath West.

On the other hand, women in South Dublin are much more likely to put their hats in the ring, or have their names put forward by parties.

The majority of the candidates in Dún Laoghaire and Dublin Rathdown are women, while Dublin South West has the highest number of female candidates on the ticket with seven.

The implementation of gender quotas has forced the parties to push up their female numbers, or face the loss of half of their State funding.

All the main parties have complied with the rules, and Sinn Féin and Labour have the highest proportion of women, running with 36pc.

"While other parties were struggling to even find women to put forward, our female candidates are there to contest winnable seats — not as token add-ons," says Sinn Féin spokeswoman Aoife Darmody.

If it secures a seat in Government, Sinn Féin wants to move towards 50-50 gender quotas.

Suzanne Collins of the non-party campaign group Women for Election says the introduction of the quota in parties has also had a ripple effect among Independents.

"More women are standing as Independents, even though they are obviously not covered by the gender-quota rules," says Collins, whose group has held regular bootcamps for female candidates.

"There are more women on air and in local newspapers talking about the election, and that changes the tone of the campaign."

Optimistic advocates of gender quotas will hope that if 30pc of the candidates are women, women will smash all previous records — and win 30pc of the seats. But it is unlikely to work out that way, according to political geographer McGing.

Because many of the female candidates are standing for the first time, they are likely to be at a disadvantage.
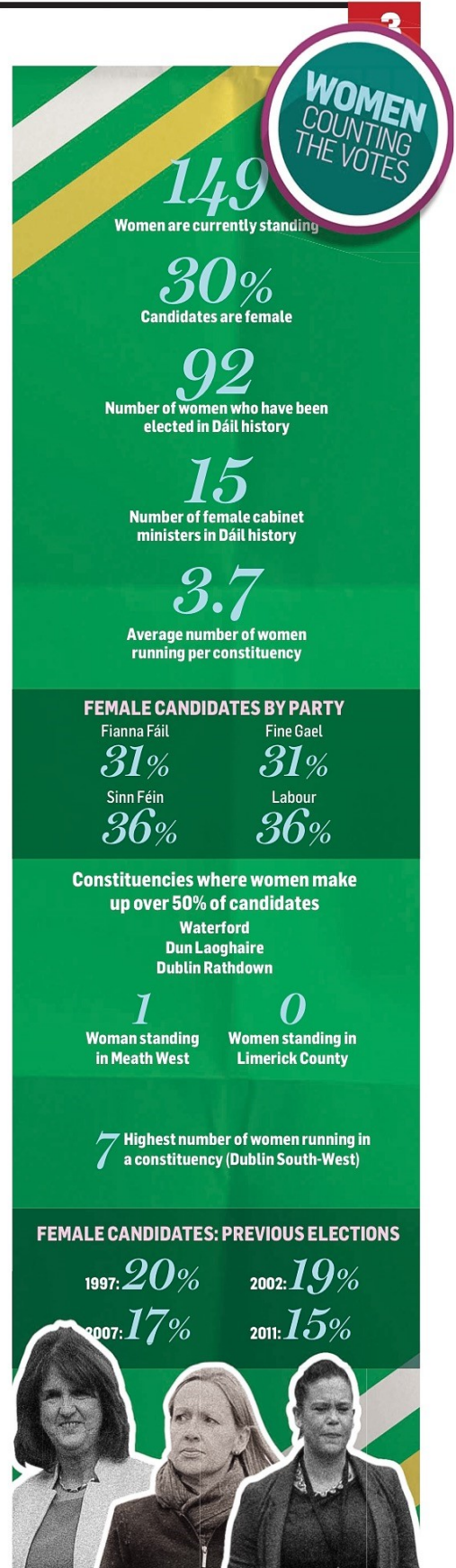
"Voters do not discriminate on the grounds of gender, but they do discriminate on the basis of who they know," says McGing.

"Incumbents are at an advantage. That's why I wouldn't be optimistic that women will win 30pc of the seats. Research internationally would suggest that it takes two or three electoral cycles before you see

Taken from Irish Independent Review, Saturday, 6th February 2016

Woman to woman: Fine Gael candidate Maura Hopkins canvassing in Boyle, Co Roscommon, this week

Below: posters for some of the record number of women who will contest the election on February 26

WOMEN COUNTING THE VOTES

149
Women are currently standing

30%
Candidates are female

92
Number of women who have been elected in Dáil history

15
Number of female cabinet ministers in Dáil history

3.7
Average number of women running per constituency

FEMALE CANDIDATES BY PARTY

Fianna Fáil	Fine Gael
31%	**31%**
Sinn Féin	Labour
36%	**36%**

Constituencies where women make up over 50% of candidates
Waterford
Dun Laoghaire
Dublin Rathdown

1
Woman standing in Meath West

0
Women standing in Limerick County

7 Highest number of women running in a constituency (Dublin South-West)

FEMALE CANDIDATES: PREVIOUS ELECTIONS

1997: **20%**	2002: **19%**
2007: **17%**	2011: **15%**

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a significant shift in the make-up of parliaments. The incumbency factor is huge."

Party selection conventions by their nature have always caused rancour, but in some cases this has been heightened by the necessity to put women on the ticket, with inevitable accusations of "gendermandering". There was uproar in Fianna Fáil late last year when the party head office ruled that the candidate for Longford would have to be a woman, Connie Gerety Quinn.

One of the candidates, who lost out, Pat O'Rourke, said after the selection convention that he'd never seen anger like it, with members shouting, stamping, and people roaring: "We want our say."

In court this week, aspiring male candidate Brian Mohan failed in his case against the State after Fianna Fáil directed its sole General Election candidate in the Dublin Central constituency had to be a woman, and Mary Fitzpatrick was selected.

Anecdotally, there are some reports of women being asked on the doorstep whether they are a "real candidate" or a "token woman candidate".

But McGing doubts whether voters really know or care how candidates are selected by the parties.

"I don't think there will be any kind of anti-quota woman factor, but we will only see on February 26.

"When you look at the profiles of the women who have been added, most, if not all of them, are strong candidates in their own right. A lot of them are councillors or past Dáil election candidates."

Former minister Mary O'Rourke staunchly opposes gender quotas, regarding them as a blunt instrument. But she is keen for more women in Fianna Fáil to succeed and has recently been touring the country advising candidates on how to run their campaigns.

"When a woman is running in a constituency, the other candidate can be quite territorial.

"I won't call them bullies, but you have to lay down the law, and make sure you are not browbeaten," she says.

O'Rourke says many of the young candidates are of a high calibre, and full of bright ideas about what they want to do in the Dáil.

"A lot of them have been successful in local elections and that can be bare-knuckled. So, they have been blooded."

On the Fine Gael side, there are several ambitious young female candidates with hopes of winning such as Maura Hopkins in Roscommon-Galway. The faith placed in her

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Taken from Irish Independent Review, Saturday, 6th February 2016

4

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by her party was shown when she was asked to introduce the Taoiseach at the Ard Fheis a fortnight ago.

"I would support gender quotas, because it is important to get more women involved and putting their names forward," says the occupational therapist, who graduated from Trinity College.

"I was selected as a candidate at the convention on merit. I don't want to put my name forward as a woman, but as a person who can work hard for the people I represent if I am elected."

If men feel aggrieved that in some cases they are losing out, supporters of gender quotas believe there have always been quotas of one type or another in politics.

"The notion that quotas have suddenly made the selection of candidates undemocratic is naive, because candidates get picked by parties for all sorts of reasons," says Senator Power.

"We have a tradition of sons inheriting for no other reason than they share the same surname, sports people with no previous community involvement, and there have always been geographical quotas."

Although she baulks at the idea of "token candidates", Power believes some of the parties have implemented the quotas in a cynical fashion.

"The parties should have engaged with women with strong community involvement and encouraged them to run from three years back, so that they could be electable.

"But some of the parties have added candidates in the past few weeks and that is crazy, because three or four weeks before an election you don't have a hope of winning.

"It does a disservice to the women concerned."

A quarter of a century ago, in an era when gender roles were more defined, the newly-elected President Mary Robinson talked of the women of Ireland "who instead of rocking the cradle rocked the system".

In many ways her hopes were dashed, and the number of women in the Dáil remained stubbornly low — but on February 26, women have the opportunity to rock the system again.

The widow vote: when women candidates ran for family seats

JOHN DOWNING looks back at a time when female candidates continued party dynasties

Believe it or not, gender quotas were on Éamon de Valera's mind as far back as the early 1940s.

In fact, Dev feared Fianna Fáil was over-quota when it came to a particular category of women, specifically widows. So, in 1944 he despatched his most loyal lieutenant, Dr Jim Ryan, to chair the party selection convention for the constituency of Tipperary.

Dr Ryan had acted as medical officer to the GPO garrison at Easter 1916 and was a co-founder of Fianna Fáil in 1926 with de Valera and others. His instructions from Fianna Fáil headquarters were very explicit: "Don't pick the widow."

By that stage, 20 years on from the State's foundation, a number of the old IRA-men-turned-politicians had died and had been replaced by their widows. The political realities of name recognition were buoyed up by the brutal reality that TDs' widows, like many another widow, often had large young families and scant means to provide for them.

However, in an era of near invisibility for women in Irish public life, Fianna Fáil's leadership feared they would be derisively dubbed the 'Widows' Party' if the trend took hold. And yet the trend was not unique to de Valera's party.

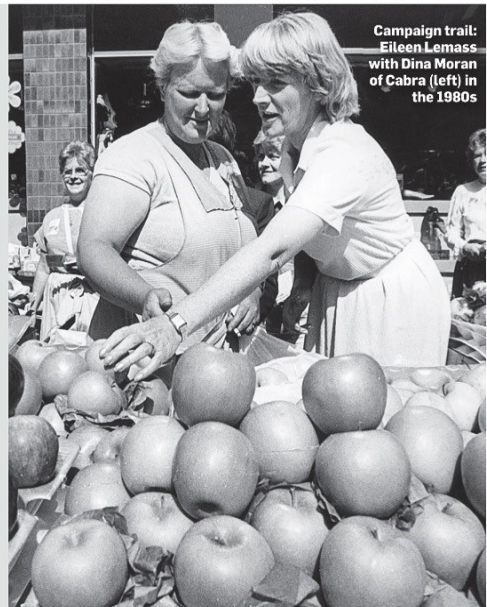The Tipperary widow was Mary Bridget Ryan, whose husband Martin Ryan had died at the age of 43 in 1943, leaving her with nine children aged three to 19. Pensions for TDs' wives and children were not introduced until 1968.

At the convention, it soon became clear that Dr Ryan was in considerable difficulty. The delegates, many drawn from the ranks of the old IRA, wanted nobody but the widow — and outright mutiny was the only other option available to him.

One young delegate, Bill Smith, is credited with summing up the mood. "You can nominate who you like — but you'll have to come down from Dublin yourselves to elect them yourselves. We're campaigning for Mary Bridget!" his son, Michael Smith, a future TD and government minister, recalled this week.

Dr Ryan assessed the mood and reluctantly reported back to headquarters. Mary Bridget Ryan went on to become TD for Tipperary, and later Tipperary North, serving from 1944 until 1961. Her own republican and party credentials, deemed to be on a par with that of her late husband, had engendered a fearsome local loyalty.

On the 50th anniversary of the founding of Fianna Fáil in 1976, Mary Bridget gave a rare interview to *The Irish Press* in which she recalled the pattern of her life as a politician, parent and farmer. Each Monday she took a pony and trap, or hackney car, from her home at Rearcross to Birdhill railway station, on the Limerick border, and caught the Dublin train.

Rarely missing a sitting, she worked away at Dáil business, dealing with correspondence and tabling questions on constituency matters. Her one delight was being able to buy the children's clothes in Dublin. On Thursday or Friday she travelled back to resume farm and family duties and on Sundays she received all constituency callers seeking help.

Dáil widows were to be found across all the parties. Fine Gael's Bridget Mary Redmond, a TD from 1933 until 1952, was the widow of Captain William Redmond who had died in 1932. She continued over half a century of continuous parliamentary representation for Waterford, begun by Irish Parliamentary Party leader, John Redmond, in the British House of Commons in 1891.

A marvellous book, *Women in Parliament*, published in 2000, and edited by Maedhbh McNamara and Paschal Mooney, tells these widows' stories and an update of this is long overdue. What comes across is the demands of day-to-day life and the frequent harshness and disregard they encountered.

The last TD's widow to be elected to the Dáil was Eileen Lemass, wife of Noel Lemass and daughter-in-law of Seán, back in 1977. Family dynasties continued but from then on, it was mainly politicians' daughters who succeeded, again buoying up the pitifully small proportion of women TDs. As a personal footnote to his history, Mary Bridget Ryan lost her Dáil seat in the 1961 election but continued as a county councillor until 1969. She refused a presentation from the constituency party telling them she should make a presentation to them in honour of their support for her.

John Downing is Political Correspondent

Campaign trail: Eileen Lemass with Dina Moran of Cabra (left) in the 1980s

FACES ON THE POSTERS: SIX TO WATCH

MAURA HOPKINS
FG ROSCOMMON
The 31-year-old occupational therapist and councillor from Ballaghderreen is one of the great young hopes of Fine Gael, and appeared to be anointed by the party when she introduced Enda Kenny at the recent Ard Fheis. The party won two of the three seats in this constituency in the last election, but Denis Naughten left to become an Independent over the local hospitals issue, and Frank Feighan stepped down. Her party did not do well in local elections in 2014, but Hopkins managed to win a seat. She is fancied to take the last seat here after Naughten and Michael Fitzmaurice.

KATE O'CONNELL
FG DUBLIN BAY SOUTH
Mum-of-three and a businesswoman, Fine Gael's Kate O'Connell is hopeful of making her mark in the highly competitive Dublin Bay South. She will be hoping to woo well-heeled voters in this FG stronghold. A founding member of Rathgar Business Association, she runs two pharmacies with her husband in the constituency. She was elected to Dublin City Council last time out in 2014, despite the tide going out for the government parties. But the four-seater will be a hard one to crack.

MARY BUTLER
FF WATERFORD
If they are to be in a strong position after the next election, the Soldiers of Destiny will have to win in Waterford, where the councillor is the sole standard Bearer. Butler, who has worked part-time in a jewellery shop, won a place on Waterford City and County Council on her electoral debut. She has stated that her ambition does not end with a Dáil seat, and she has expressed an interest in becoming Minister for Transport in the future. She may be fighting for the final seat with the local Fine Gael minister Paudie Coffey.

LISA CHAMBERS
FF MAYO
The young barrister is an experienced campaigner, having run at the last general election, when the tide was going out for Fianna Fáil. If it is a good day for her party, the councillor should have a fighting chance of winning a second seat for her party, with Dara Calleary likely to be a shoo-in. She comes from a Castlebar base, which was once considered Flynn country. She is expected to be fighting for the final seat with Rose Conway-Walsh of Sinn Féin.

DENISE MITCHELL
SF DUBLIN BAY NORTH
Originally from Coolock, the councillor has built up her support base and was heavily involved in the campaign against water charges. As a rising force in the area, Sinn Féin has enough support to win a seat here having secured 21pc in local elections. Mitchell's main rival could even be a second SF candidate Mícheál Mac Donncha.

BRÍD SMITH
AAA–PBP DUBLIN SOUTH CENTRAL
The activist who is a fixture on many protests, including those over the water charges, is considered a good bet for a seat in one of the most left-wing constituencies in the country. Sinn Féin's Aengus Ó Snodaigh, Independent Joan Collins, and Labour's Eric Byrne are TDs here, and all are running again. With Labour on a downward spiral, Smith could knock out Byrne. She took 23,875 votes in the European elections in 2014.

Taken from Irish Independent Review, Saturday, 6th February 2016

ELECTION 2016

ACTIVITY 10: THE GENERAL ELECTION

Activity

*Divide the class into groups of 2, 3 and 4. Give each group election campaign leaflets, that have been collected, to try and cover as many students as possible within the class. Give out the **General 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

Listed here are some questions which may be useful to pose when looking at the election 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?

- ☑ What political parties are represented in the literature?

- ☑ What other parties/candidates are contesting the election in your constituency?

When students have finished this activity why not display the leaflets and the profiles which students have completed on the walls of the classroom.

Homework: Ask students to find out about their elected representatives from the last election and get them to complete one of the 'My Constituency for a General Election' sheets. Lists of Constituencies are on pages 64 and 65 and Maps are available on pages 66 - 67 to see where they are..

Note: Be sure to give them the right sheet, depending on whether it is a 3, 4 or 5 seats Constituency! Give them the Kildare North Sheet as an Exemplar.

GENERAL ELECTION CANDIDATE PROFILE SHEET

NAME: _____

CONSTITUENCY: _____

_____

POLITICAL PARTY: _____

_____

Place a photograph of this candidate here

JOB/PROFESSION: _____

NAME TWO ISSUES THAT THIS CANDIDATE FEELS STRONGLY ABOUT:

1. _____

_____

2. _____

_____

OTHER INTERESTING FACTS ABOUT THIS CANDIDATE:

_____

_____

_____

Name of Constituency

Kildare North

Number of Seats

4

Electorate

77,959

Total Poll

51,610

Turnout (%)

66.2%

Spoiled Votes

388

Total Valid Poll

51,222

Quota

10,245

Number of Candidates contesting the Election

12

Main Towns in this Constituency

Carbury, Celbridge, Clane, Kilcock, Kill, Maynooth, Moyvally, Naas, Prosperous, Sallins and Timahoe

TD 1 Biography
Bernard Durkan (FG) was elected to the Dáil on the 2nd Count.

He lives in Maynooth. He was first elected to the Dáil in 1981.

He previously worked as an agricultural contractor.

TD 2 Biography
Emmet Stagg (LAB) was elected to the Dáil on the 3rd Count.

He lives in Straffan. He was first elected to the Dáil in 1987.

He previously worked as a medical laboratory technologist.

TD 3 Biography
Catherine Murphy (Independent) was elected to the Dáil on the 5th Count.

She lives in Leixlip. She was first elected to the Dáil in a by-election in 2005.

She previously worked as a Town Commissioner and County Councillor.

TD 4 Biography
Anthony Lawlor (FG) was elected to the Dáil on the 5th Count without reaching the quota.

He lives in Kill. He was first elected to the Dáil in 2011.

He previously worked as a farmer and teacher.

My Constituency for a General Election [3 Seats]

Name of Constituency

_____

Number of Seats

_____

Electorate

_____

Total Poll

_____

Turnout (%)

_____

Spoiled Votes

_____

Total Valid Poll

_____

Quota

_____

Number of Candidates contesting the Election

_____

Main Towns in this Constituency

_____

_____

_____

_____

Place his/her Photo here

TD 1 Biography

TD 2 Biography

Place his/her Photo here

Place his/her Photo here

TD 3 Biography

My Constituency for a General Election [4 Seats]

Name of Constituency

_____

Number of Seats

_____

Electorate

_____

Total Poll

_____

Turnout (%)

_____

Spoiled Votes

_____

Total Valid Poll

_____

Quota

_____

Number of Candidates contesting the Election

_____

Main Towns in this Constituency

_____

_____

_____

_____

Place his/her Photo here

TD 1 Biography

TD 2 Biography

Place his/her Photo here

Place his/her Photo here

TD 3 Biography

TD 4 Biography

Place his/her Photo here

My Constituency for a General Election [5 Seats]

Name of Constituency

_____

Number of Seats

_____

Electorate

_____

Total Poll

_____

Turnout (%)

_____

Spoiled Votes

_____

Total Valid Poll

_____

Quota

_____

Number of Candidates contesting the Election

_____

Main Towns in this Constituency

_____

_____

_____

Place his/her Photo here

TD 2 Biography

Place his/her Photo here

TD 4 Biography

Place his/her Photo here

TD 1 Biography

Place his/her Photo here

TD 3 Biography

Place his/her Photo here

TD 5 Biography

General Election Constituencies, 2016 & 2011

General Election Constituencies, 2016 (40)	Seats (158)	General Election Constituencies, 2011 (43)	Seats (166)
Carlow-Kilkenny	5	Carlow-Kilkenny	5
Cavan-Monaghan	4	Cavan-Monaghan	5
Clare	4	Clare	4
Cork East	4	Cork East	4
Cork North-Central	4	Cork North-Central	4
Cork North-West	3	Cork North-West	3
Cork South-Central	4	Cork South-Central	5
Cork South-West	3	Cork South-West	3
Donegal	5	Donegal North-East	3
Dublin Bay North	5	Donegal South-West	3
Dublin Bay South	4	Dublin Central	4
Dublin Central	3	Dublin Mid-West	4
Dublin Fingal	5	Dublin North	4
Dublin Mid-West	4	Dublin North-Central	3
Dublin North-West	3	Dublin North-East	3
Dublin Rathdown	3	Dublin North-West	3
Dublin South-Central	4	Dublin South	5
Dublin South-West	5	Dublin South-Central	5
Dublin West	4	Dublin South-East	4
Dún Laoghaire	4	Dublin South-West	4
Galway East	3	Dublin West	4
Galway West	5	Dún Laoghaire	4
Kerry	5	Galway East	4
Limerick City	4	Galway West	5
Limerick County	3	Kerry North-West Limerick	3
Longford-Westmeath	4	Kerry South	3
Louth	5	Kildare North	4
Mayo	4	Kildare South	3
Meath East	3	Laois-Offaly	5

General Election Constituencies, 2016 & 2011 (continued)

General Election Constituencies, 2016 (40)	Seats (158)	General Election Constituencies, 2011 (43)	Seats (166)
Meath West	3	Limerick	3
Offaly	3	Limerick City	4
Roscommon-Galway	3	Longford-Westmeath	4
Sligo-Leitrim	4	Louth	5
Tipperary	5	Mayo	5
Waterford	4	Meath East	3
Wexford	5	Meath West	3
Wicklow	5	Roscommon-South Leitrim	3
		Sligo-North Leitrim	3
		Tipperary North	3
		Tipperary South	3
		Waterford	4
		Wexford	5
		Wicklow	5

Teacher's Notes
These tables and the maps on pages 66 and 67 will help you to work out what constituency your school is in and how many seats are available in Election '16.

Remember that there are 8 less seats available in this election. 158 TDs will be elected to the 32nd Dáil instead of 166!

CONSTITUENCY BOUNDARIES ———

COUNTY BOUNDARIES ----------

Ordnance Survey Ireland

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MAP C
CONSTITUENCY COMMISSION REPORT 2012
DUBLIN - RECOMMENDED DÁIL CONSTITUENCIES

CONSTITUENCY BOUNDARIES
ADMINISTRATIVE BOUNDARIES

DUBLIN FINGAL
(5)

DUBLIN WEST
(4)

DUBLIN NORTH-WEST
(3)

DUBLIN BAY NORTH
(5)

DUBLIN CENTRAL
(3)

DUBLIN SOUTH-CENTRAL
(4)

DUBLIN BAY SOUTH
(4)

DUBLIN MID-WEST
(4)

DUBLIN RATHDOWN
(3)

DÚN LAOGHAIRE
(4)

DUBLIN SOUTH-WEST
(5)

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Mock General Election Action Project

ELECTION 2016

MOCK GENERAL ELECTION ACTION PROJECT

Teacher's Notes
Here you will find some tips to organising a mock general election action project, should you decide to carry out one with your students.

You can carry out a mock general 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 general election:

Class Group/s
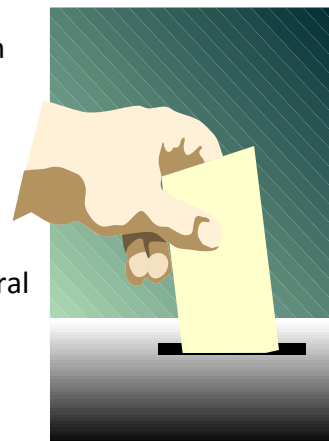Year Group/s
The Whole School

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/committees/tasks you might consider having in order to run the mock general election. Within these groups or committees students should have their own individual task, which is their responsibility.

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

NOTE: If you and/or your students are unfamiliar with the PR Voting System you might like to work through the activity on pages 73 - 79 together before organizing your Mock Election.

See Possible Committees on pages 70 - 71

NOTE: For further information on Action Projects and Skills consult the *CSPE Teacher Guidelines* available at https://curriculumonline.ie/getmedia/e8fa4202-3e32-414a-bde3-955012278365/JCSEC04_CSPE_Guidelines.pdf
or Harrison, C. and Wilson, M. (2011) Make A Difference! Dublin: Folens Publishers, Chapter 9, pp 281-292

ELECTION 2016

POSSIBLE COMMITTEES/GROUPS/TASKS

Teacher's Notes

The following committees/groups/tasks may prove useful in carrying out your Mock General 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 general election.
Make posters or stick up fliers for the candidates.
Inform participating classes of the time and date of the mock 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 mock election.

4. BALLOT PAPER COMMITTEE
Using the example of the ballot paper given in this resource, design your own ballot paper for your election.
Photocopy and have enough ready for the day of the mock 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.

POSSIBLE COMMITTEES/GROUPS?TASKS Continued

Teacher's Notes

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.
- watching 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.

Some templates for Polling Cards and Ballot Papers are included on page 78.

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VOTE FOR
?

ELECTION 2016

Polling Card Template

<div style="transform: rotate(90deg)">

POLLING INFORMATION CARD - CÁRTA VÓTAÍOCHTA

NO STAMP REQUIRED

NUMBER

YOU VOTE AT:-

POLLING DAY

THIS CARD IS FOR INFORMATION ONLY: IT IS NOT AN IDENTITY CARD. BE SURE TO BRING EVIDENCE OF IDENTITY WHEN YOU GO TO VOTE - SEE BACK OF THIS CARD.

</div>

Ballot Paper Template

Candidate		
BUTLER - SOCIAL DEMOCRATS (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 - NON-PARTY (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)		
MAUGHAN - SINN FÉIN (Charlie Maughan of Patrick Street, Cork; Bank Official)		
PHELAN - RENUA (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, Bishopstown, Co. Cork; Interior Designer)		

GETTING TO GRIPS WITH PR ACTIVITY

Teacher's Notes

During this activity students will become familiar with PR and discover how to apply the proportional representation system of counting, which is used in Ireland for elections at local, national and European level. This system is deemed to be more representative of the voice of the people than a straight majority, or first-past-the-post, system.

In this activity students will apply this PR system to elect a candidate to the student council from a class of 32 students. All the instructions are given in an easy-to-follow way and students will be able to see how this system works to elect a representative. The students will actually carry out an election count.

Students should be allowed some time to discuss the activity and what they think of this particular system before the class finishes.

Using PR

Photocopy a set of the 4 pages of Ballot Papers (A-D), the page called *Election Results Grid for Students* and the *Instructions for the Count*, enough for each group of students. Cut out the individual ballot papers so that each group will have their own set.

Give an *Instructions for the Count* page to each group. Read through each individual instruction with the students so that all the groups are at the same stage at the same time. As each instruction has been followed, students fill in the appropriate space on their *Election Results Grid*. Make sure that each group has the right answer.

When the count has finished, allow the students to discuss the results. Explain to them that if a majority, or first-past-the-post, system was being used, then the result would have been very different. In fact, Barney would have won in this case.

Ask the students to consider whether this would, in fact, have been representative of what they wanted. Barney received 12 first preference votes, which is 37% of the total. If he had been elected, how would the other 63% have been represented?

Note: In this application of the PR system, votes have been transferred using the elimination system. In a situation where there is more than one position available and there are many candidates, some candidates may achieve over the quota on the 1st or 2nd count. In this case, the surplus votes are transferred on a percentage of the amount over the quota. However, in a student council election in a school, whether it is on a class group or a year group basis, this is unlikely to happen (though not impossible). The elimination system has been demonstrated here to give students a very basic idea of how to apply PR to a class election.

Ballot Papers - Sheet A

1	Archer, Andrew	5
	Brown, Barney	1
	Clancy, Clara	2
	Daniels, Denise	3
	Evans, Eddie	4

2	Archer, Andrew	
	Brown, Barney	1
	Clancy, Clara	2
	Daniels, Denise	
	Evans, Eddie	3

3	Archer, Andrew	1
	Brown, Barney	4
	Clancy, Clara	2
	Daniels, Denise	3
	Evans, Eddie	5

4	Archer, Andrew	
	Brown, Barney	2
	Clancy, Clara	1
	Daniels, Denise	3
	Evans, Eddie	

5	Archer, Andrew	
	Brown, Barney	
	Clancy, Clara	1
	Daniels, Denise	
	Evans, Eddie	

6	Archer, Andrew	
	Brown, Barney	3
	Clancy, Clara	2
	Daniels, Denise	1
	Evans, Eddie	

7	Archer, Andrew	
	Brown, Barney	
	Clancy, Clara	2
	Daniels, Denise	1
	Evans, Eddie	

8	Archer, Andrew	
	Brown, Barney	X
	Clancy, Clara	
	Daniels, Denise	X
	Evans, Eddie	

9	Archer, Andrew	1
	Brown, Barney	3
	Clancy, Clara	2
	Daniels, Denise	5
	Evans, Eddie	4

10	Archer, Andrew	
	Brown, Barney	2
	Clancy, Clara	1
	Daniels, Denise	
	Evans, Eddie	3

Ballot Papers - Sheet B

11	Archer, Andrew	2
	Brown, Barney	1
	Clancy, Clara	3
	Daniels, Denise	4
	Evans, Eddie	5

12	Archer, Andrew	2
	Brown, Barney	1
	Clancy, Clara	3
	Daniels, Denise	5
	Evans, Eddie	4

13	Archer, Andrew	4
	Brown, Barney	1
	Clancy, Clara	3
	Daniels, Denise	2
	Evans, Eddie	5

14	Archer, Andrew	3
	Brown, Barney	1
	Clancy, Clara	2
	Daniels, Denise	5
	Evans, Eddie	4

15	Archer, Andrew	
	Brown, Barney	3
	Clancy, Clara	
	Daniels, Denise	2
	Evans, Eddie	1

16	Archer, Andrew	
	Brown, Barney	2
	Clancy, Clara	1
	Daniels, Denise	3
	Evans, Eddie	

17	Archer, Andrew	
	Brown, Barney	3
	Clancy, Clara	1
	Daniels, Denise	2
	Evans, Eddie	

18	Archer, Andrew	2
	Brown, Barney	1
	Clancy, Clara	3
	Daniels, Denise	4
	Evans, Eddie	5

19	Archer, Andrew	4
	Brown, Barney	3
	Clancy, Clara	2
	Daniels, Denise	1
	Evans, Eddie	5

20	Archer, Andrew	3
	Brown, Barney	
	Clancy, Clara	2
	Daniels, Denise	1
	Evans, Eddie	

Ballot Papers - Sheet C

21	Archer, Andrew	4
	Brown, Barney	1
	Clancy, Clara	2
	Daniels, Denise	3
	Evans, Eddie	5

22	Archer, Andrew	2
	Brown, Barney	1
	Clancy, Clara	
	Daniels, Denise	3
	Evans, Eddie	

23	Archer, Andrew	
	Brown, Barney	1
	Clancy, Clara	2
	Daniels, Denise	
	Evans, Eddie	

24	Archer, Andrew	4
	Brown, Barney	1
	Clancy, Clara	5
	Daniels, Denise	3
	Evans, Eddie	2

25	Archer, Andrew	4
	Brown, Barney	3
	Clancy, Clara	2
	Daniels, Denise	1
	Evans, Eddie	5

26	Archer, Andrew	
	Brown, Barney	2
	Clancy, Clara	
	Daniels, Denise	3
	Evans, Eddie	1

27	Archer, Andrew	
	Brown, Barney	YES
	Clancy, Clara	
	Daniels, Denise	YES
	Evans, Eddie	

28	Archer, Andrew	5
	Brown, Barney	4
	Clancy, Clara	1
	Daniels, Denise	3
	Evans, Eddie	2

29	Archer, Andrew	1
	Brown, Barney	4
	Clancy, Clara	2
	Daniels, Denise	3
	Evans, Eddie	5

30	Archer, Andrew	3
	Brown, Barney	1
	Clancy, Clara	2
	Daniels, Denise	4
	Evans, Eddie	5

Ballot Papers - Sheet D

31	Archer, Andrew	5
	Brown, Barney	4
	Clancy, Clara	1
	Daniels, Denise	3
	Evans, Eddie	2

32	Archer, Andrew	1
	Brown, Barney	3
	Clancy, Clara	2
	Daniels, Denise	4
	Evans, Eddie	

Instructions for the Count

1. Count all the votes.
2. Seperate the spoiled votes and count how many of them there are.
3. Subtract the number of spoiled votes from the total number of votes. This is your total valid poll.
4. Work out the quota on the sheet. You can't start counting until you know how many votes a person needs to be elected.

COUNT 1

- Count all the votes.
- Make a pile for each candidate with their number 1 preferences.
- Fill in the grid with the totals for each person.

COUNT 2

- Eliminate the person with the lowest number of votes.
- Now look at that person's votes and find out who was the number 2 preference
- on these ballot papers.
- Add these number 2 votes to the candidates' piles and fill in the grid.

COUNT 3

- If nobody has reached the quota, eliminate the next person with the lowest number of votes.
- Find out who the number 2 1st preferences were for and add those to the candidates' piles and fill in the grid.

COUNT 4

- If nobody has reached the quota, eliminate the next person with the lowest number of votes.
- Find out who the number 2 preferences were for and add those to the candidates' piles.
- If this person (that you are currently eliminating) received transfers from an
- already eliminated person, check the number 3 preferences and add them on to the candidates' piles.
- Fill in the grid.

Election Results Grid for Students

Total Poll	
Spoiled Votes	
Valid Poll	

$$\text{Quota} = \left[\frac{30}{1+1}\right] + 1 = \boxed{}$$

$$\text{Quota} = \left[\frac{\text{Valid Poll}}{\text{Number of Seats} + 1}\right] + 1$$

Candidate	Count 1	Count 2	Count 3	Count 4	Count 5
Archer, Andrew					
Brown, Barney					
Clancy, Clara					
Daniels, Denise					
Evans, Eddie					

Election Results Grid for the Teacher

Total Poll	32
Spoiled Votes	2
Valid Poll	30

$$\text{Quota} = \left[\frac{30}{1+1} \right] + 1 = \boxed{16}$$

$$\text{Quota} = \frac{\text{Valid Poll}}{\text{Number of Seats} + 1} + 1$$

Candidate	Count 1	Count 2	Count 3	Count 4	Count 5
Archer, Andrew	4		Eliminated		
Brown, Barney	12	+1		+1	14
Clancy, Clara	**7**		**+4**	**+5**	**16 Elected**
Daniels, Denise	5	+1		Eliminated	
Evans, Eddie	2	Eliminated			

Election Result

Having reached the quota of 16 **Clara Clancy** is deemed to have been elected as a member of the Student Council.

Your class is now ready to organise a Mock General Election for your Constituency. Good luck!

Websites

Democracy, Elections and Voting:

www.gov.ie - The Irish Government (Dáil and Seanad Éireann)

www.oireachtas.ie - The Houses of the Oireachtas

www.taoiseach.ie - Department of An Taoiseach

www.merrionstreet.ie - Irish Government News Service

www.president.ie - The President of Ireland

www.environ.ie - Department of the Environment, Community & Local Government (Elections, Proportional Representation)

Political Parties:
Anti-Austerity Alliance/People Before Profit

www.fiannafail.ie - Fianna Fail

wwwfinegael.ie - Fine Gael

www.labour.ie - The Labour Party

www.greenparty.ie - The Green Party

www.renuaireland.com - Renua Ireland

www.sinnfein.ie - Sinn Féin

www.socialdemocrats.ie - Social Democrats

www.socialistparty.ie - The Socialist Party

www.workersparty.ie - The Workers Party

Other smaller parties also exist. Find out what other political parties are active in your Constituency!

Notes

Notes

ELECTION 2016