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INSTITUTE

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**CHIBWENZI CHA NKHWANGWA
CHOKOMA POKWELA**

***“AN AXE IS BEST APPRECIATED
BEFORE CUTTING A TREE”***

A Report on Focus Groups and Structured Interviews
Conducted in the Three Regions of Malawi
October 9th to October 31st 1997

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“AN AXE IS BEST APPRECIATED BEFORE CUTTING A TREE”

The title of the report is based on a comment made by a participant in one of the focus groups. By this, the participant meant that MPs need the electorate only during the elections, but after they get elected they do not pay attention to their constituents' welfare.

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EXECUTIVE SUMMARY

This study was carried out to assess knowledge levels and attitudes towards the political transformation in Malawi through both qualitative and quantitative research methods. The information gathered will help shape future civic education programmes to be carried out by civic organisations and NDI Malawi. It is hoped that this report will also be of value to donors, other NGOs and government leaders.

The main objective of the survey was to assess the knowledge levels of a sample of rural, urban and peri-urban Malawians about democratic principles.

The focus groups discussions had the following specific goals:

- To ascertain citizens' knowledge levels on human rights issues;
- To assess the levels of understanding and application of democratic principles;
- To determine the categories and sources of information concerning democratic processes; and
- To explore citizens' perceptions of national civic organisations, Parliament and civil society.

The survey used two methods: individual interviews, employing a structured interview schedule, and focus group discussion, using a discussion guide. The survey involved 15 focus group discussions and 320 interviews targeting distinct groups in 11 districts (of the country's 25 districts) of Nkhata Bay and Mzimba in the North, Nkhotakota, Mchinji, Lilongwe and Kasungu in the Central region and Chikwawa, Zomba, Mulanje, Phalombe and Blantyre in the South. The survey targeted rural women and men, extension workers based in rural areas, traditional leaders, political party representatives and urban youth. A total of 186 people participated in the discussions. Note that the percentages on each question reflect a fraction of the total responses for the specific question. Since some questions permitted more than one response from a respondent, totals do not always equal one hundred percent.

Democratic Principles

One of the chief findings was that people have a rudimentary knowledge of democracy and its principles. Malawians understand democracy in terms of the ability of government to fulfil basic needs. They see, for example, being able to buy food, seeds and fertiliser at affordable prices, as democracy. They are, however, very enthusiastic about learning more about democratic principles, especially human rights, the Constitution and Parliament.

Human Rights

Several people have heard of the term “human rights” (63% of the respondents) but are not conversant with the content of these rights. The rights that were mentioned most often were personal liberty (50%), freedom of expression (41%), and freedom of movement (23%). Political and economic rights are the least known. Despite having limited knowledge about their rights, people fear that crime and exorbitant prices of farm inputs, such as seeds and fertiliser, could interfere with exercising some human rights, especially the right to life.

People view participating in economic development projects as their major responsibility in enhancing democracy. Political responsibilities are considered less important. Voting is not viewed as an important responsibility or a right.

The Government

While 63% of the respondents strongly view government as the “people” and the major player in development issues, they consider themselves as spectators and recipients of various services from government. They do not see themselves as influencing government decisions.

The Functions of Parliament

Seventy-seven percent of the people interviewed consider Parliament as a forum for discussing development. They have limited knowledge of the other important functions of Parliament, such as making laws. Parliament is considered ineffective because it fails to act on many issues raised by Members of Parliament (MPs). Citizens were also very critical of the behaviour of MPs during parliamentary sessions.

Though people are not conversant with the functions of Parliament as an institution, there is considerable knowledge of the responsibilities of MPs in a democratic society. In addition, there is general dissatisfaction regarding the way MPs are conducting their work. People expect parliamentarians to consult their constituents before going to Parliament and provide feedback after the session. This is not usually the case. However, some MPs are seen as doing a considerably better job than others, based on their contributions in Parliament and their relationship with their constituents.

Civil Society

The best-known organisations (identified by 93% of the respondents) are economic development-oriented ones because they have a strong presence in most rural areas. On the other hand, focus group participants observed that human rights organisations are concentrating their efforts in urban areas, targeting educated people and relying heavily on the print media, which has a very limited rural circulation.

Survey Recommendations

Citizens’ desire to know their rights is not satisfied by the current approaches being

implemented by human rights organisations. The main obstacle is limited outreach; urban-based organisations do not reach rural populations. Efforts should, therefore, be made to extend civic education programs to rural areas through existing communication channels, such as radio and local structures like village committees or clubs. Drama, music and other participatory teaching techniques could also play an important part in such interventions. Materials produced to convey messages ought to be in the local language. Training village-based educators could be an effective and sustainable approach.

Civic education on human rights should include programs on economic and political rights. Since many people consider participating in economic development projects as their major responsibility in enhancing democracy, it is necessary to intensify campaigns on the political rights and responsibilities of citizens. Voter education is essential if voter apathy in the upcoming 1999 elections is to be avoided.

People do not know how they can influence government decisions. Civic education campaigns, therefore, might emphasise the power citizens have and the means available to influence government decisions.

More information should be made available to rural people on the functions of Parliament and the role elected leaders are expected to perform. Citizens should be informed that MPs' responsibilities extend beyond issues concerning economic development.

Education about the democratic process should not be left to human rights organisations alone. Development organisations, which are the best known organisations in rural areas and have the widest outreach, should be encouraged to design their programs to include education on human rights. Democracy and economic development are indistinguishable to many of Malawi's people. Consequently, an effective approach to civic education could be to stress the relationship between the two concepts. Democratic participation in the development process, for instance, might be emphasised.

INTRODUCTION

The National Democratic Institute (NDI) has been carrying out annual focus group studies in Malawi since 1994. The general purpose of these focus groups has been to assess the attitudes of Malawians towards the political transformation taking place under the country's new multiparty system. Previous NDI focus group surveys have reported increased enthusiasm about democracy and positive perceptions of democratic processes by the participants in the three regions of the country. The studies have also shown that while the participants have been viewing the democratic processes positively, most participants felt that economic and social conditions have seriously deteriorated.

While previous focus group studies have contributed to our knowledge about Malawi's political culture, there is still insufficient information available on Malawi's political transformation, democratic principles and human rights. Moreover, focus group studies, on their own, only provide qualitative information. To provide a more precise understanding of Malawians' attitudes we have employed qualitative and quantitative research methods. We hope that the more detailed and reliable information this approach produces will provide the basis for formulating effective civic education programs throughout the country.

Objectives

The main objective of this survey was to assess knowledge levels and attitudes of a sample of rural and peri-urban Malawians towards democratic principles.

The survey had the following specific goals:

- To ascertain the levels of citizens' knowledge on human rights issues;
- To assess the levels of understanding and application of democratic principles;
- To determine the categories and sources of information concerning democratic processes;
and
- To explore perceptions of Parliament, civic organisations, and civil society.

Methodology

As previously mentioned, this survey used two methods: individual interviews with structured questions and focus group discussions using a topic guide.

The survey combined structured interviews with focus group discussions to better gauge public attitudes toward the issues addressed in this survey. Focus group discussions do not provide information that is generalizable; that is, it cannot be assumed that the focus group participants, who are not randomly selected, represent the views of the general population. In addition, some participants dominate the discussions and not all participants say what they really feel because they are concerned about the group's reaction. Also, sometimes there is

a synergistic effect where people will build on what one person has said, without coming up with original or different opinions. However, focus group discussions provide in-depth feelings and rich qualitative data that are often missed in standardised individual interviews. Sometimes sensitive and controversial topics are better handled through a focus group discussion, as participants feel more secure about expressing certain views when they are in a group.

In the focus group discussions, a facilitator led the discussion in the local vernacular languages (Chichewa in the South and Central Regions and Tumbuka in the Northern Region), while the recorder took detailed notes in English. The discussions were also tape-recorded. Following each discussion, the moderators prepared a summary of the discussion including their observations and comments on the discussion. Then each discussion was transcribed based on the tape recorded and written notes. The discussions varied between 90 and 180 minutes depending on how much discussion and debate the topics generated and on participants' knowledge of the issues.

The Research Team

Adrian Muunga (Programme Officer, National Democratic Institute for International Affairs, Lilongwe, Malawi) was responsible for research design, administration, and report writing.

Kondwani Mwangulube (K & M Consultants, Private Bag 218, Lilongwe, Malawi) served as Research Consultant and participated in project design, data collection supervision, data analysis, and report writing.

Timothy Chikoti, Maggie Manda, Grey Kalindekafe and Flossie Siyani served as Research Assistants/Focus Group Moderators. They formed the data collection team. All are graduates from the University of Malawi and have extensive research experience with various organisations. Grey and Timothy have worked in previous NDI Focus Group projects.

Austin Kumwenda served as the driver and made advance arrangements.

The Sample

The survey involved 15 focus group discussions and 320 interviews targeting different distinct groups in 11 districts of Nkhata Bay and Mzimba in the North, Nkhotakota, Mchinji, Lilongwe and Kasungu in the Centre, and Chikwawa, Zomba, Mulanje, Phalombe and Blantyre in the South. These districts were selected based on factors such as the areas where there was a by-election, areas where previous NDI surveys were conducted and where various parties were dominant. In Kasungu, a focus group discussion was conducted without any interviews.

Focus Group Discussions Participants

Recruiting participants for focus group discussions was based on what was considered most appropriate for each location, and secondarily on age or/and gender specifications. The focus

group discussions targeted rural women and men, extension workers based in rural areas, traditional leaders, political party representatives and urban youth. A total of 186 people participated in the discussions. There were 91 female participants and 95 male participants. Their age ranges are identified below.

Individual Interviews Respondents

Of the 320 respondents interviewed in the study areas 160 (50%) were males and 160 (50%) females. The breakdown of the group characteristics is contained in the appendix. Selection of respondents involved systematic sampling: every third house was selected in some areas. Simple random sampling was used in other areas. These sampling methods were determined by input from the relevant authorities in the study sites.

The majority, 55%, of the respondents were farmers while 15% were in business, 6% were paid labourers in factory/farm and 32% were fully employed in various organisations and casual jobs. Thirty one percent of the respondents were within the 20-29 age range, 25% were within the 30-39 age range and 13% were within 18-20 age range. About 17% of the respondents had no formal education, 48% were primary school drop outs, 12 % completed primary school, 11% secondary school dropouts and 9% had completed secondary school.

Topics for Focus Group Discussions

- . Perception of Democratic Principles
- . Perception of Government
- . Parliament
- . Civil Society
- . Rights and Responsibilities in Democratic Society
- . Word Association

Analysis

For focus group discussions, key phrases and words were extracted from transcripts. These were further condensed into themes across all the various groups. Some quotes of participants have been written in the vernacular before being translated into English, while others have been directly translated into English to add richness and depth to the data.

For the individual interviews, the data was entered in the SPSS Computer Package where responses were determined and tabulated. Further data analysis can be made based on the needs of individuals and organisations.

DETAILED FINDINGS

MAJOR PROBLEMS FACED SINCE 1994

Focus Group Discussions

The majority of participants mentioned the food shortage due to drought and high fertiliser prices as the major problems they have faced since 1994. Lack of potable water, crime, the lack of good roads and health centres were also frequently mentioned as problems confronted in their areas.

Structured Interviews

Approximately 38% of the respondents view famine/drought and 35% mentioned poverty as the major problems confronting the young democracy. Other problems being faced include crime (mentioned by 24% of the respondents) and lack of potable water, poor roads and high prices for commodities (38%).

DEMOCRATIC PRINCIPLES

Focus Group Discussions

The majority of participants defined democracy as a system of government that fulfils basic needs, especially the need for food. Others mentioned freedom of movement, freedom of expression and doing anything one wants to do without fear of arrest. One participant said, "Democracy is having enough food to eat, clothing and a good place to sleep." Democracy was defined by some participants as multiparty politics, living in harmony and loving one another. In some areas, participants associated the word with the ruling political party, the UDF.

Most of the participants defined the constitution as a country's economic development plan, which encourages people to participate in development projects. One participant said, "In this country, the constitution means development." Few participants described the constitution as the laws by which the country is governed or laws made in Parliament and which should be protected. Most women participants said that the constitution means loving one another and unity among Malawians.

Instead of defining human rights, most participants mentioned the rights to freedom of expression, freedom of movement, freedom to dress anyway one wants, freedom of worship and the right to education. In several group discussions, participants mentioned having food, good roads, hospitals and schools as important human rights.

Structured Interviews

About 36% of the respondents defined democracy as the availability of affordable food and fertilisers; 27% said democracy is having multiparty politics in the country; 23% said democracy is respecting human rights and 23% said it is living in harmony. About 20% said they did not know the meaning of democracy.

Ninety-two percent said that they would like to have more information on democracy. This information should be on human rights (31%), the constitution (11%), Parliament (13%), and other issues such as development and having adequate food (43%), while 19% do not know what they expect to learn on democracy. This information should be communicated through the radio (31%), at village meetings (53%) and through meetings with MPs and chiefs (22%).

HUMAN RIGHTS

Focus Group Discussions

The most frequently mentioned specific human rights were freedom of expression, the right to life, freedom of movement and the right to information. Less frequently mentioned rights were the rights to education, to participate in any economic activity, to personal liberty, to privacy and to dress the way one desires. A minority mentioned that these rights were given to them by God, and, hence should not be violated.

The majority of participants said that some rights are being implemented while others are not. The right to life and the right to personal liberty are the major rights that are not being exercised due to famine/drought, high fertiliser prices, insecurity and unavailability of drugs in hospitals. The major rights being exercised are freedom of expression and of movement.

While the majority of participants embraced the concept of human rights, some individuals were concerned about the misuse of rights. They said that the exercise of some rights can infringe on the rights of other individuals. The participants also said that the wrongful exercise of human rights can lead to moral degradation.

The most frequently mentioned sources of information on rights were the radio and political party rallies. Other sources of information mentioned are friends, government officials and newspapers.

Structured Interviews

About 62% of the respondents said that they are familiar with their human rights. The most frequently mentioned rights were as follows: personal liberty (50%), freedom of expression (44%) and freedom of association (23%). The respondents mentioned the following as the major rights being exercised: personal liberty (46%), freedom of expression (41%) and freedom of association (21%). The main sources of information mentioned by the respondents are political party rallies (38%), radio (26%), friends (14%) and other sources

(49%) including chiefs, newspapers and government officials

THE GOVERNMENT

Focus Group Discussions

Participants from all groups defined government as the main provider of social amenities and a wide range of services like security, agricultural and medical services. In one of the discussions, a participant said, “Boma ndi nangolo”, meaning that government is like a parent of the country and hence has to look after the welfare of its people. The participants frequently said government is constituted by the people living in a country “Boma ndi anthu” [Government is the people], therefore it should always be on good terms with its citizens. Some participants said that government is the ‘mother’ of a country. Some participants, especially women, did not know what government is.

Some participants had difficulty distinguishing political parties from the government. Government is said to be the “headquarters” of the country while the political party in government is elected to run the government. Politicians are elected, while civil servants apply for various jobs and undergo interviews before being selected to their positions. Hence, the two are different. One participant had this to say on the differences between government and the ruling party: “Government is like a woman who waits for men to approach her for marriage; political parties compete to run government just as men compete to marry a woman.”

The most frequently mentioned sources of information on government are the radio, members of Parliament, political party leaders, chiefs and councillors. A minority mentioned the Public Affairs Committee (Mchinji), newspapers, church and government extension workers based in rural areas as other sources.

Participants from all group discussions emphasised providing social amenities and services such as schools, hospitals, potable water and some welfare services, as the most important responsibilities of government. They said that the government should provide maize to the people in times of drought and famine and should also consider subsidising costs of fertilisers so that the prices are affordable. Some participants mentioned poverty alleviation and ensuring law and order as important responsibilities of the government.

Structured Interviews

The majority of the respondents (63%) defined a government as people living in a country, 16% said government is the main player in development and main provider for wide range of services. Six percent said the political party and its leaders constitute government. The main sources of information on the government are political party rallies (26%), radio (21%), friends (15%) and other sources (59%), including government institutions, intuition, parents and chiefs.

THE FUNCTIONS OF PARLIAMENT

Focus Group Discussions

The majority of participants said that the main function of Parliament is discussing development issues raised by MPs. One participant said: “nyumba yamalamulo ndi mutu wachitukuko” [Parliament is the headquarters for development]. Some participants mentioned making laws, discussing national issues and discussing the national budget as functions of Parliament.

The radio was mentioned as the main source of information on the functions of Parliament, although others complain that they do not own radios. Few participants mentioned newspapers, political party rallies and friends as important sources of information.

Most of the participants said that they need more information about Parliament. Some participants mentioned newspapers, political party rallies and friends as their sources of information. Participants wanted more information about the national budget session, fertiliser prices, business loans, MPs’ presentations of problems to government, political parties represented in Parliament, bills debated in Parliament and how the country is being governed. A few participants said that they would like to have more information on loans, maize situation and Malawi Social Action Fund (MASAF) development projects.

Participants said that the information they get about Parliament mainly concerns deliberations of the MPs on development issues like maize distribution, requests for schools, health centres, post offices and other services. A minority mentioned motions raised by MPs as an example of matters, which they hear concerning Parliament. These participants said that the motions seem politically motivated and personal.

The majority of participants felt that MPs are not doing what they are supposed to do. They said that MPs do not consult their constituents before going to Parliament and do not report on what transpired in Parliament after a session. The participants were also critical of MPs who do not reside in their constituencies. It is thought that these MPs do not understand their problems and hence present their own perception of the issues. One participant said: “chibwenzi chankhwangwa chokoma pokwera” [an axe is best appreciated before cutting a tree]. By this, the participant meant that MPs need the electorate only during the elections, but after they get elected they do not pay attention to their constituents’ welfare. They also complained about the way deliberations are being conducted in Parliament, saying the MPs behave childishly. Some participants felt that some MPs are doing their work well, but the majority of MPs are idle and concentrate on their personal business.

In the discussions with political and traditional leaders, participants said that while some MPs raise the problems faced by their constituents, the government frustrates them because they are from the opposition. Only requests from the ruling party are honoured immediately. The participants also were not happy with the MPs who claim to be independents after being voted into office on a party ticket.

The majority of the participants said that MPs are supposed to table their constituents' problems in Parliament and to assist in the economic development of their constituencies. They also view the MP as a mediator between government and the people on various issues, mainly development.

Some participants said that MPs are supposed to conduct meetings with constituents so they can learn the problems the people are facing before going to Parliament. They are also expected to provide feedback to the constituents after a parliamentary session. A minority mentioned the following as responsibilities of MPs: contributing to the debate of bills in Parliament, and conducting civic education on Parliament to constituents.

While some participants recognised that the executive, legislature and judiciary are different branches of government, others could not distinguish among them. The participants said that the legislature is comprised of elected members while the President appoints the executive and the judiciary promotes justice. The legislature passes bills, the executive is mostly involved in development issues and the judiciary corrects injustices; hence, the latter is the superior of the three.

Some participants felt that the three are the same because they collaborate and have the same goal of achieving development for the country.

Structured Interviews

The majority of the respondents (77%) believe the main function of Parliament is discussing development. Other functions of Parliament mentioned are passing laws (28%) and setting government policy (24%). About 23% said that they do not know the functions of Parliament. The main source of information on the functions of Parliament is the radio (72%) while other sources are political rallies (21%) and friends (12%). About 38% of the respondents feel that government is more important than Parliament while approximately 37% feel that Parliament is more important. Only 19% feel that both are equally important. On a third point, about half of the respondents (49%) think that Parliament is doing a poor job, while 43% think Parliament is doing a good job and 8% said Parliament is doing an excellent job.

On whether they get enough information about Parliament, about 55% responded in the affirmative. Forty-five percent were dissatisfied. Just over half (51%) of the respondents get the information through the radio and 7% through newspapers and the radio. The respondents suggested the following, as the sources of information they think could be effective; radio (49%), newspapers (11%) and MPs (23%). On a three-point scale rating how well Members of Parliament are doing their jobs, 48% rated MPs as doing a poor job, 47% rated MPs as doing a good job and 5% rated MPs as doing an excellent job.

CIVIL SOCIETY

Focus Group Discussions

Most participants mentioned development and small scale business-related organisations, like the National Association for Business Women (NABW), European Union (EU), the Foundation for International Community Assistance (FINCA), the Malawi Social Action Fund (MASAF) and the Rural Finance Company as examples of civil society organisations. Very few participants mentioned civic organisations involved in human rights like the Civil Liberties Committee (CILIC), Malawi Institute for Democratic and Economic Affairs (MIDEA), Centre for Human Rights and Rehabilitation (CHRR), the Public Affairs Committee (PAC) and Malawi Centre for Advice, Research and Education on Rights (CARER). In two districts where there were by-elections (Nkhata Bay and Blantyre), the participants mentioned the National Democratic Institute (NDI) in relation to political debates. Participants mentioned the radio, newspapers and political debates as sources of information on the mentioned organisations. MASAF, EU and to a considerable extent, World Vision International were the most familiar organisations in areas where the study was conducted.

For NGOs to become better known, the majority of participants suggested that they should hold village meetings with rural people and provide civic education on various issues as determined by the rural communities. Some participants suggested the use of drama and songs as a way of providing civic education to rural communities. Very few participants suggested the use of posters and seminars. Women mentioned the radio as a way of educating rural people about what NGOs are doing.

Most of the NGOs are known only by name. Most of the participants, however, felt that they are very important because they alleviate poverty through various programmes, develop the country, take part in civic education in urban areas and increase employment opportunities.

Structured Interviews

Over half (53%) of the respondents could not identify any NGOs working on human rights and democracy. The majority of respondents (93%) mentioned development oriented organisations like MASAF, EU, United Nations Development Program (UNDP) and some loan-disbursing organisations such as Small Enterprises Development of Malawi (SEDOM) and Development of Malawi's Traders Trust (DEMATT). Other civic organisations that were mentioned were MIDEA (8%), CARER (4%), the Society for the Advancement of Women (SAW) (1%), CHRR (3%), Women's World Banking (10%) and NABW (7%). The primary sources of information on civic organisations are the radio (48%), newspapers (20%). Other sources are government officials, chiefs and exposure to the work the organisations are doing in their areas or neighbouring villages. The main organisations working in the areas where the focus group discussions took place are development-oriented organisations such as MASAF and EU (91%). Twelve percent of the respondents said that none of these organisations are working in their areas.

THE RESPONSIBILITIES OF CITIZENS IN A DEMOCRATIC SOCIETY

Focus Group Discussions

The majority of participants said that as citizens of Malawi, their most important responsibility is participating in development projects. Some participants mentioned farming and obeying the laws of the country as their principal responsibilities. A few participants mentioned paying taxes and promoting education.

The major sources of information on citizen responsibilities are the radio and friends. Few participants mentioned newspapers, the chief, village meetings, political party rallies and MPs as sources of information.

Many participants said that they, as individuals, are fulfilling some of their responsibilities while other responsibilities are not fulfilled. The participants mentioned participating in development projects, paying market fees and sending kids to school as the only responsibilities they are fulfilling. They stated that they were unable to fulfil other responsibilities due to hunger and insecurity.

Structured Interviews

Nearly half of the respondents (45%) said that their most important role and responsibility in democratic Malawi is participating in economic development activities. Other roles and responsibilities mentioned include voting (15%) and engaging in economic activities (31%). About 20% indicated that they did not know their roles and responsibilities as citizens.

DISCUSSION OF DETAILED FINDINGS

Most people are very enthusiastic about the democratic changes in the country. However, they see economic problems such as poverty, high prices, crime and famine as the main problems, which threaten the country's young democracy. There is a lack of knowledge about democratic principles. People understand democracy as a system of government that enables them to fulfil basic needs, such as purchasing food, fertiliser and seeds at affordable prices. People are eager to learn more about democratic principles especially human rights, the constitution and Parliament.

While most people claimed that they were familiar with human rights (62%), few persons could identify these rights. Most frequently mentioned rights in both focus group discussions and interviews are: the right to personal liberty (50%), freedom of expression (mentioned by 41%), and freedom of movement (23%). It is generally felt that freedom of expression and freedom of movement are the rights most frequently exercised. However, there are mixed feelings on whether the right to personal liberty is being exercised. While focus group participants felt that the right to personal liberty is not being fully exercised, about 46% of respondents in structured interviews felt that it is being exercised. If people are generally uninformed about their rights, it is difficult for them to know whether or to what extent these

rights are being exercised. Despite such limited knowledge, there are fears that crime and exorbitant prices for farm inputs could interfere with exercising some rights, especially the right to life.

People view participating in economic development projects as their major responsibility in enhancing democracy. Voting is neither seen as an important responsibility nor as a right.

Government is strongly viewed as the 'people' and it is viewed as the major player on development issues. It is, however, surprising that while government is considered as the people, the people consider themselves mainly as recipients, and not players, in a wide range of services from government. This understanding could be the result of political slogans which mainly portray 'boma ndi anthu', meaning that the government is the people without elaborating how ordinary people can influence government decisions.

While some participants in the focus group discussions could not distinguish between the ruling party and the government as a whole, it is encouraging to note that several others see the difference.

The findings show that Parliament is mainly viewed as a forum for discussing economic development. People are not conversant with the other important functions of Parliament. They feel Parliament is ineffective in the way it handles issues raised by MPs, and they disapprove of the way the members conduct themselves while at Parliament.

People in all areas are more familiar with development-related organisations like MASAF and EU (93%) than with human rights groups. This is because economic development-oriented NGOs are reaching out to rural communities to a greater extent than most human rights organisations.

RECOMMENDATIONS

Citizens' desire to know their rights is not satisfied by the current approaches being employed by human rights organisations. The main obstacle is limited outreach; that is, most human rights groups fail to reach rural populations. Efforts should be made to implement civic education programs in rural areas through existing channels of communication such as radio and local structures like village committees or clubs. Drama, music and other participatory teaching techniques could play an important part in such interventions. The materials used should be translated into local languages.

Civic education should not limit itself to emphasising the existence of one set of rights at the expense of others. Political rights were the least known rights, hence efforts should be made to amplify them. Since people mainly consider participating in economic development projects as their major responsibility in enhancing democracy, it is necessary to intensify campaigns on political rights such as voting.

While people know that they have a role to play in the government, they do not know how

they can influence government decisions. Campaigns should, therefore, emphasise the power citizens have and the channels available to them to influence government decisions.

More information should be made available to rural people on the functions of Parliament and the role elected leaders are expected to play. These efforts can clarify Parliament's functions and counter negative feeling towards Parliament.

Education about the democratic process should not be left to human rights organisations alone. Development organisations, which are better known in rural areas and have the widest outreach should be encouraged to tailor their programmes to include civic education on human rights

Radio programs should be explored as a means of reaching rural masses on general democratic principles. NGOs, for instance, could design programs on human rights, and other activities could include discussions among political party leaders. Village-based meetings on human rights and basic civic education conducted by NGOs, can also be an effective tool for reaching rural populations.

APPENDIX 1: FOCUS GROUP PARTICIPANTS

Table 1: Age Ranges of the Focus Group Participants

<u>Age Range</u>	<u>Participants</u>	<u>% of Participants</u>
<20	11	5.9%
20-29	56	30.1%
30-39	39	21.0%
40-49	33	17.7%
50<	38	20.4%

Table 2: Occupation of Focus Group Participants

<u>Occupation</u>	<u>Number of Participants</u>	<u>% of Participants</u>
Self employment/Business	22	11.8%
Farmer	124	66.7%
Casual labourer	4	2.2%
Full employment	20	10.8%
Students	5	2.7%
Unemployed	111	5.9%

APPENDIX 2: RESPONSES IN THE STRUCTURED INTERVIEWS

1.0 Background of the Participants

1.1 Occupation

<u>Occupation</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Farmer	176	55.0%
Paid labourer in factory/farm	18	5.6%
Business/self-help employment	48	15.0%
Fishing	1	0.3%
Other	100	31.6%

1.2 Gender

<u>Gender</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Female	160	50%
Male	160	50%
Total	320	100%

1.3 Age Group

<u>Age group</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
18-20	40	12.5%
20-29	100	31.3%
30-39	81	25.3%
40-49	50	15.6%
50 and above	49	15.3%

1.4 Level of Education

<u>Level of education</u>	<u>Male</u>		<u>Female</u>		<u>Total</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>
No schooling	22	13.8%	32	20.0	54	6.9
Not completed primary school	71	44.4%	82	51.3	153	47.8
Completed primary school	23	14.4%	16	10.9	39	12.2
Not completed primary secondary school	17	10.6%	18	11.3	35	10.9
Completed secondary school	20	12.5%	8	5.0	28	8.8
Other	7	4.4%	4	2.5	11	3.4

APPENDIX 3: STUDY SITES

Region	Study Sites	
North	Nkhata Bay Mzimba	T. A. Kabunduli Manyamula
Central	Nkhotakota	Boma Mwansambo
	Mchinji	T.A. Zulu Mijoni Village
	Lilongwe	Kasiya
	Kasungu	Bua
South	Mulanje	T.A. Mkanda
	Phalombe	Chiringa
	Chikwawa	Nchalo
	Blantyre	Ndirande
	Zomba	Changalume

2.4 Sources of Information on Rights

<u>Source</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Radio	51	25.9
Friends	27	13.7
Political party rallies	74	37.6
Village meetings	12	6.1
Other sources (e.g., newspaper, chiefs, government officials, parents, intuition, etc.)	96	48.7

2.5 Definition of Democracy

<u>Democracy</u>	<u>Male</u>		<u>Female</u>		<u>Total</u>	<u>%</u>
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>		
Multi-party politics	39	24.8%	31	19.5%	70	27.2%
Human rights	45	28.7%	13	8.2%	58	22.5%
Living in harmony	36	22.9%	23	14.5%	59	23.0%
People and government	13	8.3%	1	0.6%	14	5.4%
Availability of food, fertilisers	33	21.0%	59	31.1%	92	35.8%
Don't know	21	13.4%	42	26.4%	63	19.9%

2.6 Roles and Responsibilities of Citizens in Democratic Malawi

<u>Roles/Responsibilities</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Voting	38	14.8
Engaging in economic activities	79	30.7
Participating in development issues	116	45.1
Don't know	63	19.7
Other (e.g. paying market tax, farming, etc.)	83	32.3

2.7 Sources of Information on the Roles and Responsibilities of Citizens

<u>Source</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Radio	53	20.6
Political rallies	94	36.6
Friends	29	11.3
Newspapers	14	5.4
Church	6	2.3
Other (chiefs, village meetings etc.)	123	47.9

2.8 Main Problems Facing Malawi

<u>Problems</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Poverty	113	35.3
Corruption	9	2.8
Insecurity	76	23.8
Drought/famine	122	38.1
None	90	28.1
Other (mainly lack of potable water, roads, post offices, high prices of commodities)	122	38.1

3 Government

3.1 Definition of Government

<u>Definition</u>	<u>Male</u>		<u>Female</u>		<u>Total %</u>	
	<u>No.</u>	<u>%</u>	<u>No.</u>	<u>%</u>		
People living in a country	107	67.3%	94	59.9%	201	63.6
Laws governing the country	19	11.9%	6	3.8%	25	7.9
Political parties	9	5.7%	9	5.7%	18	5.7
Parliament	-	-	5	3.2%	5	1.6
Don't know	17	10.7%	30	19.1%	47	14.9
Other	22	13.8%	30	19.1	52	16.5

3.2 Sources of Information on Government

<u>Source</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Radio	56	20.5
Friends	42	15.3
Political party rallies	72	26.4
Newspapers	10	3.7
Church	3	1.1
Other e.g. intuition, parents, chiefs etc.	160	58.6

4. Parliament

4.1 Functions of Parliament

<u>Function</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Passing laws	69	27.9
Discussing development	190	76.9
Setting government policy	58	23.5
Solving national disputes	42	17.0
I don't know	73	22.8
Other	38	15.4

4.2 Sources of Information on the Functions of Parliament

<u>Source</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Radio	178	72.1
Political party rallies	52	21.1
Friends	29	11.7
Newspapers	20	8.1
Village meetings	22	8.9
Other (e.g., chiefs, newspapers, etc.)	58	23.5

4.3 Relative Importance of the Government Versus Parliament

<u>Response</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Government	120	37.5
Parliament	118	36.9
Both	62	19.4
I don't know	20	6.3

4.4 Rating of Parliament's Performance

<u>Response</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Excellent	24	7.8
Good	132	43.0
Poor	151	49.2

4.5.1 Level of Information about Parliament

<u>Response</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Get enough information	174	54.5
Don't get enough information	145	45.3

4.6 Sources of Information on Parliament

<u>Source</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Radio	162	50.6
Newspapers	23	7.2
Friends	4	1.3
Member of Parliament	21	6.6
Other	19	5.9

4.7 Recommended Sources of Information on Parliament

<u>Source</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Radio	156	48.8
Newspapers	34	10.6
Member of Parliament	75	23.4
Other (chiefs, NGOs, political parties, etc.)	129	40.3

4.8 Rating of Members of Parliament

<u>Rating</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Excellent	15	4.9
Good	145	47.2
Poor	147	47.8

5. *Civil Society*

5.1 *Civic Organisations*

<u>Civic Organisation</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
MIDEA	12	8.1
CARER	6	4.0
SAW	4	1.3
CHRR	10	2.6
NABW	15	6.7
WWB	171	10.1
Don't know	139	53.4
Other (MASAF, EU, UNDP, UNICEF etc.)		93.3

5.2 *Sources of Information on Civic Organisations*

<u>Source</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Radio	71	47.7
Newspapers	29	19.5
Friends	10	6.7
Members of Parliament	9	6.0
Other (govt. officials, neighbouring villages, chiefs, working in the area)	92	61.7

5.3 *Civic Organisations Working in the Area*

<u>Civic Organisation</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
CARER	2	1.3
NABW	2	1.3
WWB	7	4.7
Other (e.g., EU, MASAF, UNDP, etc.)	136	91.3
None	18	12.1

6. Concluding Section

6.1 Demand for More Information on Democracy

<u>Response</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Would like to get more information	295	92.2
Don't want more information	21	6.6
Don't know	4	13.2

6.2 Aspects of Democracy On Which More Information is Required

<u>Response</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Human rights	92	31.2
Constitution	33	11.2
Parliament	38	12.9
Judiciary	10	3.4
Don't know	57	19.3
Other (mainly development, food, etc.)	136	42.5

6.3 Recommended Sources of Information on Democracy

<u>Source</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Radio	119	31.2
Posters	21	6.6
Village meetings	168	52.5
Other (e.g., MPs, chiefs, etc.)	72	22.2

Concept of Human Rights

<u>Response</u>	<u>Male</u>		<u>Female</u>		<u>Total</u>	
Know human rights	107	66.9%	90	57.0%	197	61.9%
Don't know human rights	53	31.1%	68	43.0%	121	38.1%

Specific Human Rights Known

<u>Rights known</u>	<u>Number of Respondents</u>	<u>% of Respondents</u>
Freedom of association	46	23.4
Personal liberty	99	50.2
Freedom of movement	45	22.8
Freedom of expression	86	43.7
Freedom of worship	20	10.2
Other (freedom to dress as one wants, right to participate in economic activities, etc.)	84	42.6

APPENDIX 3: STUDY SITES

Region	Study Sites	
North	Nkhata Bay Mzimba	T. A. Kabunduli Manyamula
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	Kasungu	Bua
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	Phalombe	Chiringa
	Chikwawa	Nchalo
	Blantyre	Ndirande
	Zomba	Changalume

**APPENDIX 4: FOCUS GROUP DISCUSSION GUIDE AND QUESTIONNAIRE
(English and Chichewa)**

NATIONAL DEMOCRATIC INSTITUTE FOR INTERNATIONAL AFFAIRS

RAPID ASSESSMENT SURVEY

FOCUS GROUP DISCUSSION GUIDE

OCTOBER 1997

Introduction

Introduce yourself.

Thanks for coming.

Your presence is important.

Explain what a focus group is:

- a discussion.
- no right or wrong answers; just your ideas and opinions.
- be honest and say what you think.
- feel free to disagree with others; I want you to tell me your own opinions, even if they are different from other people's opinions.
- everyone should participate in the discussion because everyone's opinions and ideas are important.

Explain the purpose of the discussion.

Explain that the tape recorder is there so that I can listen to it later and take notes.

Have participants introduce themselves. Tell us your name and something about yourself-for example, what you do, how long you've lived in this area, how many children you have; marital status; age.

1. Perception of Democratic Principles

In the referendum, Malawians voted for democracy. How do you understand the word democracy?

Can you explain your personal feelings about democracy?

A democratic government is supposed to respect the constitution and human rights. What do these words mean:

(a) Constitution

(b) Human rights

2. Perception of Government

When we hear about the word government, what do you think government really is?

How did you learn about democracy?

How do you obtain information about government?

How would you like to obtain information about government?

Which are the most important responsibilities of the government?

3. Parliament

What are the functions of Parliament?

How did you know about these functions?

Would you like to know more about what Parliament is doing?

What kind of information do you now get on Parliament?

What kind of information do you need on Parliament?

How would this information be useful?

How do you get your information about Parliament?

Malawi's constitution divides power between three branches of government: Parliament, Executive, and Judiciary. Can you say anything about the differences between these three?

What is your opinion about MPs in the country?

Who is your local MP?

Would you name some important responsibilities of MPs?

4. Civil Society

In the country, there are a number of organisations that are not political parties but are working in various programs.

Can you name any such organisations you know?

What did you know about these organisations?

What should be done so that these organisations should be well known by everyone?

Is there a need for NGOs?

Are civic organisations active in your area? If so, which ones?
What are these involved in?

What should the roles of civic organisations be?

Which areas of interest are not being addressed by these organisations?

5. Rights and Responsibility in Democratic Society

Which constitutional right (human rights) as enshrined in the Constitution of Malawi do you know? How did you know about these rights? Do you feel you are exercising these rights? Explain.

What do you think are your responsibilities as a citizen of a democratic Malawi?

How do you know about these responsibilities?

6. Word Association

What comes to your mind when you hear the following words:

- Electoral Commission
- Gender equality
- Bail
- Corruption
- MBC Radio
- Privatisation
- Freedom of speech
- Freedom of association
- The right to life
- Political parties
- Courts (Probe on judiciary)
- Decentralisation (Probe for local government elections)
- Parliament

- Cabinet Ministers

We have talked about many things, what else could have we talked about?

Thank you for the "nice" discussion.

NATIONAL DEMOCRATIC INSTITUTE FOR INTERNATIONAL AFFAIRS

RAPID ASSESSMENT SURVEY

INTERVIEW SCHEDULE

Questionnaire No:

Date of Interview:..... Date of Check:.....

Name of Interviewer:..... Name of Checker:.....

District :

Traditional Authority:.....

Village :

Name of Respondent :

1.0 Background

1.1 Occupation of Respondent

- | | |
|----------------------------------|-----|
| Farming | (1) |
| Paid labourer in factory or farm | (2) |
| Business or self employment | (3) |
| Fishing | (4) |
| Other (explain) | (5) |

1.2 Sex

- | | |
|--------|-----|
| Male | (1) |
| Female | (2) |

1.3 Age Group

- | | |
|---------|-----|
| - 20 | (1) |
| 20 - 29 | (2) |
| 30 - 39 | (3) |
| 40 - 49 | (4) |
| 50 - | (5) |

1.4 Educational level of respondent

No schooling	(1)
Not finished primary School	(2)
Finished primary school	(3)
Not finished secondary school	(4)
Finished secondary school	(5)
Other (explain)	(6)

2.0 General Information

2.1 What political parties do you know?

UDF	(1)
MCP	(2)
AFORD	(3)
MDP	(4)
UP	(5)
Other (explain)	(6)

2.2 What do you think your rights as a Malawian are?

Freedom of association	(1)
Personal Liberty	(2)
Freedom of movement	(3)
Freedom of expression	(4)
Freedom of worship	(5)
Other (explain)	(6)
Don't know	(7)

2.3 Which of these rights do you use?

Freedom of association	(1)
Personal liberty	(2)
Freedom of movement	(3)
Freedom of expression	(4)
Freedom of worship	(5)
Other (explain)	(6)
None of these	(7)

2.4 How did you learn about these rights?

- Radio (1)
- Friends (2)
- Political Party rallies (3)
- Newspapers (4)
- Village meetings (5)
- Other (explain) (6)

2.5 What comes to your mind when you hear the word democracy?

- Multiparty politics (1)
- Human rights (2)
- Living in harmony (3)
- People and government (4)
- Other (explain) (5)

2.6 In a democratic country like Malawi, what if any, are your responsibilities?

- Voting (1)
- Engaging in economic activity (2)
- Participating in development issues (3)
- None (4)
- Other (explain) (5)

2.7 How did you know about these roles and responsibilities?

- Radio (1)
- Political rallies (2)
- Friends (3)
- Newspaper (4)
- Church (5)
- Other (explain) (6)

2.8 What are the main problems facing our country?

- Poverty (1)
- Corruption (2)
- Insecurity (3)
- Drought (4)
- Other (explain) (5)

3.0 Government

3.1 What does the word government mean to you?

- People living in a country (1)
- Laws governing people (2)
- Political party and leaders (3)
- Parliament (4)
- Other (explain) (5)
- Don't know (6)

3.2 How do you learn about the government? (more than one if true)

- Radio (1)
- Friends (2)
- Political party rallies (3)
- Newspapers (4)
- Church (5)
- Other (explain) (6)

3.3 What could be your contribution towards the government's efforts?

- Self help project (1)
- Voting (2)
- Small scale business (3)
- Farming (4)
- Fishing (5)
- Taxes (6)
- Other(explain) (7)

4.0 Parliament

4.1 What functions of Parliament to you know?

- Passing laws (1)
- Discussing development issues (2)
- Setting government policy (3)
- Solving national disputes (4)
- Other (explain) (5)

4.2 How did you learn about these?(more than one if applicable)

- Radio (1)
- Political party rallies (2)
- Friends (3)
- Newspapers (4)
- Village meetings (5)
- Other (explain) (6)

4.3 Between government and Parliament, which is more important?

- Government (1)
- Parliament (2)
- Both (3)
- I don't know (4)
- None of these (5)

4.4 How well do you think Parliament is really doing its work?

- Excellent (1)
- Good (2)
- Poor (3)

4.5.1 Do you receive enough information about Parliament?

- Yes (1)
- No (if not, go to 4.8) (2)

4.5.2 If yes, what information?

- Policy issues (1)
- Development issues (2)
- Bills (3)
- Other (explain) (4)

4.6 How did you get the information?

- Radio (1)
- Newspapers (2)
- Friends (3)
- Member of Parliament (4)
- Other (explain) (5)

4.7 How should Parliament information be disseminated?

- | | |
|----------------------|-----|
| Radio | (1) |
| Newspapers | (2) |
| Member of Parliament | (3) |
| Other (explain) | (4) |

4.8 How would you rate your MP?

- | | |
|-----------|-----|
| Excellent | (1) |
| Good | (2) |
| Poor | (3) |

5.0 Civil Society

5.1 There are several civil organisations working in various issues. Which of these organisations do you know?

- | | |
|-----------------|-----|
| MIDEA | (1) |
| CARER | (2) |
| SAW | (3) |
| CHRR | (4) |
| NABW | (5) |
| WWB | (6) |
| Other (explain) | (7) |

5.2 How did you know about these?

- | | |
|----------------------|-----|
| Radio | (1) |
| Newspapers | (2) |
| Friends | (3) |
| Member of Parliament | (4) |
| Other (explain) | (5) |

5.3 Which of the organisations you have mentioned are active in your area?

- | | |
|-----------------|-----|
| MIDEA | (1) |
| CARER | (2) |
| SAW | (3) |
| CHRR | (4) |
| NABW | (5) |
| WWB | (6) |
| Other (explain) | (7) |

6.0 Concluding section

6.1 Do you want to have more information about democratic principles? (If no, go to 6.2)

- Yes (1)
- No (2)

6.2 If yes, what information do you want?

- Human rights (1)
- Constitution (2)
- Parliament (3)
- Judiciary (4)
- Other (explain) (5)

6.3 How should this information be disseminated?

- Radio (1)
- Newspapers (2)
- Posters (3)
- Villages meetings (4)
- Other (explain) (5)

NATIONAL DEMOCRATIC INSTITUTE FOR INTERNATIONAL AFFAIRS

RAPID ASSESSMENT SURVEY

INTERVIEW SCHEDULE (Chichewa)

Questionnaire No:.....

Date of interview:..... Date of check:.....

Name of interviewer:..... Name of checker:.....

District:.....

Village:.....

Name of Respondent:.....

1.0 Background Information

1.1 Kodi mumagwira ntchito yanji?

Ulimi	(1)
Fakitole kapena mafamu	(2)
Bizinezi	(3)
Usodzi	(4)
Zina (longosolani)	(5)

1.2 Sex

Mwamuna	(1)
Mkazi	(2)

1.3 Zaka

18 - 20	(1)
20 - 29	(2)
30 - 39	(3)
40 - 49	(4)
50 kapena kupyolera	(5)

1.4 Sukulu

Simuli pa sukulu	(1)
Simunamalize pulayimale	(2)
Munamaliza pulayimale sukulu	(3)
Sumunamalize sekondale sukulu	(4)

Munamaliza sekondale sukulu	(5)
Zina (longosolani)	(6)

2.0 General Information

2.1 Kodi ndi zipani ziti zandale zomwe mumazidziwa?

UDF	(1)
MCP	(2)
AFORD	(3)
MDP	(4)
UP	(5)
Zina (longosolani)	(6)

2.2 Kodi mumazindikira za ufulu wanu wachibadwidwe?

Eya	(1)
Ayi	(2)

(Ngati ndi “ayi” yankhani nambala 2.6)

2.3 Ngati inde, inuyo mukuona kuti ufulu wanu umenewu ndi uti?

Ufulu wosonkhana pamodzi	(1)
Ufulu wa chibadidwe	(2)
Ufulu wa mayendedwe	(3)
Ufulu woyankhula	(4)
Ufulu wa chipembedzo	(5)
Zina (longosolani)	(6)

2.4 Nanga maifulu amene mukukwaniritsa ndi ati mwa amene mwatchulawa?

Ufulu wosonkhana pamodzi	(1)
Ufulu wa chibadidwe	(2)
Ufulu wa mayendedwe	(3)
Ufulu woyankhula	(4)
Ufulu wa chipembedzo	(5)
Zina (longosolani)	(6)

2.5 Nanga munadziwa/munadzimva kuchokera kuti za ufulu wanu wachibadidwewu?

Wailesi	(1)
Anzanu	(2)
Misonkhano ya zipani	(3)
Misonkhano ya mafumu	(4)
Zina (longosolani)	(5)

2.6 Kodi liu loti ufulu weni weni kapena democracy limathandauza chani?

Ndale za zipani zambiri	(1)
Ufulu wa chibadwidwe	(2)
Kukhala mwa mtendere	(3)
Anthu ndi boma	(4)
Sindikudziwa	(5)
Zina (longosolani)	(6)

2.7 Mu dziko la ufulu weni weni ngati Malawi, anthu amakhala ndi udindo ndi mbali yomwe amatenga/amakhala nayo. Nanga inuyo ntchito/mbali yanu ndi yotani popititsa mutsogolo ufulu weni weni wa democracy?

Kuvota	(1)
Kugwira ntchito za chuma	(2)
Kuthandiza pa ntchito za chitukuko	(3)
Palibe	(4)
Sindikudziwa	(5)
Zina (longosolani)	(6)

(Ngati palibe kapena simukudziwa yankhani funso 2.9)

2.8 Nanga munamva kuchokera kuti za zimenezi?

Wailesi	(1)
Msonkhano ya zipani	(2)
Anzanu	(3)
Nyuzipepala	(4)
Mpingo	(5)
Zina (longosolani)	(6)

2.9 Kodi ndi mabvuto ati amene mukukomana nawo chifikireni cha boma la ufulu wa democracy m'dera lanu lino?

Umphawi	(1)
Ziphuphu	(2)
Popanda Chitetezo	(3)
Chilala	(4)
Palibe	(5)
Zina (longosolani)	(6)

3.0 Government/Boma

3.1 Kodi inuyo mumaganiza kuti boma limathandauza chiyani?

Anthu okhala mu dziko	(1)
-----------------------	-----

Malamulo oyendetsera dziko	(2)
Zipani ndi atsogoleri ake	(3)
Nyumba ya Malamulo	(4)
Sindikudziwa	(5)
Zina (longosolani)	
(Ngati simukudziwa, yankhani funso 4.0)	

3.2 Kodi inuyo munamva/munazindikira kuchokera kuti zakuthandauza kumeneku kwa boma?

Wailesi	(1)
Anzanu	(2)
Misonkhano ya zipani	(3)
Manyuzipepala	(4)
Mpingo	(5)
Zina (longosolani)	(6)

4.0 Parliament/Nyumba ya Malamulo

4.1 Kodi ndi ntchito ziti za Nyumba ya Malamulo zomwe mumazidziwa?

Kukhazikitsa malamulo	(1)
Kukambilana za Chitukuko	(2)
Kukkazikitsa malamulo a boma	(3)
Kuthetsa kusamvana kwa dziko	(4)
Sindikudziwa	(5)
Zina (longosolani)	(6)
(Ngati simukudziwa, yankhani funso 4.3)	

4.2 Kodi munazindikira kuchokera kuti za ntchito zimenezi za Nyumba ya Malamulo?
(Yetsesani kupeza zifukwa zambiri ngati kuli kotheka)

Wailesi	(1)
Misonkhano ya zipani	(2)
Anzanu	(3)
Nyuzipepala	(4)
Misonkhano ya mafumu	(5)
Zina (longosolani)	(6)

4.3 Pakati pa boma ndi Nyumba ya Malamulo ndi chiti chofunikira kwambiri mu dziko lathu lino la Malawi?

Boma	(1)
Nyumba ya Malamulo	(2)
Zonse	(3)
Sindikudziwa	(4)

Palibe pa zonsesi (5)

4.4 Kodi mukuganiza kuti nyumba ya malamulo ikugwira ntchito yake bwino?

Bwino kwambiri (1)
Bwino (2)
Sikugwira bwino (3)

4.5 Kodi mumamva/kulandira nkhani zambiri zokhuza Nyumba ya Malamulo?

Eya (1)
Ayi (2)

(Ngati ayi yankhani funso 4.8)

4.6 Ngati eya, ndi nkhani ziti zomwe mumamva?

Mfundo zoyendetsera boma (1)
Nkhani za chitukuko (2)
Bills (3)
Zina (longosolani) (4)

4.7 Kodi mumadzimva kuchokera kuti nkhani zimenezi zokhuzana ndi Nyumba ya Malamulozi?

Wailesi (1)
Nyuzipepala (2)
Anzanu (3)
Phungu wa Nyumba ya Malamulo (4)
Zina (longosolani) (5)

4.8 Kodi mukuganiza kuti njira yabwino ndi iti yoti mudzimvela/yofalitsila nkhani za kunyumba ya malamulo?

Wailesi (1)
Nyuzipepala (2)
Anzanu (3)
Phungu wa Nyuma ya Malamulo (4)
Zina (longosolani) (5)

4.9 Kodi mukuganiza kuti aphungu a m'dziko muno a ku Nyumba ya Malamulo akugwira ntchito yawo bwino?

Bwino kwambiri (1)
Bwino (2)
Sakugwira bwino (3)

5.0 Civil Society

5.1 Pali mabungwe ambiri amene sali a boma koma amagwira ntchito mothandizana ndi boma. Pa mabungwe amenewa ndi ati amene inuyo mukuwadziwa?

MIDEA	(1)
CARER	(2)
SAW	(3)
CHRR	(4)
NABW	(5)
WWB	(6)
Sindikudziwa	(7)
Zina (longosolani)	(8)

(Ngati ayi yankhani funso 6.1)

5.2 Munadziwa kuchokera kuti zamabungwe amenewa?

Wailesi	(1)
Nyuzipepala	(2)
Anzanu	(3)
Phungu wa Nyumba ya Malamulo	(4)
Zina (longosolani)	(5)

5.3 Pa mabungwe amene mwatchulawa ndi ati amene amagwira ntchito kwambiri mdera mwanu muno?

MIDEA	(1)
CARER	(2)
SAW	(3)
CHRR	(4)
NABW	(5)
WWB	(6)
Zina (longosolani)	(7)
Palibe	(8)

6.0 Gawo lomaliza

6.1 Kodi mumafuna kuti muzidziwa zambiri zokhuzana ndi zaufulu weni weni (democracy)

Eya	(1)
Ayi	(2)
Sindikudziwa	(3)

(Ngati ayi, basi mwamaliza)

6.2 Ngati inde, kodi mumafuna kuti mudzimva nkhani ziti zokhudzana ndi ufulu weni weniwu wa democracy?

- Ufulu wa chibadidwe (1)
- Malamulo oyendetsera dziko (2)
- Nyumba ya Malamulo (3)
- Nthambi ya dziko yokhudza malamulo (4)
- Sindikudziwa (5)
- Zina (longosolani) (6)
- (Ngati ayi, basi mwamaliza)

6.3 Nanga mumafuna kuti nkhani zimenezi zidzifalitsidwa motani/bwanji?

- Wailesi (1)
- Mapositala (2)
- Misonkhano ya mafumu (3)
- Zina (longosolani) (4)



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