AEC
Australian Electoral Commission

Jane Hearn
Inquiry Secretary
Joint Standing Committee on Migration
PO Box 6021
Parliament House
Canberra ACT 2600

Dear Ms Hearn

Inquiry into multiculturalism in Australia

Please find attached the Australian Electoral Commission's submission to the Joint Standing Committee on Migration's Inquiry into multiculturalism in Australia.

Yours sincerely

Tom Rogers
Acting Electoral Commissioner

8 March 2012

Submission to the Joint Standing Committee on Migration

Inquiry into Multiculturalism in Australia

8 March 2012

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Australian Electoral Commission

Contents

1. Introduction

1.1   On 9 February 2011, the Minister for Immigration and Citizenship, the Hon Chris Bowen MP, asked the Joint Standing Committee on Migration to inquire into and report on multiculturalism in Australia, with specific reference to:

Multiculturalism, social inclusion and globalisation

■   The role of multiculturalism in the Federal Government's social inclusion agenda.

■   The contribution of diaspora communities to Australia's relationships with Europe, the UK, Middle East and the immediate Asia-Pacific Region.

Settlement and participation

■   Innovative ideas for settlement programs for new migrants, including refugees that support their full participation and integration into the broader Australian society.

■   Incentives to promote long term settlement patterns that achieve greater social and economic benefits for Australian society as a whole.

National productive capacity

■   The role migration has played and contributes to building Australia's long term productive capacity.

■   The profile of skilled migration to Australia and the extent to which Australia is fully utilising the skills of all migrants.

■   Potential government initiatives to better assist migrant communities establish business enterprises.

1.2   The Australian Electoral Commission (AEC) welcomes the opportunity to provide a submission to the Committee's Inquiry.

1.3   This submission focuses on the second of the themes of the terms of reference, *settlement and participation*, by providing details of the activities undertaken by the AEC to increase electoral knowledge and participation of current and future electors, particularly migrants and those from Culturally and Linguistically Diverse (CALD) backgrounds. This submission is structured under the following headings:

1.   Introduction

2.   Background

3.   Electoral awareness

4. Enrolment initiatives

5. Voting services

6. Reducing informality

7. Toward the future

2. Background

2.1   The AEC is the independent authority responsible for the administration of federal elections and referendums. The functions of the AEC are set out in section 7 of the *Commonwealth Electoral Act 1918* (Electoral Act). The statutory functions of the AEC include:

■   promoting public awareness of electoral and Parliamentary matters by conducting education and information programs and by other means;

■   providing information and advice to the Parliament on electoral administration; and

■   publishing material on matters that relate to its functions.

2.2   The AEC endeavours to provide all eligible Australians with an equal opportunity to participate in the electoral process. While this encompasses all electors, the AEC acknowledges that eligible electors with a CALD background make up an important part of the Australian community, with unique information and support needs in order to be able to effectively participate in elections and referendums. The AEC is committed to ensuring that electoral services provided are meeting the needs of these electors in relevant, accessible and inclusive ways.

2.3   For example, a barrier to accessing electoral services can often be an inability to understand electoral information due to factors such as language, or a different cultural experience of elections and voting processes. In addition, compared with many countries where first past the post voting systems are the norm, Australia's voting systems of proportional representation for the Senate and preferential voting for the House of Representatives are complex.

2.4   The communication preferences of CALD audiences have been identified through extensive research and consultation.[1] This research underpins the AEC's CALD communication strategy and identifies and directs appropriate services, products and engagement channels. Key outputs are targeted education and awareness

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[1] In 2006 the AEC commissioned the Cultural and Indigenous Research Centre (CIRCA) to undertake qualitative research to investigate and report upon the attitudes and knowledge towards electoral matters of CALD audiences. This research forms the basis of the AEC CALD communication strategy.

campaigns, and producing enrolment and voting material and services in a range of languages with key messages designed for CALD audiences.

3. Electoral awareness

3.1   The AEC recognises that for some electors, whether or not they are proficient in English, learning about a new electoral system is difficult; and for some, an Australian election represents their first experience of voting under a proportional or preferential voting system.

3.2   AEC research indicates that these electors generally have a poor understanding of how the Australian federal electoral system works, what their enrolment and voting obligations are, and how to vote correctly. A number of electorates with a large proportion of persons born in non-English speaking countries or persons with low English proficiency also have comparatively high rates of informal voting.[2] By way of example, five out of the ten divisions with the highest informality rates at the 2010 House of Representatives election also had the five highest proportions of persons who, at the 2006 Census of Population and Housing, indicated that they did not speak English well, or did not speak English at all.[3]

3.3   The AEC delivers information sessions and participates at community and multicultural events within CALD communities. The purpose of these visits is to increase electoral knowledge and enhance the ability of the audience to cast a formal vote. Electoral awareness activities are undertaken at all times throughout the electoral cycle, not just during an electoral event such as a federal election.

3.4   State based activities over the last three years have included the following:

- In NSW, enrolment and voting information sessions were given at Adult English classes at a Migrant Resource Centre in Wentworthville. People attending were from many language groups including, Dinka, Farsi, Korean and Hindi.

- In a joint initiative with the New South Wales Electoral Commission, the AEC conducted electoral information sessions for the Chinese Australian Service Society in the Bankstown area and for the Arabic community in Campbelltown.

- AEC staff in Victoria attended a migrant information expo to raise awareness about elections and voting with new citizens.

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[2] A ballot paper is generally considered informal if it is not filled out correctly in accordance with the Commonwealth Electoral Act 1918 and the instructions on the ballot paper. It cannot therefore be included in the scrutiny which is the counting of votes that leads to the election result.

[3] AEC, March 2011, *Analysis of Informal Voting, House of Representatives, 2010 federal election*, available at: http://www.aec.gov.au/About_AEC/Publications/Strategy_Research_Analysis/paper12/index.htm.

- Enrolment and voting information sessions were given to migrant women's groups in Jagajaga Victoria, and to migrant adult education classes at Victoria University.

- In Queensland, AEC staff provided enrolment and voting information to the Migrant Resource Centre in Townsville and the Multicultural Association in Gladstone.

- AEC staff in Tasmania attended various migrant information and education sessions involving migrant resource centres, the Department of Immigration and Citizenship (DIAC), and students from the Tasmanian Polytechnic migrant program.

- At a number of citizenship ceremonies in Western Australia, new citizens were invited to participate in an AEC education session on the electoral process. Western Australian staff also met with key Muslim advocacy groups within the metropolitan area to distribute information on voting and informality.

- In the Northern Territory, a session highlighting the democratic responsibilities of Australian citizens was conducted for a group of immigrants from East Timor prior to their citizenship ceremony.

3.5   In the lead up to the 2010 federal election AEC staff provided electoral information sessions and participated in local expos and meetings to engage with migrant and CALD community groups and service providers. Election activities included:

- Two live SBS radio interviews conducted in Arabic. The interviews covered election information and invited questions from the public.

- In Queensland, AEC staff attended the Multicultural Festival in Brisbane and the Multicultural Learning and Skilling Expos at Yeronga.

- In South Australia, an electoral education program was established with the Adelaide Secondary School of English, which works with students entering the education system as new migrants.

3.6   The AEC's CALD strategy also supports state elections. For example, in partnership with the New South Wales Electoral Commission, the AEC conducted electoral information sessions at the Liverpool Migrant Resource Centre in the three weeks preceding the March 2011 New South Wales state election, to audiences whose first language included, Arabic, Dari, Mandarin and Spanish.

3.7   Each year AEC staff members visit schools, tertiary institutions and community groups as part of the broader national School and Community Visits Program (SCVP) which delivers electoral education and information sessions and other enrolment promotional activities to key audiences in local communities. This

program aims to reach a large number of electors, as well as a wide cross-section of students and other community groups.

3.8   While this program is not specifically aimed towards a CALD audience, many of the AEC visits include electors, or potential electors, from this group. Based on available information, between 2009 and 2011 the AEC has conducted around 152 community visits, approximately 98 of those visits have targeted CALD audiences.

4.   Enrolment initiatives

4.1   Although enrolment in Australia is compulsory, the AEC's CALD research indicates that many new citizens are unaware of this obligation.

4.2   To encourage and facilitate the enrolment of new citizens, AEC staff in all states and territories attend citizenship ceremonies where they:

- provide electoral information aimed at increasing the awareness and knowledge of attendees about enrolment procedures through translated resources and publications;

- encourage attendees to enrol to vote and maintain correct enrolment (by updating residence details when they move);

- assist with the completion of enrolment forms; and

- collect completed enrolment forms.

4.3   The AEC acknowledges and greatly appreciates DIAC's contribution to the successful enrolment of new citizens by printing and providing partially completed enrolment forms to new citizens on behalf of the AEC.

4.4   Attending citizenship ceremonies is an effective and timely way of enrolling new citizens, and providing information about how to maintain enrolment and voting correctly. **Table 4.1** shows how many citizenship ceremonies the AEC has attended since July 2009 and how many enrolment forms have been collected at ceremonies and from follow up of new citizens by AEC staff.

Table 4.1 – Enrolment activities at citizenship ceremonies, 2009-10 to 2010-11

State/Territory	2009-10		2010-11	
	Ceremonies attended	Enrolment forms collected	Ceremonies attended	Enrolment forms collected
NSW	491	36 766	408	26 422
VIC	159	23 804	202	21 245
QLD	105	12 981	73	10 912
WA	241	10 786	238	10 729
SA	91	4 216	57	4 010
TAS	14	688	10	570
ACT	19	1 730	22	1 350
NT	26	517	8	475
Total	**1 146**	**91 488**	**998**	**75 713**

4.5   It should be noted that there is some variation in the number of citizenship ceremonies organised each year and how many new citizens attend each ceremony. The AEC endeavours to attend as many ceremonies as resources permit. In cases where the AEC was unable to attend the ceremony or the enrolment forms from new citizens were not collected at the ceremony, the AEC contacted the organisation conducting the citizenship ceremony (usually the relevant local council) to obtain details of the new citizens so that they could be contacted and encouraged to enrol.

4.6   Although new citizens face greater challenges in participating in the electoral system, research indicates that enrolment participation for this group of electors is higher than general enrolment participation rates.[4] One possible reason for this was highlighted by the AEC's CALD research where some participants said that the ability to vote in elections was a key driver for them to seek Australian citizenship.

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[4] Based on a comparison of the overall percentage of enrolment participation with new citizen enrolment participation, found at AEC, *Annual Reports*, 2008-09, p.35; 2009-10, p. 32; 2010- 11, p.36.

5. Voting services

5.1   The federal election was a primary focus of the AEC's CALD strategy in 2010. The AEC's federal election activities for CALD electors[5] centred on providing translated information about voter services and vote formality.

5.2   The AEC communicates in a broad range of languages to address the cultural or language impediments that CALD electors may have to receiving and understanding information that the AEC prepares about voting. To do this effectively, the AEC engages cultural communication experts to advise on the appropriate mix of languages used to translate advertisements and publications for use in federal elections.

5.3   Key messages for the 2010 federal election for the CALD advertising and media campaign were developed around the three phases of the AEC's national campaign:

■   Close of Rolls – encouraging electors to check and update enrolment details

■   Voter services – informing CALD electors of translation services available as well as providing details about operating hours for early voting centres and polling places.

■   Formality – informing electors how to vote and what assistance is available to help them cast a formal vote.

Advertising and media campaigns

5.4   During the 2010 federal election approximately $10 million was spent on advertising, promotions and media services, with a portion of this being allocated to materials produced specifically for CALD electors. This includes tailoring and translating the advertising into 23 languages.

5.5   Translations were produced for ethnic television, radio or press as outlined below in **Table 5.1** below.

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[5] The term 'elector' describes a person whose name appears on the electoral roll. An 'eligible person' describes a person who is entitled and obliged to enrol and vote but who is not necessarily enrolled. All electors are eligible persons, but not all eligible persons are electors (ie. enrolled).

Table 5.1 – Language translations in media at the 2010 federal election

Television	Six languages				
Arabic	Cantonese	Greek	Italian	Mandarin	Turkish

Radio	23 languages		
Arabic	Farsi (Iranian)	Macedonian	Spanish
Assyrian	Greek	Mandarin	Sudanese Arabic
Bosnian	Italian	Polish	Thai
Cantonese	Khmer (Cambodian)	Portuguese	Turkish
Croatian	Korean	Russian	Vietnamese
Dari (Afghani)	Laotian	Serbian	

Press	19 languages		
Arabic	Farsi (Iranian/Afghani)	Macedonian	Spanish
Bosnian	Greek	Polish	Thai
Chinese	Italian	Portuguese	Turkish
Croatian	Khmer (Cambodian)	Russian	Vietnamese
Dari (Afghani)	Korean	Serbian	

Publications

5.6   The *Official guide to the 2010 federal election* was made available online in 22 languages and 'how-to-vote' fact sheets were translated into 21 languages and made available on the AEC website in an "information in your language" section.

5.7   A "How to vote practice tool" was available on the AEC website to enable migrant and CALD electors to practice filling in their ballot papers; this was promoted through translated advertising and public relations materials.

5.8   Materials were also produced for CALD electors in electorates with high rates of informality. This information was also accessible through an AEC telephone translation service which provided assistance in 16 languages.

5.9   Other publications to assist electors to vote correctly included coloured press advertisements, fact sheets, and A2 sized posters for polling place display. An example of a translated advertisement is at **Appendix A**.

5.10   How to vote booklets and factsheets were produced in 21 languages and distributed for use in polling places across Australia. An example of a how to vote factsheet in Khmer is at **Appendix B**.

5.11   Publications and media releases were adapted and translated into more than 20 languages, made available on the AEC website and included in packages distributed to 600 migrant resource centres, community organisations and media organisations.

Telephone Services

5.12   The AEC offers interpreter services for telephone enquiries, through VITS Language Link. A total of 16 399 calls were handled by VITS in the 35–day period from the announcement of the election to election day. VITS provided 16 language specific telephone lines, and a line catering for a range of other languages.

Recruitment

5.13   The AEC recruited bi-lingual or multi-lingual staff to work in the 2010 federal election, particularly in voting centres in areas identified as having large populations of people whose first language is one other than English. The AEC attended employment expositions and career markets and advertised widely to encourage bi-lingual speakers to apply to work. Over 11% of all staff employed for the election were bi-lingual or multi-lingual. Bi-lingual voting officials were employed at as many voting centres as possible and were identified by an 'I speak (language)' badge.

6. Reducing informality

6.1   Ensuring that unintentional informal voting is reduced is a key priority for the AEC. Informal ballots (a ballot paper not filled out correctly) are not included in the election scrutiny. One challenge for the AEC is the high rate of informal votes cast in electorates that seem to have a significant number of CALD electors.[6]

6.2   In the lead up to the federal election the AEC conducted a pilot project targeted at informal voting in areas with traditionally high informality rates where it is assumed that the majority of the informal votes may be cast unintentionally.[7] The primary objective of the pilot project was to increase voter knowledge in relation to casting a formal vote. The secondary objectives were to engage and build sustainable community connections, and to evaluate the content and methodology used in delivering education to the broader CALD community.

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[6] AEC, April 2011, *Supplementary submission to the Joint Standing Committee on Electoral Matters – Informal Voting* (submission 87.4), p. 4-5, available at:
http://www.aph.gov.au/Parliamentary_Business/Committees/House_of_Representatives_Committees?url=em/elect10/subs.htm.
[7] The AEC commissioned Cultural Perspectives to conduct the pilot workshops and to prepare a report for the AEC on workshop outcomes.

6.3   The divisions that were chosen to participate in the pilot were those with a high informality rate in previous federal elections, where this informality rate was linked to the division having a significant number of CALD electors.

6.4   The AEC worked with research consultants, Cultural Perspectives, to conduct the pilot program. The consultants engaged bi-lingual educators who were proficient in the identified target language groups. Preference was given to educators with extensive networks in the community. The consultants managed the logistics of promoting and arranging the workshops. Each workshop was attended by an AEC staff member who provided technical expertise support for the bi-lingual educator.

6.5   In total, 90 workshops were conducted with 1 772 participants across 13 language groups in the three-week period leading up to the 2010 federal election.

<u>Workshop summary</u>

Language Group	Number of Sessions	Total Participants
Arabic	15	300
Italian	3	60
Greek	10	224
Chinese - Cantonese	5	170
Chinese - Mandarin	7	180
Khmer	8	126
Serbian	4	122
Spanish	5	80
Vietnamese	13	254
Turkish	4	42
Korean	5	69
Dinka	2	20
Arabic/Other	4	58
English/Other	5	67
TOTAL	**90**	**1 772**

6.6   Feedback indicated a significant shift in both attitudes to voting and level of knowledge about voting between the before and after workshop questionnaire. Educators confirmed an increase in knowledge and understanding during the

workshop as evidenced by the number of correctly completed ballot papers in the mock election, and level of engagement of participants through the workshops.

6.7   Given an average of 170 to 180 workshop participants in each of the target divisions adding to around 100 000 voters and the proximity to the federal election, a significant impact in informality statistics could not be seen. However, the adoption of the program on a continual basis with opportunity for repeat visits and broader topic coverage could be expected to have an impact on informality figures over time.

6.8   While a high number of workshops were held, there was also considerable unmet demand, in part due to the timing of the election announcement. This indicates there is interest in the electorate for learning about voting. The pilot also demonstrated the successful use of strong community networks to identify target groups and deliver electoral education. The format of the workshops and the logistics of their delivery are generally appropriate for the target audiences and the venues in which they were delivered.

7   Toward the future

7.1   The AEC periodically reviews the attractiveness of remuneration for polling staff and the success of our recruitment processes. One possible option for future consideration is the use of additional allowances for staff with critical language skills to ensure they are available to work in polling areas that have a high proportion of electors from a CALD background.

7.2   While increasing allowances for language skilled polling staff would have implications for election costs, the AEC is of the view that given the relatively small numbers of staff involved the costs would have a minimal impact to the overall election budget.

7.3   Because the AEC is funded for each federal election any extra allowances for polling staff with language skills would be dependent on resourcing for that election. Should such a measure be implemented it would also be included in the AEC's post-election evaluation process to determine its effectiveness in reducing informality.

7.4   The AEC formality strategy is also currently under review. The revised strategy will be finalised in 2012 and will provide a framework for action to reduce informality. In particular, the education and communication needs of CALD communities will continue to be addressed.

7.5   The community education component of the AEC's SCVP is also being refined through the development of a community education strategy. The community

education strategy will seek to deliver a contemporary program, based on collaboration with community organisations, to deliver a variety of tailored electoral education activities. The development of programs and resources for CALD communities will continue to be given high priority by the AEC in delivering electoral education.

7.6   The AEC recognises the importance of developing partnerships with community based organisations with links to CALD communities and in 2012 will seek greater engagement with these groups.

7.7   While the AEC aims to be proactive in building sustainable community partnerships, we similarly wish to encourage community groups with strong links to CALD communities to work with the AEC to ensure equal opportunity for all CALD electors to access their franchise through informed participation in the electoral process.

7.8   The AEC also notes that in August 2011, the Government gave in principle support, in its response, to recommendations relating to civics and electoral education for migrants contained in the report of the Joint Standing Committee on Electoral Matters Civics and Electoral Education entitled *Civics and Electoral Education*. Relevant recommendations are:

Recommendation 14
The Committee recommends that the Australian Government amend the Australian Citizenship Ceremonies Code to include the additional mandatory requirement that during citizenship ceremonies there be a presentation regarding the notion of citizenship, voting rights and obligations in Australia, including the opportunity for enrolment at the ceremony.

Recommendation 15
The Committee recommends that the Department of Immigration and Citizenship, in consultation with the Australian Electoral Commission, develop a programme of electoral education, to be implemented through migrant resource centres.

Recommendation 16
The Committee recommends that the Australian Electoral Commission prepare a professional development seminar for migrant resource workers to enable them to deliver this programme of electoral education.

7.9   The AEC is supportive of these recommendations and is working with DIAC in order to develop the necessary programs to ensure that electoral education and awareness can be implemented at citizenship ceremonies and migrant resource centres across Australia. The AEC and DIAC are also working together to develop strategies to provide electoral education to migrants through government networks such as Community Liaison Officers who regularly interact with migrant communities.

Appendix A – Voting information in Arabic, 2010 federal election

Appendix B – 'How to vote' factsheet in Khmer, 2010 federal election

របៀបឱ្យគ្រោប់សន្លឹកឆ្នោតរបស់លោកអ្នក

July 2010   Khmer/ខ្មែរ

នៅថ្ងៃបោះឆ្នោត លោកអ្នកនឹងបានទទួលសន្លឹកឆ្នោតពីរ សន្លឹក៖ សន្លឹកឆ្នោតពណ៌បៃតងគឺសំរាប់សភាតំណាងរាស្រ្ត ហើយនិងសន្លឹកឆ្នោតពណ៌សគឺរាប់ព្រឹទ្ធសភា។

សូមកុំខ្លាចព្រួយបារម្ភឡើយ ប្រសិនបើលោកអ្នកបានបំពេញ ខុស។ លោកអ្នកអាចស្នើសុំសន្លឹកឆ្នោតមួយផ្សេងទៀត ហើយចាប់ផ្តើមបំពេញម្តងទៀត។

សន្លឹកឆ្នោតពណ៌បៃតង

សូមសរសេរដាក់លេខគ្រប់ទាំងប្រអប់នីមួយៗ

ចំពោះសន្លឹកឆ្នោតពណ៌បៃតង លោកអ្នកនឹងត្រូវសរសេរ ដាក់លេខ '1' នៅក្នុងប្រអប់ក្បែរបេក្ខជនដែលជាជំរើស ទី១ របស់លោកអ្នក។ រួចមកសរសេរដាក់លេខ '2' នៅក្នុង ប្រអប់ក្បែរជំរើសទី២របស់លោកអ្នក ហើយជាបន្តបន្ទាប់ មករហូតទាល់តែលោកអ្នកបានសរសេរដាក់លេខគ្រប់ប្រអប់ នីមួយៗ។

លោកអ្នកត្រូវតែសរសេរដាក់លេខឱ្យបានគ្រប់ទាំងប្រអប់ ដើម្បីឱ្យគ្រោប់សន្លឹកឆ្នោតរបស់លោកអ្នក។

សូមកុំប្រើសញ្ញាធីក (✓) សញ្ញាជើងវៃក ឬទុកប្រអប់ ចោលដោយមិនបានសរសេរដាក់លេខនៅពីលើសន្លឹកឆ្នោត នេះឡើយ បើមិនឆ្លើយឆ្លើយទេនោះ គេនឹងខុំរាប់សន្លឹកឆ្នោត របស់លោកអ្នកឡើយ។

BALLOT PAPER HOUSE OF REPRESENTATIVES
YOUR STATE
ELECTORAL DIVISION OF
YOUR ELECTORATE

Number the boxes from 1 to 8 in the order of your choice.

4	CANDIDATE A	POLITICAL PARTY
6	CANDIDATE B	INDEPENDENT
3	CANDIDATE C	POLITICAL PARTY
1	CANDIDATE D	POLITICAL PARTY
5	CANDIDATE E	POLITICAL PARTY
8	CANDIDATE F	POLITICAL PARTY
2	CANDIDATE G	POLITICAL PARTY
7	CANDIDATE H	POLITICAL PARTY

Remember...number every box to make your vote count.

AEC Australian Electoral Commission
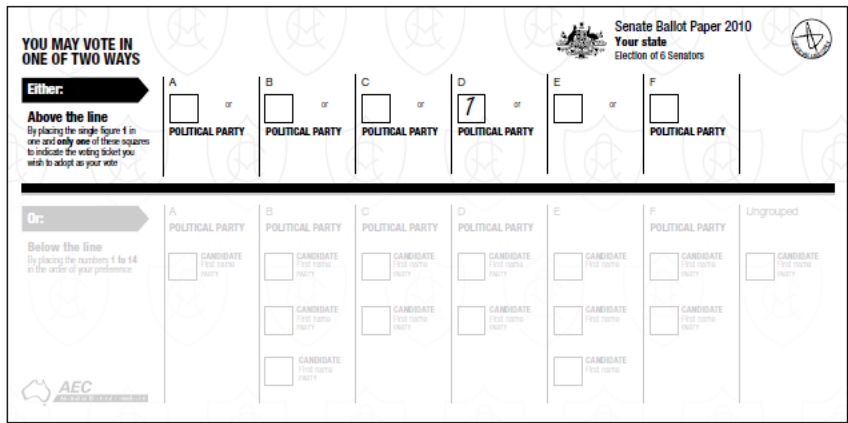
ភ្លៀ

សូមបើកទៅទំព័រខាងទៀត ➡

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សន្លឹកឆ្នោតពណ៌ស

វិធីពីរបែបដើម្បីបោះឆ្នោត

ចំពោះសន្លឹកឆ្នោតពណ៌ស លោកអ្នកមាន�ជម្រើសពីរបែបដើម្បីបោះឆ្នោត៖

មួយណាក៏បាន

ពីលើខ្សែបន្ទាត់

លោកអ្នកអាចគ្រាន់តែសរសេរដាក់លេខ '1' នៅក្នុងប្រអប់ពីលើខ្សែបន្ទាត់សំរាប់គណៈបក្ស ឬក្រុមណាមួយដែលជម្រើសរបស់លោក អ្នកប៉ុណ្ណោះ។ តាមការធ្វើបែបនេះ លោកអ្នកអនុញ្ញាតឲ្យលំដាប់នៃការចូលចិត្តរបស់លោកអ្នក ត្រូវបានកំណត់ដោយគណៈបក្ស ឬក្រុមដែលលោកអ្នកបោះឆ្នោតឲ្យ។ ចំពោះពត៌មានបន្ថែម សូមបើកមើលវ៉ិបសាយ www.aec.gov.au
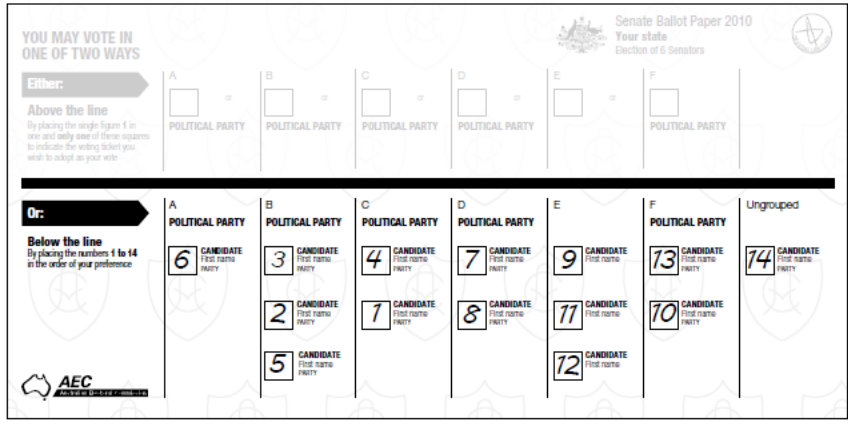

ភូំ

ឬ

នៅក្រោមខ្សែបន្ទាត់

លោកអ្នកអាចជ្រើសរើសលំពេញប្រអប់ទីមួយៗនៅក្រោមខ្សែបន្ទាត់ ទៅតាមលំដាប់នៃការចូលចិត្តរបស់លោកអ្នក។ លោកអ្នកត្រូវ តែសរសេរដាក់លេខ '1' នៅក្នុងប្រអប់វ៉េរបេក្ខជនដែលជាជម្រើសទី១របស់លោកអ្នក។ រួចមកសរសេរដាក់លេខ '2' នៅក្នុង ប្រអប់វ៉េរជម្រើសទី២របស់លោកអ្នក ហើយជាបន្តបន្ទាប់មករហូតទាល់តែលោកអ្នកបានសរសេរដាក់លេខគ្រប់ប្រអប់ទីមួយៗ។

លោកអ្នកត្រូវតែសរសេរដាក់លេខឲ្យបានគ្រប់ទាំង១៤ប្រអប់ ដើម្បីឲ្យគេរាប់សន្លឹកឆ្នោតរបស់លោកអ្នក

ភូំ