

Commonwealth, Parliament and Democracy

Teachers' Resource Pack



Introduction

‘Young people have a proven capability to lead change, and are a vital and valuable investment for now and the future.’

Mr Akbar Khan, Secretary-General of the Commonwealth Parliamentary Association at the opening of the Commonwealth Youth Parliament 2016

‘We recognise the positive and active role and contributions of young people in promoting development, peace and democracy and in protecting and promoting other Commonwealth values, such as tolerance and understanding, including respect for other cultures.’

Commonwealth Charter, Article XIII, The Importance of Young People in the Commonwealth

The materials in this resource pack are designed for teachers to help provide factual information and exciting cross-curricular activities for students aged 7-14, to learn and think critically about the Commonwealth, democracy and Parliament. They aim to expand knowledge and understanding, provide opportunities to develop core skills and encourage young people to explore and reflect on local and global issues.

Each unit contains information for teachers, ideas for discussion and suggestions for cross-curricular activities. These can be used as starting points in individual lessons, or as elements of a larger cross-curricular joint project involving collaboration over a number of subjects perhaps with a partner school overseas.

However you use these resources we hope they will help your pupils to begin to make informed decisions to become the responsible global citizens of the future who will create positive changes, solve global challenges and shape the world around them.

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Partners

The British Council is the United Kingdom’s international organisation for cultural relations and educational opportunities. They create international opportunities for the people of the UK and other countries and build trust between them worldwide.

The Commonwealth Parliamentary Association (CPA) represents the parliamentary arm of the Commonwealth and facilitates programmes that aim to strengthen parliamentary practice and procedure and in turn strengthen democracy. The CPA exists to develop, promote and support Parliamentarians and their staff to identify benchmarks of good governance and to implement the enduring values of the Commonwealth.

The Commonwealth Secretariat is the main intergovernmental agency and central institution of the Commonwealth. The Commonwealth Secretariat promotes democracy, rule of law, human rights, good governance and social and economic development.



ASSEMBLY PLAN: THE COMMONWEALTH 3D'S – DIVERSITY, DEMOCRACY AND DEVELOPMENT

The following assembly plan includes background information, notes and questions that you can use or adapt for your assembly. It also includes examples of slides that can be shown in your assembly.

Slide 1 – Create slide with images of young people from across the Commonwealth

On the way into and out of assembly play some music associated with different Commonwealth countries or the track *Sing* by Gary Barlow which was composed for the Queen's Diamond Jubilee and features artists from across the Commonwealth. *The Commonwealth Anthem* could also be played.



What is the Commonwealth?

Describe the music being played and explain that today's assembly is about the Commonwealth and its special commitment to democracy. Ask your pupils to tell you what they already know about the Commonwealth. This may be a lot or very little. A recent survey of UK school children by the Commonwealth Exchange found that only 23% of young people could correctly identify three Commonwealth nations.

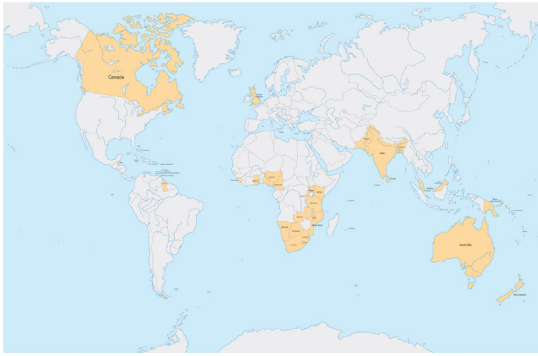


Responses from one primary school when asked what they know about the Commonwealth included the following:

- "Rich people I think"
- "I don't know sorry. I think it might be a country"
- "Is it where lots of countries do sport?"
- "It is almost all of Europe"
- "The Commonwealth is England"

Describe how today's Commonwealth is a voluntary association of 52 independent states that support each other and work together to pursue common goals which promote development, democracy and peace. It is very **diverse**, being home to over two billion people of all faiths and ethnicities – of which more than 60% are aged under the age of 30. Member countries come from Africa, Asia, the Americas, the Caribbean, Europe and the South Pacific. In fact 30% of the world's population live in The Commonwealth. It includes large countries like Australia and Canada and tiny island states like Tuvalu, but each member state is valued equally and has an equal voice.

Slide 2 – Create slide with a map of the Commonwealth



This world map shows the Commonwealth countries depicted in orange. Ask pupils to discuss with the person sitting next to them how many of the 52 Commonwealth nations they think they can recognise together and if they have any links with these countries. They may have family members who live in Commonwealth countries or have visited them on holiday. Encourage some pairs to share their discussions with the rest of the audience.

Slides 3-8 – Use slides from the Guess Who PowerPoint found at:

<https://thercs.org/assets/AtoZ-Education-Resources/1r1-Guess-Who-presentation.pptx>

Ask students to try and identify some of the countries that make up the Commonwealth from the descriptions and clues given on the Guess Who slides.



Slide 9 – Create slide with a picture of the Commonwealth flag



This is the flag of The Commonwealth. Ask your pupils to describe what they can see on it and what they think the different parts of the design might represent.

The design has an image of the globe to show Commonwealth countries are found all over the world and spears making the letter “C” for Commonwealth. The spears are all the same size and represent the many ways in which the Commonwealth countries cooperate together and how each nation is considered equal regardless of size or wealth.

Slide 10 – Create slide with the Commonwealth Parliamentary Association flag



This next flag is for the Commonwealth Parliamentary Association. Ask your students what they think the picture is showing beside the letters.

Slide 11 – Create slide with parliamentary mace(s)

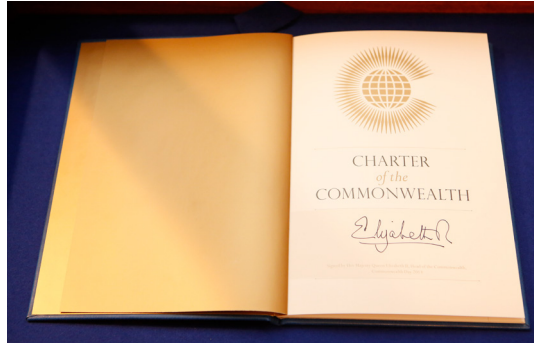
It is the highly decorated parliamentary mace, which is a symbol of the authority of the Speaker of Parliament and is a common feature of most Commonwealth Parliaments.



Slide 12 – Create slide with image of the Commonwealth Charter

All the countries in the Commonwealth believe in sixteen important values. These are set out in the Charter of the Commonwealth. The first value of the charter is democracy. The word comes from the Greek words demos (people) and kratos (rule) meaning ‘rule by the people.’ The origins of democracy began in ancient Greece where free men gathered together to debate and decide on issues that affected the state of Athens.

- Ask your pupils if they can think of situations where they have voted for something? Can they give some examples?
- How would they feel if only one person was always allowed to make the choice and their views were never considered? Would this be fair?



Reflection

Encourage your pupils to think about the freedoms they enjoy living in a country which respects and celebrates Commonwealth values such as democracy, human rights, equality, respect and understanding.

You could also show the short presentation from the Commonwealth Secretariat: *Introducing the Commonwealth: Helping every voice to be heard* which contains further information about the work of the Commonwealth. It can be found at:

<http://thecommonwealth.org/media/news/helping-every-voice-be-heard>

LESSON PLANS

What does it mean to live in a democracy?

Background information for teachers

Article I, Commonwealth Charter: *'Governments, political parties and civil society are responsible for upholding and promoting democratic culture and practices and are accountable to the public in this regard'.*

The countries of the Commonwealth believe in building, supporting and strengthening democracy and it is the foundation of many of the things we take for granted such as freedom of expression and the right to vote.

The Commonwealth Class debates programme helped young people from across the Commonwealth to engage with their peers around the world and discuss a series of topics linked to the Commonwealth Values. You can access the Commonwealth Class debates at the following link: <https://schoolsonline.britishcouncil.org/about-schools-online/about-programmes/commonwealth-class/get-involved/debates>

Learning objectives: To learn about democracy and the basic institutions that supports it locally and nationally. To provide opportunities to help pupils to communicate their views clearly, giving relevant reasons for their opinions.

Commonwealth Values: democracy, freedom of expression, tolerance, respect and understanding, valuing the contributions of young people in the Commonwealth, good governance.

Core skills: Communication and collaboration, citizenship, student leadership and personal development, digital literacy.

Useful Resources: a large space, two signs saying strongly agree and strongly disagree, access to the internet, large pieces of paper, felt pens, sticky notes, copies of activity sheets, scissors



Activity 1 – Democracy

Recap on what democracy means – a system where people vote to decide who leads the country.

In a recent Commonwealth Class debate on this particular subject, students from a variety of countries shared their views about democracy. Some of the things they said are included opposite.

Move classroom furniture aside or work in a hall or outside so that you have a large space in which pupils can stand and move around. Use masking tape or chalk to create a line running across the space with a sign saying ‘Strongly agree’ at one end, and ‘Strongly disagree’ at the other. Read out one or part of the statements from the democracy debate and ask pupils to move to a point on the line that best represents their view on that statement.

Once pupils have stopped moving, ask some of them to explain why they have chosen that position. Give them a chance to change their minds and move up or down the line if they are convinced by other pupils’ ideas. Repeat the activity for the other statements. You could also add in some statements of your own or from your class. Ask different pupils to explain their decision each time. Discuss flexibility of opinion – how they might form an opinion today, but with more evidence, further dialogue and changing circumstances, it is fine to change your view and this is an important part of being an astute, open-minded individual.

Activity 2 – Debate

Using the Commonwealth Class debates as a reference point, you could arrange debates between students on other topics that are relevant to the Commonwealth and democracy. These could include issues such as human rights, gender equality, peace and security and the role of young people in society.

✂

“Democracy is often said to be ‘the government of the people, for the people and by the people’. A democratic government is a better government because it is more accountable. Democracy requires its rulers to be answerable to the people.”

✂

“In my opinion Emirs and Kings serve the country better than politicians, as they have a lifetime to serve and rule their country they have no reason to be corrupt and they are extremely rich and mostly are highly educated as they are from royal families.”

✂

“Democratically elected leaders are more reliable and liked because they’ve been elected by their own people.”

✂

“Google says democracy is a form of government where people elect their representatives but I think it’s an ideology. An ideology, which looks at everyone as equal and gives us freedom to do most with our lives. It gives me freedom of speech, education, expression and religion. It protects me from injustice. Democracy hopes, if not assures, that we have a bright and good future.”

You can photocopy these speech bubbles above to distribute to your class.

Parliament and the systems that govern us

Background Information for teachers

The **Commonwealth Parliamentary Association** (CPA) promotes democracy within the Commonwealth and has been the voice of parliamentary democracy across the Commonwealth since 1911.

It is built on, and has the aim of, ensuring the sixteen values of the Commonwealth Charter are upheld within the various parliaments of the Commonwealth. It also holds CPA Roadshows for Schools, Colleges and Universities to provide opportunities for young people to meet and find out more about the work of their representatives.

The parliamentary system of governance developed out of the Westminster system. This is a series of procedures that originally arose in the United Kingdom and has since adapted and developed into various forms of government both within the Commonwealth and outside the Commonwealth.

The majority of democracies have a system of representation – citizens take part in elections, during which we choose someone to represent us and our interests, and speak on our behalf. India is the largest democracy in the Commonwealth and in the world. More than 553 million people voted in their last general election, which was spread over 36 days.

Members of Parliament take decisions on behalf of the citizens of their country. Most candidates who stand for election belong to a political party. Each person who is eligible to vote listens to the views of candidates and makes their decision about who to vote for. On polling day, people go to their polling station and vote for the candidate of their choice by putting a cross beside the name on the ballot box in a booth so no one can see who they vote for. At the end of Election Day, votes are added up and the candidate with the highest number of votes is declared the winner. In Australia, voting is compulsory. If you don't vote, you can get fined.*

* Information from the Gogivers Citizenship Foundation materials and First News and CPA resources



Northern Ireland Assembly

Activity 3 – Research

Discussion points and activities

Divide your class into small groups to discuss some of the following questions and record their views on sticky notes and large pieces of paper. Agree roles within the group including chairperson, note taker and presenter.

Questions for discussion:

- Who do you think governs your country?
- Why is it important to vote?
- How does democracy affect your everyday lives? Can you think of examples of democracy in practice?
- What do you think it would be like to live in a country that did not operate in a democratic way?
- What role does the press and social media play in democracy today?
- Do you think there are there any problems with democracy today?
- Some people think the voting age should be lowered from 18 to 16? What are your thoughts on this? Should the voting age be reduced to 16? Do you think this would help encourage young people to get involved in politics?
- In the last general election in the UK less than half of 18-24-year-olds (only 44%) voted. What do you think would make young people more interested in voting?
- What are other forms of governance apart from democracy? How do they differ?
- Australia is the only country in the Commonwealth that has compulsory voting. What do you think are some of the advantages and disadvantages of compulsory voting?

Once they have completed their discussions, ask each group to report back to the rest of the class and compare their thoughts with other groups. What similarities and differences are there between the views and opinions of the different groups? If you are working with a partner school you could also share and compare your thoughts and opinions with them.

Ask your pupils to find out what they can about their current national and local Members of Parliament and their policies. Who are they and which parties do they represent? What issues are they interested in? (Many representatives will have their own website and Twitter accounts.) Can they find out about important parliamentary leaders in the past that made a difference to the democratic systems in their country?

Write down all the questions you would like to ask your local and national representatives. Choose 5 of the most popular questions and invite your representatives to respond to them either by coming into school to talk to the students or by replying by letter, email or Skype.

Additional Activity – Research

Many parliamentary websites include information and activities on the work of parliament. Your pupils could try out some of the games on the UK Parliamentary website that give an insight into the work of a Member of Parliament in the UK, making laws, writing speeches and dealing with constituents. This can be found at: <http://www.parliamentgames.co.uk/> They could go onto create their own board games in a similar way to show the roles and responsibilities, ups and downs that representatives might encounter during their work.

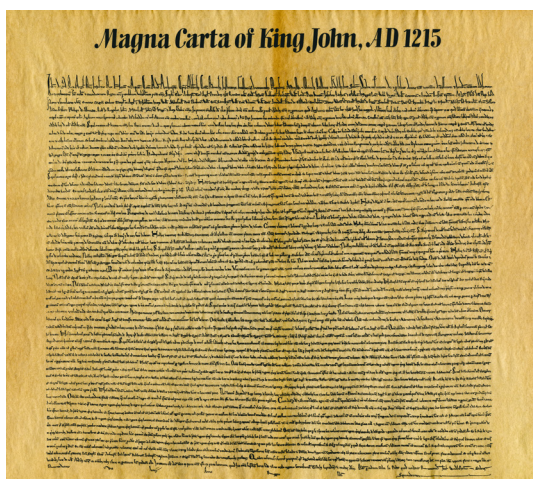
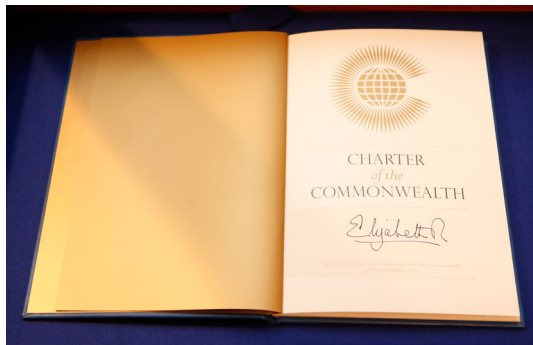
Activity 4 – Commonwealth Charter

The Charter of the Commonwealth reaffirms the core values and principles of the Commonwealth in its declaration. The 52 countries of the Commonwealth have a commitment to uphold the sixteen values and principles included in the Charter.

Magna Carta is one of the world's most important and influential documents. It was granted by King John of England in 1215. In doing so, the King agreed to demands from Barons and Bishops to limit his powers. Among the clauses the charter gave all 'free men' the right to justice and a fair trial and established for the first time that everybody including the king was subject to the rule of law. Magna Carta has inspired people across the centuries and is regarded by many as the foundation of democracy in England. Its principles are reflected in the United States Bill of Rights and other constitutional documents around the world, including the Universal Declaration of Human Rights.

Discuss why charters like this are important and can improve the lives of everyone.

Devise a class charter of values with your pupils that are agreed by both staff and students to ensure the class is happy and attitudes are positive. These might include cooperation, mutual respect, accepting difference and fairness. Discuss the rights and responsibilities associated with these values and the language and behaviour to implement them. One useful technique might be the use of 'group language' (using we rather than I or you.) So elements of your charter might include, "We come prepared to the class" or "We respect all pupils in our class."



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Reflection – Gender Equality

Article XII of the Commonwealth Charter on Gender Equality encourages countries of the Commonwealth to 'recognise that gender equality and women's empowerment are essential components of human development and basic human rights. The advancement of women's rights and the education of girls are critical preconditions for effective and sustainable development'. Ask your pupils to reflect on why they think gender equality is important.

Activity 5 – Parliamentary Dictionary

Make your own Parliamentary dictionary by cutting up and matching the words and definitions on the activity sheet.

This is an activity that young people attending a CPA Roadshow could take back with them to use with other students at their school.

Activity 5 – Parliamentary Dictionary Activity Sheet

✂ 1. Democracy	✂ 9. Policy	✂ F. A vote that cannot be seen by other people
✂ 2. Manifesto	✂ A. Most popular	✂ G. A formal and organised choice by vote of a person for a political office or other position
✂ 3. Candidate	✂ B. Someone chosen to speak for others	✂ H. A person who is competing to get an elected position
✂ 4. Election	✂ C. Rule by the people	✂ I. A written statement of the beliefs, aims, and policies of an organisation especially a political party
✂ 5. Secret ballot	✂ D. A district or area whose voters elect a representative	
✂ 6. Representative	✂ E. A plan or set of ideas that has been agreed to officially by a group of people, a government, or a political party	
✂ 7. Majority		
✂ 8. Constituency		

Activity 6 – Commonwealth Past and Present

The origins of the Commonwealth go back to the time of the British Empire when some countries were ruled directly or indirectly by Britain. However, since this time, the Commonwealth has developed into a modern inclusive organisation that is built on the strength of the diversity of its 52 independent member countries.

Parliamentarians representing the Commonwealth have changed considerably over the last years.

Divide your class into small groups and give them copies of the photographs of Commonwealth Members of Parliament taken in 1911 and 2016 on the activity sheet. Ask them to discuss and make notes about what they can see and any questions or comments they have about the two photographs.

Commonwealth Members of Parliament 1911 and 2016



Questions to ask students:

You can photocopy these pages and distribute them to your class.

Gather the students' responses and discuss the differences in the two photos in relation to gender, ethnicity, diversity, age and country of origin.



What can you see?

What is different about these two images?

What other questions can you ask?

Choose one person from each photograph. What questions would you like to ask them if you could?

What do you think a photograph of Commonwealth Parliamentarians will look like 100 years from now?

Activity 7 – Leadership

Encourage your pupils to think about examples of good leaders in your school, town or country. Discuss the qualities and skills needed to represent the views of a group rather than acting solely on your own opinions.

Ask each group to draw a large picture to show what they think a good representative looks like. This could be in a cartoon style with, for example, a light bulb to indicate they have bright ideas! Around the outside of the picture invite pupils to write examples of the skills and personal qualities that this person should possess if they were to represent them and speak on their behalf. Should they be a good organiser, an inspiring speaker or have a sense of humour? Encourage each group to decide on the three most important skills and character traits of a good representative – are they the same or different to the qualities of a good person?

Share these with the rest of the class. Encourage pupils to develop an open mindset and consider that most people can develop many of these skills with practice.

Being a good speaker is often seen as an important attribute for people in politics. Effective representatives often use the following rhetorical features or persuasive techniques in their speeches:

- Repetition.
- The rule of three (repeating something three times for emphasis).
- Questions.
- Lists.
- Opposites (or antithesis).

Share a copy of Barack Obama's New Hampshire Primary speech from the US presidential campaign in 2008 with your pupils on the activity sheet. Ask pupils to try reading it aloud. Can they spot any of these rhetorical features? Do they think the speech is persuasive? Discuss how politicians can engage with younger people in the 21st century? Is rhetoric still important?

Additional Activity – Leadership

Students could compare the text copy of Barack Obama's speech with the video version made by will.i.am and other artists to encourage people to vote. This video can be viewed on YouTube, where it has been viewed over 26 million times. Discuss who they think this version might appeal to? Is it effective? If so why?

Activity 7 – Leadership Activity sheet

Barack Obama's New Hampshire Primary speech 2008



© Shutterstock



“When we have faced down impossible odds, when we've been told we're not ready or that we shouldn't try or that we can't, generations of Americans have responded with a simple creed that sums up the spirit of a people: Yes, we can. Yes, we can. Yes, we can.

It was a creed written into the founding documents that declared the destiny of a nation: Yes, we can. It was whispered by slaves and abolitionists as they blazed a trail towards freedom through the darkest of nights: Yes, we can. It was sung by immigrants as they struck out from distant shores and pioneers who pushed westward against an unforgiving wilderness: Yes, we can. It was the call of workers who organized, women who reached for the ballot, a president who chose the moon as our new frontier, and a king who took us to the mountaintop and pointed the way to the promised land: Yes, we can, to justice and equality. Yes, we can, to opportunity and prosperity. Yes, we can heal this nation. Yes, we can repair this world. Yes, we can.

And so, tomorrow, as we take the campaign south and west, as we learn that the struggles of the textile workers in Spartanburg are not so different than the plight of the dishwasher in Las Vegas, that the hopes of the little girl who goes to the crumbling school in Dillon are the same as the dreams of the boy who learns on the streets of L.A., we will remember that there is something happening in America, that we are not as divided as our politics suggest, that we are one people, we are one nation. And, together, we will begin the next great chapter in the American story, with three words that will ring from coast to coast, from sea to shining sea: Yes, we can”

Involving young people in the democratic process

Learning objectives: To learn about how young people can become involved with decision-making processes and campaign positively for change within school and society.

Commonwealth Values: democracy, freedom of expression, tolerance, respect and understanding, valuing the contributions of young people in the Commonwealth

Core skills: Communication and collaboration, citizenship, student leadership and personal development, creativity and imagination, digital literacy.

Useful Resources: Access to the Internet, card, pens.

Activity 8 – How can you be a good leader in your community?

Discuss the opportunities your pupils have for their voices to be heard in school? Do you have a school council? Are there opportunities for everyone to get involved? How effective is it?

Perhaps watch the short film, which shows a school partnership where older pupils make a difference to their schools in Scotland and South Africa through their involvement as young leaders:

<https://schoolsonline.britishcouncil.org/classroom-resources/commonwealth-class/bbc-films>



Activity 9 – Elections

Stage a mini-election in the classroom to illustrate the process of a general election. Ask your pupils to choose issues that they feel are important, give their party a name and write a manifesto. Persuasive writing, catchy short slogans and filmmaking can also be introduced during this part of the campaign to help them get their points across.

The day before the election, hold “Hustings” where each candidate can make their speech and each member of the class could have a question to ask them. Discuss rules of debate and the importance of practicing skills such as making presentations.

The election procedures should be as realistic as possible. Encourage pupils to register to vote, make voting slips with the names of all of the candidates and have a voting booth where they can make their secret vote. Some students could act as election observers.

What can you do?

Encourage structured opportunities to enable your pupils to explore and engage with the democratic process further. They might:

- Discuss and vote on issues or problems that could be raised with the school council
- Stand as a candidate and vote in your school council elections
- Campaign for causes they care about
- Contact local and national representatives to express a point of view about local and national issues
- Work on improving useful skills such as public speaking and critical thinking
- Keep informed, watch and read the news, be aware of issues associated with ‘Fake news’, and check the sources of information that they come across
- Write an article in their school newspaper or speak in an assembly to raise awareness about an issue that concerns them



Partner school activities

If you are working with a partner school you could:

- Exchange results of some of the activities
- Share thoughts about your views on democracy and ways young people in different countries can become involved in the democratic process
- Find out about parliamentary leaders, the things they have achieved and the impact they have had on the Parliamentary process in their home countries
- Exchange ideas and information about class charters, school councils and the different systems of Parliament in both countries
- Swap photographs and manifestos from your mock elections

APPENDIX 1

Commonwealth Parliamentary Association Fact Sheet

- The Commonwealth Parliamentary Association (CPA) represents more than 180 Parliaments and Legislatures in 52 Commonwealth countries with over 17,000 Parliamentarians in our network.
- The Commonwealth Parliamentary Association is one of the world's oldest Associations, founded in 1911, and it is a unique international platform for transformation in people's lives.
- The Commonwealth Parliamentary Association works with democratic, law-making Parliaments, Legislatures and Assemblies in Commonwealth nations, states, provinces and territories.
- Each Commonwealth Parliamentary Association Branch is usually headed by the Speaker or Presiding Officer of the Parliament or Legislature with support from Parliamentary Clerks and staff.
- All Commonwealth Parliamentary Association Branches – both large and small - are autonomous and regarded as equal within the CPA structure.
- There are nine regions of the CPA: Africa; Asia; Australia; British Islands and Mediterranean; Canada; Caribbean, Americas and Atlantic; India; Pacific; South-East Asia.
- The Commonwealth Women Parliamentarians (CWP) promote gender participation in Parliaments. CWP helps women parliamentarians to increase the political participation of women, achieve gender equality, and help women and girls across the Commonwealth.

www.cpahq.org



Written by Alison Willmott Education Consultant. Images provided by the Commonwealth Parliamentary Association, the Commonwealth Secretariat and Shutterstock.

This resource is the result of a collaboration between the Commonwealth Parliamentary Association Headquarters Secretariat working with the British Council and the Commonwealth Secretariat.

Find Out More

- To find out more about the Commonwealth Parliamentary Association go to: <http://www.cpahq.org/>
- The Commonwealth Parliamentary Association (CPA) has launched the CPA Roadshows to strengthen its outreach to the Commonwealth's young people. The goal of this initiative is to increase awareness of the work done by the CPA in promoting parliamentary democracy across the Commonwealth and to connect Parliamentarians with young people in schools, colleges and universities to inspire the next generation of 'Young Leaders' and to promote parliamentary democracy and Commonwealth political values. Further information about CPA Roadshows can be found at: <http://www.cpahq.org/cpahq/CPARoadshows>
- Commonwealth Class is a dynamic and exciting programme of activities, learning resources, and events for schools. Commonwealth Class is a collaboration between the British Council and the Commonwealth Secretariat. It has been brought together to celebrate the values of the Commonwealth, and connect schools and young people across the globe on joint learning programmes. Commonwealth Class contains many additional resources on the Commonwealth, democracy, science and other subjects. You can find out more at:
 - The Citizenship Foundation provides resources for teachers and pupils to help young people take responsible action in their lives and communities and shape the world around them. Further information can be found at: <http://www.citizenshipfoundation.org.uk/>
 - Information and activities relating to the UK Parliament can be found at: <http://www.parliament.uk/education/>
 - A full copy of the Commonwealth Charter can be found at: <http://thecommonwealth.org/our-charter>
 - A copy of the map of Commonwealth countries and Commonwealth Values can be found at: https://schoolsonline.britishcouncil.org/sites/default/files/a3_poster_map_commonwealth_charter_v2_0.pdf
 - A short film about how the UK parliamentary system works: <http://www.parliament.uk/education/teaching-resources-lesson-plans/how-parliament-works-60-secs/>
 - Resources from the Royal Commonwealth Society can be found at: <https://thercs.org/youth-and-education/teaching-resources/>
 - One of the programmes of the Commonwealth Parliamentary Association is its Commonwealth Youth Parliament, an annual core programme that has the participation of youth from around the Commonwealth. It is an opportunity for young people from the Commonwealth to experience aspects of parliamentary democracy and provides a platform for them to establish links with like-minded peers. To find out more go to: <http://www.cpahq.org/cpahq/cyp>
- 'Design for Change' is the largest global movement of children driving change in their own communities. Information about their work can be found at: <http://www.dfcworld.com/>
- A link to the video version of Barack Obama's New Hampshire Primary speech made by will.i.am and other artists to encourage people to vote can be viewed at: <https://www.youtube.com/watch?v=jjXyqcx-mYY>



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