UNOPS

Baseline Survey for Civic Education in Malawi

Draft Final Report

January 2006

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List of Abbreviations

ACB	Anti-Corruption Bureau
CBO	Community-based organisation
CSO	Civil society organisation
DCP	Democracy Consolidation Programme
EA	Enumeration area
FBO	Faith-based organisation
FGD	Focus group discussion
GTZ	German Technical Cooperation
IRC	Industrial Relations Court
Mag Ct	Magistrates Courts
MCG	Millennium Consulting Group
MPRSP	Malawi Poverty Reduction Strategy Paper (MPRSP, 2002)
NGO	Non-governmental organisation
PLWHA	People living with HIV/Aids
RG	Reference group
S Ct	Supreme Court of Appeal
ToR	Terms of Reference
UNDP	United Nations Development Programme
UNOPS	United Nations Office for Project Services

1 Background

1.1 Background

The 1995 Constitution requires the government to undertake legal, social and political changes necessary to transform Malawi into a democracy with respect for human rights, the rule of law and popular participation in public decision-making. At the same time, 'good governance' has been identified as one of the four pillars of the Malawi Poverty Reduction Strategy Paper (MPRSP, 2002). The MPRSP recognises that a vibrant and sustainable democracy (which can only be developed through civic education) is at the heart of good governance.[1]

However, promoting and consolidating democracy cannot be undertaken by government alone – instead, it requires the participation of a variety of roleplayers and stakeholders, including both government and civil society.

While some civic education has taken place in Malawi, most has focused on election-related issues, with the majority of activities taking place around the time of elections. Recognising this, the Inter-Ministerial Committee for Human Rights and Democracy (which is currently implementing the Democracy Consolidation Programme[2]) produced a report in 2003 outlining a road map to be followed in establishing a national framework for civic education.[3] The idea behind the road map is that for civic education to be effective, it needs to be provided by both government and civil society, working to a common objective, using demonstrated effective methods and in a holistic manner that addresses at least the following themes:

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[1] The goal of the MPRSP is sustainable poverty reduction through socio-economic and political empowerment of the poor.

[2] The DCP is currently in its second phase and was designed to support the consolidation of democracy by enhancing the capacity of the Malawian government, constitutional bodies and civil society organisations to plan and manage governance programmes.

[3] The road map, prepared by South Consulting, is published as 'Towards a Programme Road Map for Civic Education under DCP II in Malawi. It includes a strategy to guide the selection of civic education content (themes and messages), target populations, and methodologies. The report also addresses partnership, co-ordination and institutional arrangements needed to operationalise the Framework.

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The seven themes

1. Rights-based service delivery
2. Institutions of democracy
3. Qualities of leadership
4. Constitutionalism
5. Election-related issues
6. Nation-building and democratic culture
7. Corruption

One of the main recommendations of the road map is that, before effective messages can be developed, a comprehensive baseline survey is required to inform the design and assess the impact of future civic education activities. It is anticipated in the road map document that such a survey would be useful in planning, design, implementation, monitoring and evaluation of civic education programmes in Malawi by both government and civil society. In particular, the survey:

1. Would form the baseline against which the impact of the Framework will be measured;
2. Would be a key requirement of the performance measurement system;
3. Would directly inform the targeting strategy; and
4. Would directly inform indicator development.

It is against this background that COWI ('the consultants') have been contracted through the United Nations Office for Project Services (UNOPS) to undertake a Baseline Survey of Civic Education in Malawi on behalf of the Democracy Consolidation Programme.

1.2 Objectives, Output and Activities

1.2.1 Development Objective

The Terms of Reference (ToR)[4] for the Project state the development objective as:

> By 2007, broad-based, governance civic education will be delivered by civic education providers e.g. NGOs, CBOs and constitutional bodies of governance in a gender-sensitive, co-ordinated and integrated manner in accordance with a National Civic Education Framework. Civic education will be transformed from a set of discrete projects into a comprehensive programme framework. Information supplied by the baseline survey will allow providers to identify a limited number of key issues, upon which they focus.

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[4] The Terms of Reference are attached to this report as Annexure A.

1.2.2 Immediate objectives

The Terms of Reference (ToR) for the Project state the immediate objectives as:

> The baseline survey will be used by institutions and organizations that deliver civic education to establish both qualitative and quantitative benchmarks and indicators for the Civic Education Framework as well as individual programmes and projects. Survey data will be used in matching target groups with mobilisation strategies, delivery methodologies and the content of civic education delivered under the Civic Education Framework

1.2.3 Outputs

The ToR require the consultants to conduct a baseline survey that provides information on the current situation regarding specific areas relevant to the goal of the civic education framework in all 28 districts in Malawi. These include level of awareness and practices of citizens regarding the rule of law, their rights and obligations, roles and responsibilities of state functionaries, governance structures and principles.

1.2.4 Activities

The consultants were responsible for the following activities:

1. Establishment of reference group
2. Design of questionnaires
3. Design of the sampling frame
4. Selection, recruitment and training of field workers
5. Conducting and managing collection of data
6. Processing of data once obtained
7. Analysis and reporting on the data
8. Dissemination of information

1.3 Role of Reference Group (RG)

The Terms of Reference required a gender-balanced Reference Group (RG) to be established at the outset of the project, made up of representatives drawn from government, civil society and national institutions to play a pivotal role in terms of guiding the process and ensuring that all questionnaires are Malawi specific and that all sectors of Malawian society were properly consulted.

The Reference Group (RG) was convened at the outset of the project with the assistance of the DCP. A full list of the 15 members of this group is attached to this report as **Annexure B**.

Read together with the ToR, the role of the RG as set out in the Technical Proposal (submitted by COWI and accepted by UNOPS during the tender process for this project) was as follows:

- The RG would have an advisory role.
- Questionnaires would be reviewed and approved by the RG and UNDP.
- The results of the survey and targeted reports analyzing the results would be presented to the RG and other identified stakeholders as well as to UNDP.

The consultants identified the following specific activities for the RG:

- First meeting (4 July 2005)
- Review and comment on the General Public Questionnaire by 15 July 2005
- Attend second meeting (15 July 2005) to consider revised questionnaire.
- Pilot phase – receive report
- Review reports:
  - Inception -   submitted 8 July 2005
  - Midterm -   submitted 16 September 2005
  - Abstract -   submitted 23 November 2005
  - Draft final -   submitted 30 December 2005
  - Final (including report on dissemination of information) – submitted 27 January 2006
- Attend the following meetings (in addition to the meetings set out above):
  - Meeting prior to submission of mid-term report (9 September 2005)
  - Final workshop (19 January 2006) 1 week before final report is due

1.4 The Consultant's Team

The consultant's team consisted of:

- Elsebeth Krogh (COWI – Project Manager and civil society expert)
- Greg Moran – (COWI/Team Leader, civic education and human rights expert)
- Paul Nkhoma (Millennium Consulting Group (MCG) – Deputy Team Leader and survey expert)
- Francis Zhuwao (MCG – data processing specialist)
- Tobias Chirwa (MCG – statistical and survey expert)
- Hilary Kamela (Associate of MCG – GIS expert)
- Naomi Ngwira (COWI - Gender and human rights specialist)
- Sarah Forti (COWI - Gender and human rights expert)
- Thomas Kabelmann (COWI – statistical and survey expert)
- Lonny Lønsmann Christensen (COWI – data analysis and GIS expert)[5]
- Knud Olander – COWI - QA Manager

Data-collection was coordinated primarily by MCG and was undertaken by teams of fieldworkers (as further described below), each with its own supervisor to monitor activities and assess the quality of the work done and accuracy of the data collected.

Oversight, support and ongoing quality control were provided by the rest of the consultant's team, with COWI having responsibility for:

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[5] The original consultant appointed for this, Dorthe Nordentoft of COWI, moved department to focus on national projects only.

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- Analysing data
- Preparing the data aspects of reports
- Dissemination/GIS
- Civil society expertise
- Gender and rights expertise
- Qualitative interviews
- Overall quality assurance

1.5 Defining civic education

Before continuing, it is necessary to define what the consultants understand by the term civic education in the hope that users of the report will have a better understanding of how and why the report is important to their work.

Definitions of civic education differ greatly, from narrow definitions such as 'education about elections', to much broader definitions that include education on:

- The role and functions of the different branches of government
- Human rights, gender and child rights
- Constitutions and constitutionalism
- Elections
- Democracy, separation of powers, rule of law and other democratic principles
- The role and functions of institutions supporting democracy (HRC, Electoral Commission and so on)
- HIV/Aids
- And so on

For example, the US Dept of State English Language Program defines civic education as follows:

"Civic education often includes the study of political institutions and their values, commitments, assumptions, and challenges. For example, a content-based unit emphasizing political institutions could explore different styles of government, the diverse responsibilities of government, governments of the past, or governments of the present. In such settings, students could study the government of their own country or the governments of other countries. Or they could compare and contrast different forms of government, all the while developing their language skills.

Civic education can also include "a study of the purpose of government, the nature of law, the way private behaviour affects the public order and the political system, and the international context of politics" (Quigley & Bahmueller, 1991, p. 3). In such classrooms, teachers can create lessons that explore why people form governments, how governments are formed, why governments enforce laws, and how different types of laws shape society. Related to these topics are content-based lessons on elections and the role informed (and not-so-informed) citizens play in that process.

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Civic education can also focus on geography, symbols associated with different countries and governments (e.g., flags, national anthems, historical sites, buildings, monuments), and more provocative topics such as the nature of propaganda, the role of the press, civil disobedience, public life, diversity, global issues, tolerance, negotiation, war and peace, human rights, and societal dilemmas (e.g., finding a balance between individual beliefs and majority rule, individual rights and public safety, power of the people and power of the government).

In democratic societies, civic education emphasizes civic participation and the skills necessary for informed and responsible citizenship. It also explores the political process with an eye toward understanding how it promotes the rights and responsibilities of the individual and the responsibilities of government. In such settings, civic education seeks to reinforce values such as liberty, equality, justice, and the common good (Quigley & Bahmueller, 1991)."

Given the range of definitions, the consultants chose rather to be guided by what the road map document says. As noted, the road map document sets out seven themes to be surveyed which indicates what the authors of that document understand as the content of civic education. In other words, civic education is understood in this report to cover education on or about:

- The Constitution.
- Human rights, including the rights of women, the disabled, children, people living with HIV/Aids and other minority groups and the right to be free from discrimination.
- Democracy and key democratic principles – including the rights and responsibilities of citizens in a democracy.
- Service delivery – especially delivery of socio-economic rights.
- Elections and political rights.
- The role and functions of democratic institutions.
- The nation and threats to nation building (such as discrimination, ethnicity, racism).
- Corruption.

2 Methodology

This chapter describes the methodology used and is divided into the following two sections:

- Questionnaire design and sampling

- Recruitment and training of supervisors, fieldworkers and data capturers

2.1 Questionnaire design and sampling

In accordance with the technical proposal submitted by COWI, the consultants developed three questionnaires:

- One for the general public;

- One for service providers / decision makers within government; and

- One for civic education providers.

Prior to the first meeting with the RG on 4 July 2005, the consultants developed a draft questionnaire template for the general public questionnaire and developed various questions based strongly on the seven thematic areas suggested in the road map document.

2.1.1 General Public Questionnaire

This draft of the general public questionnaire formed the basis for discussion at the first RG workshop. Comments of participants at the meeting were collected and questionnaires were revised to take these into consideration. These were circulated to members of the RG prior to the second meeting with the RG on 15 July 2005. Draft versions of the service providers' and civic educators questionnaires were also circulated prior to this meeting, but time did not allow for a full discussion. Instead, members of the RG were requested to make written comments.

Based on comments received at the second RG workshop, a draft final version of the general public questionnaire was prepared for piloting. It was decided that the best way of doing this would be to select and train supervisors of the data collection teams. Interviews were held and six supervisors selected. These

were then trained by MCG on how to administer the questionnaire. Since the pilot would be held in and around Lilongwe, the consultants and supervisors spent a considerable amount of time translating the questionnaire into Chichewa. The first pilot then took place from 22 – 25 July 2005.

It immediately became apparent during the pilot that the questionnaire, as then framed, was far too long and that at least three or four hours would be needed to complete each interview. Not only would this create substantial fatigue and loss of interest amongst interviewees, but it would also mean that considerably more time would be needed to conduct the survey than has been budgeted for. As a result, MCG spent a great deal of time and effort revising the questionnaire to make it more manageable while at the same time retaining the focus on the seven thematic areas identified in the road map document.

The general public questionnaire was then finalised around the seven themes in the Road map Document and is structured accordingly as follows[6]:

Section 1 – Demographic information
This section elicits geographic, language and socio-economic information about respondents and allows answers to the questions below to be properly disaggregated.

Section 2 – Democratic Institutions
These questions were asked to determine how well members of the public know and understand the role and functions of these institutions, how they found out, how accessible they are and the level of confidence in them. It also allows for some analysis of whether the public rely on these institutions or on more traditional (and arguably less democratic) institutions.

Section 3 – Constitutionalism and the rule of law
This section asks questions about people's understanding of the role and importance of the Constitution and the rule of law and how people found out about these.

Section 4 – Rights-based service delivery
Given the Bill of Rights in the Constitution, and particularly the right to development, it is imperative that government delivers services in a rights based framework. This allowed the consultants to investigate whether or not people understand this, whether they know their rights and what these entitle them to and how they found out about them; to see whether or not people believe their access to services have improved since the Constitution came into effect; and whether people rely on government to deliver services or whether they refer instead to traditional structures.

Section 5 - Nation building
This part of the survey aimed to establish levels of understanding of what the 'nation' is and what threats to nation building (such as discrimination and ethnicity) exist. It also focused on whether people understand and accept

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[6] A copy of the general public questionnaire is attached as Annexure C.

concepts such as child and women's rights and determines whether or not the Bill of Rights has had any effect on improving the lives of women and children. Given the high prevalence of HIV infection in Malawi, the questions below aim too to ascertain how people understand the rights of people living with HIV. As a primary threat to nation building, corruption is also covered in the questions below (which will of course be cross-referenced to the specific section on corruption later in the questionnaire). Finally, the questions also seek to determine whether or not people are aware of the Anti-Corruption Bureau and its role and functions, and whether they make use of the services it offers.

Section 6 – Leadership and community participation

The questions in this part address Malawians' understanding of the qualities of good leaders and whether or not they and their communities understand the need to participate in community-based activities aimed at improving their lives and entrenching democracy. They also allowed us to determine to what extent people participate in elections and whether or not they regard elections as an important part of building a democratic nation.

Section 7 – Civic education methods and media

This section aims to ascertain what the preferred methods of receiving education are and what access people have to traditional means of civic education (such as radio, television, publications and newspapers).

2.1.2   Civic educators' questionnaires

The civic educators' questionnaire was circulated to the RG during the first visit of the Team Leader to Malawi. It is based on both the seven themes generally and the approach of the general public questionnaire. This questionnaire was targeted at civil society organisations providing civic education (national institutions were surveyed separately as part of the qualitative survey).[7] It is divided into the following sections:

Section 1 – Organisation name

This section is primarily background information, although it does contain some information allowing answers to the questions below to be properly disaggregated. It also allows for an observation on the representation of women in CSOs.

Section 2 – Organisation information

This section is primarily background information, although it does contain some information allowing answers to the questions below to be properly disaggregated. It was aimed to allow some analysis of what messages CSOs deliver and whether these are suited to the needs of their target markets.

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[7] A copy of this questionnaire is attached as Annexure D.

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Section 3 – Operations and methodologies

This section focuses on where CSOs operate and what methods they employ and was designed to check whether or not the rural areas are sufficiently targeted and whether or not methods used take cognisance of the needs of the target audience they seek to reach.

Section 4 – Organisational challenges

This section allowed participants to describe the strengths, weaknesses, opportunities and threats facing CSOs in Malawi and the strategies they have to address these threats

Section 4 – Desired future roles

These questions aimed to establish what role CSOs see for themselves in future civic education campaigns.

2.1.3   Policy makers / service providers questionnaire[8]

This questionnaire targeted civil servants of sufficiently senior rank as to be responsible for deciding on what services to provide to establish their own understanding of key issues and, more specifically, their understanding of the need to deliver services in a rights based framework. A draft version of the questionnaire was circulated to the RG during the first visit of the Team Leader to Malawi. When scheduling the mid-term report meeting with the RG (for 9 September 2005), DCP requested time at the meeting for the RG to consider the service providers questionnaire in detail. To this end, a revised, laid out version of this questionnaire was circulated to the RG in advance of the meeting and time set aside for discussion.

The questionnaire is based on the seven themes and is divided into the following sections:

Section 1 – Demographic information

This provides background for answers that follow to be disaggregated.

Section 2 – Issues and constraints in service delivery

The questions in this section aimed to establish what constraints government faces in delivering the services it is expected to deliver, and what if anything has been done to overcome these.

Section 3 – Constitutionalism, democracy and elections

Since services are meant to be delivered in a rights-based framework and in accordance with the law, these questions were designed to ascertain knowledge and understanding amongst service deliverers of the Constitution, the Bill of Rights and their on enabling legislation. The questionnaire also allowed individuals within government to specifically answer questions related to whether or not the Constitution has improved people's lives and what the role of elections are in a democracy so that their opinions could be cross-reference to those of the general public. It also allowed us to establish whether they

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[8] A copy of this questionnaire is attached as Annexure E.

understand the role of other national institutions (in this case, particularly the Human Rights Commission, Office of the Ombudsman and Anti-Corruption Bureau) and whether they make use of these when appropriate.

Section 4 – Rights-based service delivery

These questions again focus on the level of understanding of the need to deliver services in a rights-based framework.

Section 5 – Nation building

These questions consider what service deliverers see as the major threats to nation building 'from the inside' – especially their understanding of corruption and their perceptions of its incidence.

Section 6 – My rights at work

These questions try to uncover whether or not service deliverers are themselves protected within their ministries and their understanding of the national aids policy.

2.1.4   Sample design and selection

The consultants spent some time prior to the first RG workshop identifying the survey samples, with the diagnostic surveys of general public, civic educators and service providers adopting different sample designs. Altogether, 4,010 households from the general public, 300 civic educators and 300 policy makers were selected nationwide for interviewing.

2.1.4.1   General Public-Households[9]

The household questionnaire was to be administered to 4010 interviews in all the 28 districts using proportional allocation - all districts were represented in the survey and the survey size in each district was proportional to the number of inhabitants.

In previous surveys, the National Statistics Office of Malawi has developed enumeration areas (EAs), which are simply geographical areas, much smaller than districts, and determined on the basis of population levels, accessibility and so on. The consultants decided to use these EAs as an effective starting point for determining a sample. A sample of EAs was therefore drawn for each of the 28 districts in Malawi on the basis of simple random sampling that was made with equal probabilities to achieve self weighting.

Two hundred and twenty-five (225) out of a national total of approximately 9,000 EAs were drawn from all the districts. A detailed schedule of sampled EAs and the total number of interviews per EA were provided to supervisors, including a Field Manual of procedures and notes. To locate the selected EA in each district, the relevant maps obtained from the National Statistical Office (NSO) were utilized (based on the 1998 census and supplemented, where applicable, by the 2000 Demographic Survey by the National Statistics Office).

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[9] A sampling plan for the household survey is attached as Annexure F. A detailed sampling plan is attached as Annexure G.

When selecting a respondent within a household, a quota sampling approach was utilized. It was predetermined to interview more females (52%) than males (48%) in all households across the country based on the population structure as per 1998 Census data. To ensure young people's views are also included, an age-based quota system was also applied with 10% of the total sample allocated to persons between the ages 10 and15. The categories of interest were then determined as:

1) Males aged 16 & above

2) Females aged 16 & above

3) Boys aged between 10-15 ("less than 16")

4) Girls aged between 10-15 ("less than 16")

A total of 4,010 households were selected for interviewing in this way. In practice though, 3,948 interviews were conducted from 23rd October to 29th November 2005 in all the 28 districts by three (3) specifically trained teams of 8 Research Assistants and a supervisor. Table 1 below summarizes by main category, the actual numbers of **responsive** interviews conducted per region.[10]

Table 1: Household Interviews by Region by Category

Category	South	Centre	North	Total
Females	966	840	239	**2,045**
Males	864	772	227	**1,863**
Total	1830	1612	466	**3,908**
Of which Children	**180**	**167**	**50**	**397**

2.1.4.2   Civic Educators

The sample was selected from lists of civil society organisations (CSOs) obtained from CONGOMA (which has the legislated responsibility to register all NGOs operating in Malawi), Malawi Human Rights Consultative Committee (an umbrella organisation for human rights NGOs), and the National Initiative for Civic Education (which works closely with CBOs in all districts of Malawi). There are officially 298 organisations involved in civic education in Malawi and a random sample of 100 organizations was drawn from the list. In these 100 randomly selected organizations a total of 300 interviews were attempted (with the general formula of 1 senior staff and 2

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[10] As evidenced by Table 1, the quality control process rejected some interviews. Nonetheless, the figure of 3,908 responsive interviews represents 98% of the total of 4,010 interviews initially targeted.

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technical staff in each organization). A reserve list of 30 randomly selected organizations was also drawn.[11]

The number of interviews actually conducted, by category of CSO, is set out in Table 2.[12]

Table 2: Category of CSO and number of interviews

Category of CSO	Number of Interviews (Total)
NGO	95
FBO- Christian	33
FBO- Muslim	11
FBO-other	7
CBO	60
Other	4
Total	**210**

Public officials

The sampling frame for public officials was stratified by seniority and sex. Individuals were grouped as follows: S1/P1-S7/P7 (senior management) and S8/P8-AO/PO (middle management). Only these two categories were used as they were considered to be policy and decision-makers within the public service.

Following the decentralization of many government functions, the local assembly is a pivotal structure for implementing development work in the country. Given their importance, nine (9) local assemblies were also randomly selected and specific decision-making positions (Director of Planning, District Commissioner and Director of Public Works) were targeted. Where these officers were not present, they were replaced by other decision-making positions within the assembly such as the District Education Manager, Environmental Health Officer and agriculture officer.

There were altogether 1,303 individuals in the two categories, of whom 419 (32%) were in the P8 senior and 884 (68%) were in the super-scale category. The breakdown by sex and professional category was as shown in Table 3 below.

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[11] A list of the organizations sampled and visited is attached as Annexure H. It also indicates the status of the interview (successful, not successful, or reasons for not participating in the survey).

1.1.1.1   [12] As can be seen from Table 2, the initial target of 300 interviews was not met, mainly because initial lists included organisations that had closed down and, within those visited, key staff had moved on or were not available during the interview period and some people refused to participate. Despite this, at least 70% of the targeted interviews were conducted.

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Table 2: Sampling Frame for public officials

Position	Sex of individual		
	Female	**Male**	**Total**
Senior management	154 (17%)	730 (83%)	884
Middle management	109 (26%)	310 (74%)	419
	263 (20%)	1,040 (80%)	1,303

A sample of 300 public officials was drawn from these stratified by position and sex proportional to size as shown in Table 4. A reserve sample list was also drawn for each of the 4 categories in cases where replacement would be required if someone had died, moved out of the civil service, moved to logistically unreachable areas or could not be traced.[13]

Table 3: Interviews with Public Officials

Position	Sex of individuals					
	Female		**Male**		**Total**	
	Planned	**Actual**	**Planned**	**Actual**	**Planned**	**Actual**
Senior Management	35	33	169	119	204	152
Middle Management	25	15	71	44	96	59
Total -planned	60		240		300	
Total-actual		**48**		**162**		**211**

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[13] Again, the target of 300 interviews was not reached, mainly due to staff movement, death, resignation and inability to find those selected in the time available. As with the civic educators though, at least 70% of those targeted were in fact reached. It should also be noted at this point that, when combined with the household and civic educator interviews, as well as with the Focus Group Discussions held during the qualitative part of this survey (see below), way in excess of the 4,000 interviews required by the ToR were conducted.

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3 Implementation of the survey

The survey was divided into two parts – a quantitative survey (which covered the general public, decision makers and civil society organisations and which constituted the biggest part), and a smaller qualitative survey aimed at reaching specific groups and, through this, supplementing data obtained in the quantitative part.

3.1 Quantitative survey

The quantitave survey was conducted in three parts: (i) household- where a predetermined number of adults and children of randomly selected households were asked to respond to face-to-face structured and pre-tested questionnaires; (ii) civic educators- where face to face interviews were conducted with Directors, Deputy Directors, Programme staff and other middle or senior management of civil society organizations; and (iii) public officials- where face-to-face interviews were administered on senior and middle management levels of the public service.

3.1.1 Recruitment and training of supervisors, fieldworkers and data capturers

To conduct the actual survey and to eventually capture the data obtained, a total of 44 supervisors, fieldworkers and data capturers were selected and trained. Curriculum vitae were obtained from a cross section of potential enumerators and data entry officers and potential officers were selected based on a mix of experience, field of education, attempts on furthering training after completion of secondary education and gender.[14]

The supervisors' role was to monitor activities and assess the quality of the work done and accuracy of the data collected. These were trained first, to ensure that they understood the questionnaires used and to allow for the piloting phase to be completed and questionnaires to be amended prior to training of fieldworkers. Whilst this meant that fieldworkers were not involved in the piloting, which would have been ideal, no other option existed since it would have been counterproductive to train people on instruments that, at that stage, were not finalised. To overcome this and to ensure that fieldworkers were given an opportunity to conduct interviews under supervision, numerous

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[14] A list of these is attached to this report as Annexure I.

roleplays were used during the actual training and supervisors were on hand during the early part of the survey to ensure that fieldworkers were working properly and to offer advice and assistance during the entire data collection process.

To ensure that the survey could be completed in time, three teams were constituted, each dedicated to one of three parts of the quantitative survey as follows:

- *Household team:* This team was trained in the first week of training for a full five days to ensure that they understand the key issues of civic education and the issues covered in this survey. The training attracted 30 potential fieldworkers as well as five of the six supervisors who had earlier been trained and participated in the pilot survey. Four of the 30 trainees dropped out just before field work could start.

- The remaining 26 fieldworkers were divided into three teams, each with its own supervisor. Each data collector was tasked to deliver 149 questionnaires by the end of fieldwork.

- *Public officials team:* Three fieldworkers were trained to administer the public officials' questionnaire. The training for this group was combined with that of those for civic educators (see below) and each fieldworker was expected to deliver 112 questionnaires at the end of fieldwork.

- *Civic educators team:* Three fieldworkers were trained to administer this part of the survey to deliver 112 questionnaires. This team shared a supervisor with the public officials team.

Eight data capturers (data entry officers) were trained in the use of EPI info (which was the software chosen to be used for capturing data). Each of these had a target of 500 questionnaires to enter into the computer.

Table 4: Composition of the Fieldworkers, Data Entry and Supervisors

Component	Supervisors		Research Assistants		
	Females	Male	Female	Male	Total
Household	1	2	15	11	29
Public Officials		1	2	1	4
Civic educators			2	1	3
Data Entry			6	2	8
Total	1	3	25	15	44

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3.1.2 Data processing and management

A data capturing platform based on the questionnaires was designed by MCG, based on EPi Info software (which is, as required by the ToR, SPSS compatible). EPi Info was believed to be more suitable to the project.[15]

Supervisors were responsible for clearly labelling each envelop with details such as the district, EA, number of questionnaires and their own names on all envelopes delivered to the data entry office. At the main office, unentered questionnaires were kept in a separate room other than the computer room itself. All entered questionnaires were labelled as such and put back in their original envelopes ready for re-entry, as part of the double data entry process.

3.1.3 Limitations of the survey

A lot of care was taken to ensure that the survey was properly undertaken. However, as with any social research surveys, several factors could be enumerated as limitations to the survey.

- Firstly, since this is the first survey of this nature to be undertaken in Malawi, the limitations of a baseline survey were not always understood by members of the RG and other stakeholders. As pointed out in other parts of this report, a survey of this nature, and with the limitations imposed on it by time and budget, can only establish baseline data – it cannot deal in detail with any particular issue. Instead, it is hoped that the survey will provide other researchers with a useful starting point to conduct more detailed and in-depth research into any of the various issues covered.

- The involvement of the RG in the conceptualisation, critical reviews and general guidance of the team was an excellent idea. However, despite clearly setting this out in the technical proposal, some difficulties were encountered in understanding the role of the RG, especially in determining and deciding what should and should not be included in the survey instruments. This is linked to some extent to general misconceptions about the nature and limitations of a baseline survey. Nonetheless, these problems were fairly easily overcome with the assistance of DCP.

- Despite minor (and understandable) logistical difficulties, the household survey proved relatively easy to administer. Although communities were not notified in advance that the survey would take place, none rejected the team and instead, most were extremely interested in participating. This enthusiasm is linked to the interest people have in issues of human rights, governance and development in improving their own lives. Thus, this survey might have raised expectations that their lives will actually improve

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[15] With SPSS, variables need to be re-specified during data entry, while with EPi Info, the data entry form is the same as the questionnaire being used. This makes it easier and faster for data entry clerks. Secondly, data from EPi Info can easily be uploaded into SPSS while the converse is not true. Thus, EPi Info allows for more flexibility to users adding much more value than SPSS alone.

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and people may be expecting tangible results from the survey (which was not the purpose of the survey).

- There are various definitions and interpretations of what constitutes good governance, human rights, development and civic education itself (as dealt with above). There was therefore a potential that fieldworkers might incorrectly score answers based on their own interpretations of whether or not respondents accurately answered questions in these areas. To overcome this, the general household questionnaire deliberately included cross-referencing questions to any terms that required people to show their understanding, which allowed those analysing the results to determine whether or not people had accurately answered. Training on the definitions of these key concepts was also provided to all supervisors and fieldworkers to obviate, as far as possible, any mistakes.

- Of the three parts of the quantitave survey, that focusing on public officials proved to be the most difficult. Many of those selected for interviews had moved from the grades, offices and even country from those recorded in the database of public officials which was utilized for the survey. Several strategies were used to minimize this problem:

    1. For those were known to have moved and whose destination was unknown *(some of whom might still be in civil service and others not)*, another individual of same sex and position within the original organization was used as a replacement.

    2. For those who hade moved and whose destination was known but not yet covered by the field team *(but who were still in civil service)* and reachable, they were interviewed them at their current place of work without replacement from the reserve list.

    3. For those who had moved but who, for financial and time constrain reasons could not be reached, a replacement from the reserve list in the original location was interviewed.

    4. For those who had left the civil services, another individual of same sex and position in that organization was interviewed.

    5. Where the person selected was not known or was deceased, someone of the same sex and position in that organisation was interviewed.

    6. Where those selected refused to participate, a replacement from the reserve list was interviewed.

3.2 Qualitative survey

To allow for the voices of some groups to be heard, and to be able to understand what civic education national institutions have carried out, what

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methods were used and how this would link with responses received during the quantitave survey, the following four focus group discussions (FGDs) were held:

- National institutions (including Constitutional institutions and the Anti-Corruption Bureau).[16] This FGD brought together staff of these institutions who are directly involved in civic education within the institution and aimed to establish:

  - What civic education campaigns have been carried out, how these were funded, how messages were determined and what methods were used.

  - What joint activities (if any) have been conducted between national institutions, the effectiveness of these and problems encountered.

  - What current campaigns are being conducted, how these are funded, what the messages are and what methods are being used.

  - The capacity of, and constraints facing, national institutions in conducting civic education and what has been done to overcome these.

- Parliamentarians.[17] This FGD aimed to establish what civic education is conducted by Parliament, what methods and messages are used and how effective these have been. To allow cross-referencing with the quantitative survey, it also aimed to establish how aware Parliamentarians are of the Constitution and its requirements and of the need to ensure (through legislation and other means) that services are delivered in a rights based framework. The FGD took place in Lilongwe with 10 Parliamentarians, drawn from a variety of political parties and backgrounds and from different areas in Malawi.[18]

- People living with HIV/Aids (PLWHA).[19] Since such people might not have been willing to answer specific questions about the problems facing them and their needs during the quantitave survey (and since it would have been unethical to ask people to divulge their status), this focus group aimed to ensure that their voices were heard and their needs identified. It took place in Blantyre with 14 volunteers, all living with HIV/Aids, identified by NGOs working with PLWHA.

- People with disabilities.[20] Since it was not possible during the quantitave survey to ensure that sufficient people with disabilities were found, this focus group aimed to identify problems facing such people so that future campaigns might specifically address their needs. This FGD also took place in Blantyre with 11 participants (most of whom were themselves

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[16] A list of participants at this FGD is attached as Annexure I
[17] A list of participants at this FGD is attached as Annexure J
[18] Participants were selected by DCP on behalf of the consultants.
[19] In the interests of confidentiality, the names of those attending this FGD are not included in this report.
[20] A list of participants at this FGD is attached as Annexure K

disabled, while the others worked for organisations involved in disability issues), identified by NGOs working with the disabled.

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4 Results and analysis

Before presenting the results and analysis, it must be stressed that this was a baseline survey involving the entire area of Malawi and that significant data has been obtained, which will be made available for others to interpret to their own ends and to focus on issues of specific interest to them in more depth (including by presenting the data in GIS format). There are also many areas where additional, focused research could and should be conducted. Ideas for how this report and its findings can, and should, be used are set out in the objectives at the beginning of the report and will be expanded on in the chapter on dissemination below.

The analysis that follows was conducted to bring the results of the survey under the seven themes identified in the Road Map Document (with additional information provided on demographics and preferred civic education methods) and then, as required by the ToR, to highlight the main findings under each theme.

The seven themes

1. Rights-based service delivery
2. Institutions of democracy
3. Qualities of leadership
4. Constitutionalism
5. Election-related issues
6. Nation-building and democratic culture
7. Corruption

A draft version of this report was circulated to all members of the RG and other stakeholders, and was presented to a stakeholder workshop (as required by the ToR) on 19 January 2006. The recommendations and comments of participants at this workshop have been included in this report. A brief report on this workshop is attached to this report as Annex L.

4.1 Characteristics of the sample population

The survey clearly met its objectives of interviewing more people in rural than in urban areas, more women than men, and a broad split across various age groups. To correctly understand and interpret the data obtained, it is important first to understand the characteristics of the sampled population. Although this

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information was obtained primarily to allow data to be disaggregated, some interesting information emerges – for example:

3.1.1 Households

Table 5: Position of Respondent in Household by Region

Characteristic	Frequency			Percent of Total
	South	Centre	North	
Head	787	681	169	41.79
Spouse	611	533	158	33.24
Child	356	330	158	20.12
Other	82	71	37	4.85
Total	1836	1615	522	100

- The survey had 41.79% as household heads, 33.24% as spouses, 20.12% as children and the remaining 4.85% as relatives in the selected household

- While men are far more likely to be heads of households (66%), a substantial number of women head households (20%) were also surveyed with 26.40% of these in the Centre, 25.95% in the South and 14.79% in the North.

Table 6: Education Levels by Region

Characteristic	Frequency	Percent of Total
Never went to school	641	16.36
Did not complete primary education	1,575	40.19
Completed standard 8	416	10.61
Did not complete secondary school	376	9.59
Completed secondary school	355	9.06
Tertiary education	72	1.84
Adult literacy	23	0.59
In-school	461	11.76
Total	3,919	100

Levels of education remain low with 40% of respondents having not completed the primary level of education and 16% not having attended school at all and 0.59 % having been to adult literacy schools.

Further analyses indicate that sex plays an important part in determining levels of education:

- 21 % of females surveyed have not attended school at all compared with 11% of males.

- 42% of females have some education but did not complete the primary level, compared to 38% of males.

- Only 7% of females have completed secondary and tertiary education, compared to 14% of males surveyed.

English literacy levels remain low (only 41% can read and speak English) although the ability to read Chichewa is fairly high (69% across the country, noting that much higher levels of Chichewa literary are recorded in the Southern and Central areas). Of those who can read English, most can either read Chichewa or Tumbuka as well. This obviously has an impact on whether to produce written civic education materials for the desired target audience and, if so, in which languages these should be produced. It also affects what languages non-written methods should use.

Table 7: Measure of level of literacy by Respondent who can speak and read English

Characteristic	Frequency		Percent of Total	
	Speak	Read	Speak	Read
English	1,023	1,619	26.08	41.28

The majority of respondents fell into the 20-29 age group (36%) and 29-39 age group (21%) with even split between the remaining age groups. 10% of those interviewed were under 16 and 10 % were 60 and above.

Table 8: Age of Respondent

Characteristic	Frequency By Region			Total	
	South	Centre	North	Number	Percent
Under 16 years	180	167	50	397	10
16-19	174	158	65	397	10
20-29	658	601	159	1,418	36
30-39	382	359	80	821	21
40-49	204	188	62	454	12
60-69	125	70	22	217	6
70 and above	105	68	28	201	5
Total	**1,828**	**1,611**	**466**	**3,905**	
Percentage	**46.8**	**41.25**	**11.93**	**100**	**100**

4.2 Theme 1 - Rights-based service delivery

As set out in the Road Map Document, people need to be aware of their right to receive and demand that economic and social development is delivered in a rights-based framework. To be able to do so, the public needs to be aware of what their rights are and that the state has an obligation to provide access to socio-economic rights. And, as an indication of how empowered people feel to demand their rights, members of the public should know where to turn to for assistance in accessing services.

At the same time, those responsible for delivering services ought to understand that these services are to be delivered in a rights-based framework, taking into account the entire Bill of Rights and particularly the right to development.

This issue was therefore addressed in:

• Sections 4 and 6 of the general public questionnaire.

• The entire service providers' questionnaire.

• The FGDs with disabled people and PLWHA.

Awareness and understanding of human rights

Table 10: Awareness and understanding of human rights by sex and rural/urban split

Awareness and understanding of human rights by sex and rural/urban split			
	Aware of	**Able to identify 2**	**Able to identify 1**
Average %	60	28	17
Female	50	19	16
Male	71	38	19
Urban	77	45	20
Rural	57	25	17

Although most people (60%) have heard the term 'human rights', awareness is higher amongst men (71%) than woman (50%) and higher in urban areas (77%) than in rural areas (57%). However, when it comes to identifying human rights, only 28% of respondents were able to accurately identify two rights, and only an additional 17% were able to identify one. This indicates that while awareness of the term 'human rights' exists (no doubt due to the number of CSOs and national institutions focused on human rights), the actual content of human rights is poorly understood, and that campaigns appear to have focused more on urban than rural areas.

Marked differences were noted according to age group, with the under 16s (40%) and over 70s (39%) both scoring way below the national average (with similar differences noted in the ability to identify specific rights as well). While it is easy to understand why older people may be less familiar with the concept than others, it is worrying that younger people have so little awareness and it indicates not only a lack of civic education within the formal education system but also the urgent need for this to be considered. In fact, the data shows quite clearly that the higher the level of education, the greater the levels of awareness and understanding.

Since civil servants are expected to deliver services within the confines of the specific law applying to them, respondents in the public service survey were asked whether they know the law applicable to their part of the civil service and whether they actually have copies of this law available to them. And, since all services are meant to be delivered within the rights based framework of the Constitution, respondents in the public service survey were also asked whether they are aware of the Constitution, whether or not they have read it, whether it

is relevant to their job and whether or not the have ever acted in a way that they thought might be in violation of the Constitution. Table 11.

Table 11: Knowledge and awareness of specific law and the Constitution amongst civil servants

Knowledge and awareness of specific law and the Constitution amongst civil servants		
	Yes	**No**
Do you know which law governs you?	82	5
Do you have a copy of the law?	74	23
Do you know about the Constitution?	94	6
Have you read the Constitution?	90	10
Is the Constitution relevant to your job?	85	4
Have you ever acted in violation of the Constitution	25	66

While most respondents showed a high degree of understanding of the need to comply with the Constitution and the law when delivering services, it is surprising that 25% have knowingly gone against the Constitution in their work.

Respect for the rights of others
The majority of respondents amongst the general public (62%) show clear understanding of human rights and responsibilities, at least insofar as recognising that if one has rights, one should respect the rights of others and the responsibility to care for house provided by the state. Once again, understanding was higher amongst male respondents (72%) than females (53%) and higher in urban areas (77%) than in rural areas (59%). (See Table 8). Again, those under 16 and over 70 scored well below the national averages.

Duty on government to deliver services
Respondents were asked to say what responsibility exists on citizens to ensure government delivers services to improve people's lives. The majority (63%) agreed that they should make sure government spends this money on improving their lives and that they should complain if the government does not (63%).

As can be seen from Table 12, similar differences were noted according to sex and rural or urban setting as with other questions.

Table 12: Responsibilities and right to complain by sex and rural/urban split

Responsibilities and right to complain by sex and rural/urban split				
	Responsibility to respect rights of others	Responsibility to look after services provided	Right to demand government spend money on improving lives	Right to complain
Average %	62	62	63	63
Female	53	53	54	54
Male	72	72	72	72
Urban	77	77	77	77
Rural	59	60	60	60

Again, those under 16 and over 70 scored well below the national averages.

Limitations

The majority (59%) across all groups agreed that government may limit rights when there is a compelling reason to do so. Once again, understanding of the concept showed marked differences between males (68%) and females (51%) and urban (71%) and rural areas (56%). Again, those under 16 and over 70 scored well below the national averages.

Discrimination

Generally, people seem to have a basic understanding of the fact that discrimination is unacceptable, with 17% answering that it is permissible to discriminate against people, and 46% answering that it is not. However, the question is slightly ambiguous and might have led to incorrect responses.[21] As a result, too much should not be read into the answers.

Rights violated by crime and violence

Respondents were asked to identify two rights that are violated by crime and violence. Understanding was low across all groups, again with marked differences between males and females and rural and urban areas.

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[21] The English version of the question reads "People should discriminate against others because of sex, ethnicity, religion if there is enough reasons".

Table 13: Awareness of human rights violated by crime and violence

Awareness of human rights violated by crime and violence by sex and rural/urban split				
	Understands	**Partially understands**	**Tries but does not mention**	**Does not understand**
Average %	17	14	8	9
Female	11	11	6	9
Male	24	16	9	9
Urban	27	20	10	10
Rural	15	12	7	9
Under 16	11	9	3	6
Over 70	8	8	9	5

Again, those under 16 and over 70 scored well below the national averages.

Problems with service delivery

The Bill of Rights in the Constitution of Malawi specifically includes a right to development, which requires government to provide equal access to the following services for all Malawians, with particular consideration required to be given to women, children and the disabled:[22]

- Basic resources
- Education
- Health services
- Food
- Shelter
- Employment
- Infrastructure

With the exception of employment, respondents in the general public survey were asked to indicate whether access to these services has improved, stayed the same or deteriorated in the last 10 years (that is, since the Constitution came into operation). The following tables set out the responses according to sex, rural/urban split and region (since anecdotal and other evidence suggests that access to services has been better in some regions than others, based on the region from which political leaders have come).

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[22] See Section 30 of the Constitution

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Table 14: Has access to basic services improved? By sex, rural/urban split and region

Has access to basic services improved? By sex, rural/urban split and region			
	Improved	**Stayed the same**	**Got worse**
Average %	24	9	65
Female	23	9	65
Male	24	9	65
Urban	29	10	58
Rural	23	8	66
S. Region	24	10	64
Central	20	8	70
N. Region	37	6	50

Figure 1 - Improvement in Access to Basic Services
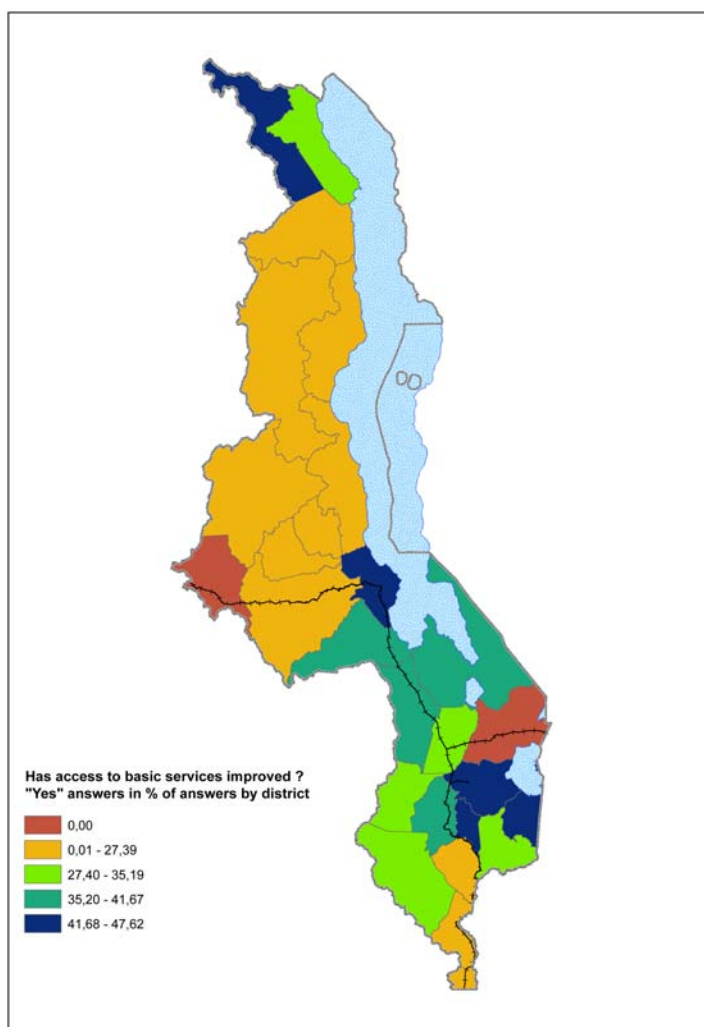
Table 15: Has access to education improved? By sex, rural/urban split and region

Has access to education improved? By sex, rural/urban split and region			
	Improved	**Stayed the same**	**Got worse**
Average %	32	8	57
Female	33	8	56
Male	32	9	57
Urban	34	8	55
Rural	32	8	57
S. Region	35	11	52
Central	29	7	62
N. Region	35	4	52

Table 16: Has access to health services improved? By sex, rural/urban split and region

Has access to health services improved? By sex, rural/urban split and region			
	Improved	**Stayed the same**	**Got worse**
Average %	32	8	57
Female	33	7	56
Male	32	8	58
Urban	33	7	56
Rural	32	8	57
S. Region	34	10	54
Central	30	6	62
N. Region	35	4	52

Table 17: Has access to food improved? By sex, rural/urban split and region

Has access to food improved? By sex, rural/urban split and region			
	Improved	**Stayed the same**	**Got worse**
Average %	8	4	85
Female	8	4	85
Male	9	4	85
Urban	13	5	86
Rural	7	4	79
S. Region	8	5	85
Central	6	3	89
N. Region	17	4	70

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Figure 2 - Improvement in Access to Food

Has access to food improved ?
"Yes" answers in % of total answers

- 0,00
- 0,01 - 11,63
- 11,64 - 17,53
- 17,54 - 20,37
- 20,38 - 33,33
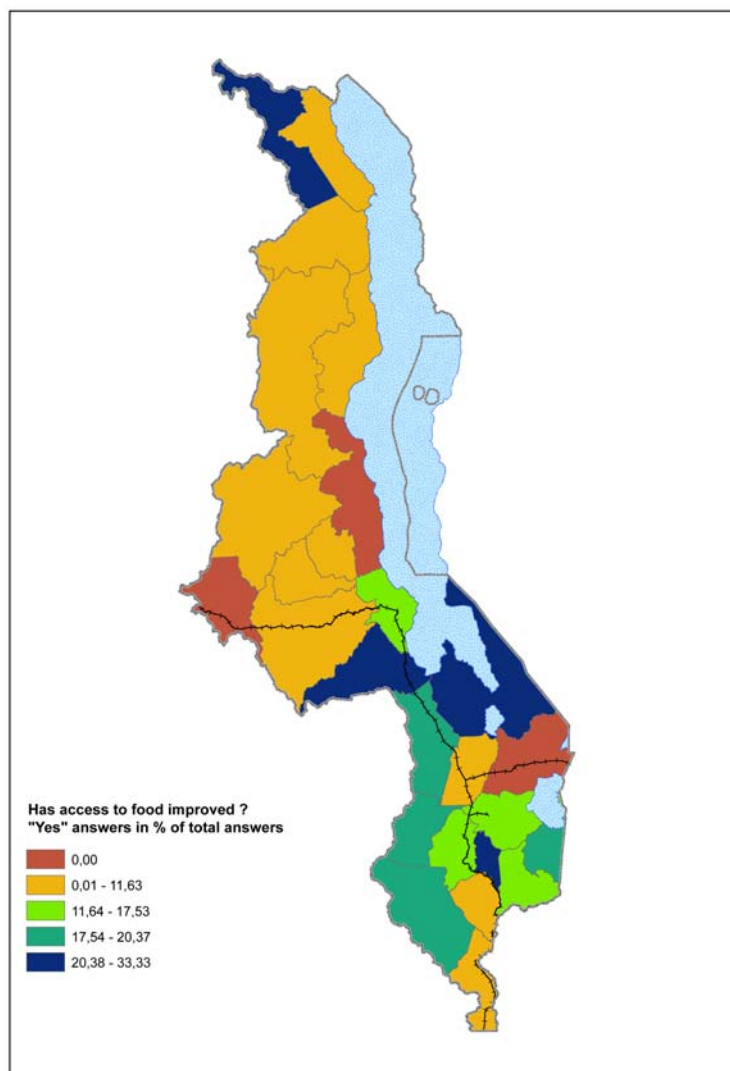
Table 18: Has access to shelter improved? By sex, rural/urban split and region

Has access to shelter improved? By sex, rural/urban split and region			
	Improved	**Stayed the same**	**Got worse**
Average %	32	16	50
Female	32	15	50
Male	32	17	50
Urban	41	15	40
Rural	30	16	52
S. Region	32	20	46
Central	29	14	55
N. Region	42	7	42

Table 19: Has access to infrastructure improved? By sex, rural/urban split and region

Has access to infrastructure improved? By sex, rural/urban split and region			
	Improved	**Stayed the same**	**Got worse**
Average %	55	7	35
Female	54	7	36
Male	55	8	35
Urban	51	8	37
Rural	55	7	35
S. Region	55	9	34
Central	53	7	39
N. Region	58	4	30

As can be seen from tables 14 - 19, there is a perception amongst many Malawians is that access to services has not improved and has actually deteriorated in some areas since the advent of multi-party democracy and the protection of human rights in the Constitution - although it is interesting to note that younger people (particularly in the 16 – 29 ages) are marginally more likely to believe services have deteriorated than those who were adult during the previous regime. On the other hand, at least 25 - 33 % think improvements have taken place (primarily in urban areas – see Table 16 below), and a majority are of the opinion that basic infrastructure has improved.

Also interesting from the above tables is that, while people in urban areas seem marginally more satisfied with services than those in rural areas, women and men show no marked differences in perception - indicating that at least when services are provided they are done so without discrimination on the basis of sex. On the other hand, it might only indicate that levels of dissatisfaction are as high amongst men as amongst women.

When the data is disaggregated according to region, people living in the Northern region appear far more satisfied generally with service delivery since the advent of multi-party democracy than those in the Southern and Central regions. The reason for this may well be that services were prioritised for the Central and Southern regions under the Banda regime. Since the first democratically elected government came to power, it is possible that services have been more evenly distributed, leading to those in the North receiving more than they might have expected and those in the other regions receiving less than they might have become accustomed to. With specific regard to access to food, it should also be noted that the Northern region is far more fertile than the other two and less susceptible to the droughts that have afflicted Malawi (and the entire Southern African region) over the past 5 – 10 years. Lastly, the Northern region is less densely populated than other regions and far wealthier, suggesting that where infrastructure (such as schools and clinics) is provided, these have a lower population density to service than in other regions.

Respondents in the general public survey were then asked to state whether services have improved, stayed the same or deteriorated for specific groups.

They answered as follows:

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Table 20: Has access to services improved for specific groups

Has access to services improved for specific groups			
	Improved	**Stayed the same**	**Got worse**
Women	27	9	59
Men	27	13	55
Children	24	23	26
The elderly	14	9	72
The poor	9	7	79
Rural people	13	7	75
Urban	39	7	37
PLWHA	17	7	67
The disabled	14	9	70
The unemployed	5	5	84
The mentally ill	7	9	74
You	20	8	68

*Figure 3.1 - Improvement in Access to Services for Women*
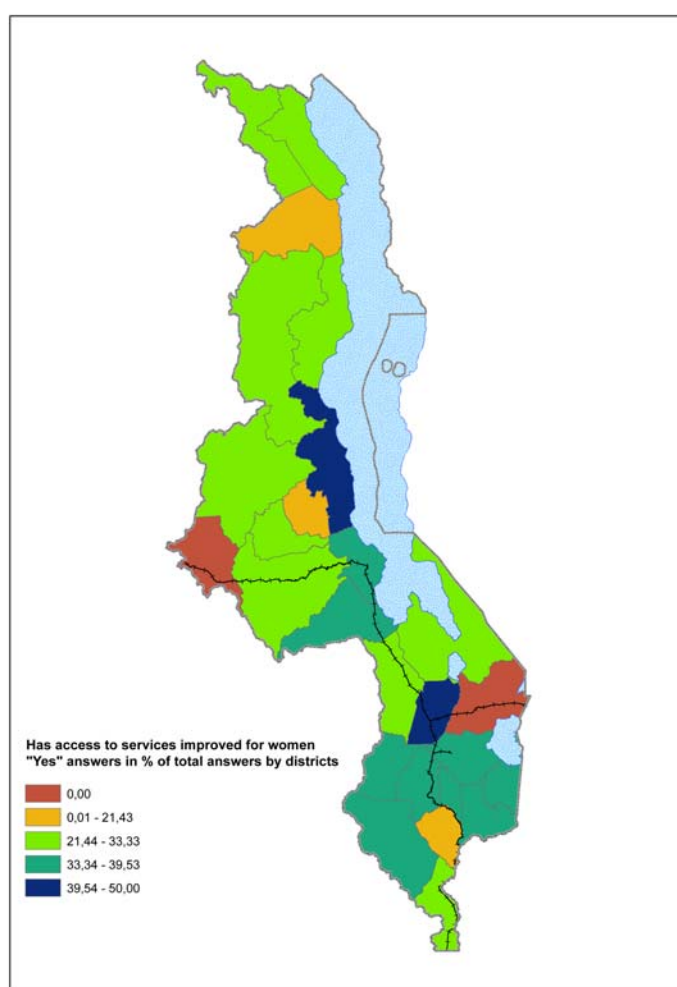
Figure 3.2 - Improvement in Access to Services for Urban People
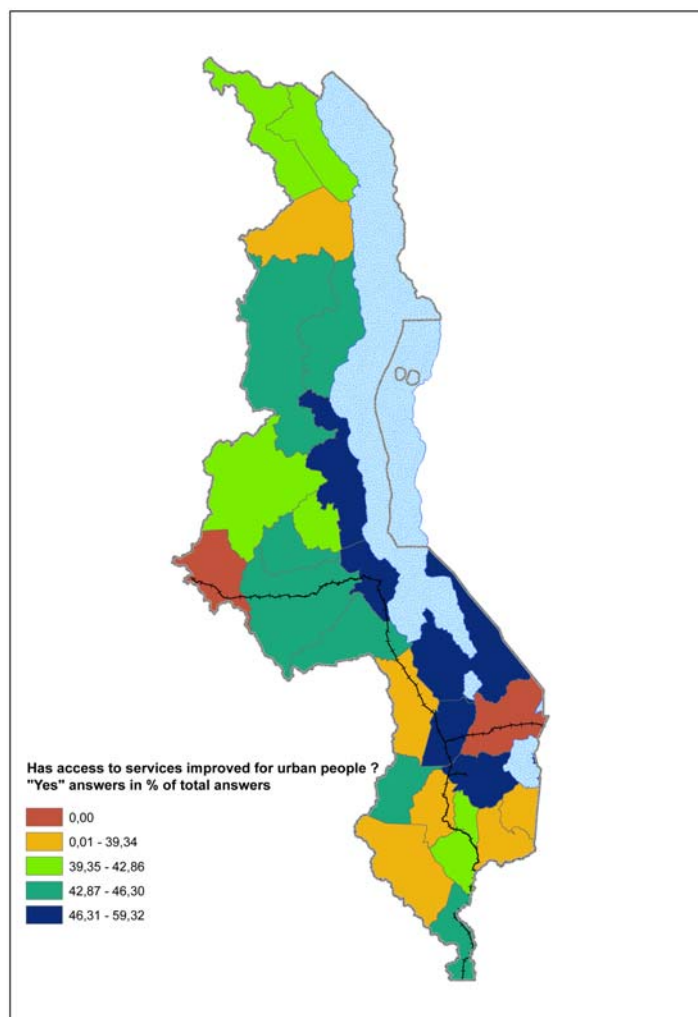
These figures were supported by the FGDs with PLWHA and the disabled, who both noted their difficulties in accessing services. While it again shows that services to urban areas have marginally improved, the overwhelming impression created is once again that service delivery has deteriorated substantially since the advent of democracy and despite the existence of the Bill of Rights.

When asked to say for which group services had improved the most, 32% of respondents (the highest percentage) chose 'children' while all answers again indicated a lack of satisfaction with service delivery.

This issue was also canvassed in the public service survey. Respondents in this survey were asked to say whose duty it is to provide services as a way of gauging their understanding on the obligations facing them. Table 21.

Table 21: Understanding of duty to protect human rights amongst public servants

Whose duty is it to protect human rights?	
	Percentage mentioning
The President	46
Government officials	53
Chiefs	45
Citizens	73
The Courts	55

While this table shows some understanding of the obligations on the public service, it is clearly not enough, with only slightly more than half of the respondents recognising the obligations on them.

Respondents to the public service survey were then asked about service delivery in key areas. They were asked to say what they have done to ensure access to services for all people in Malawi (including those mentioned in the right to development in the Constitution).

Table 22: Perception within the public service of government's endeavours in ensuring access to services

Perception within the public service of what government has done to ensure access to services				
	Nothing	**Little**	**Enough**	**More than expected of us**
To reduce poverty	10	27	46	14
Equal services to the disabled	12	38	35	9
Special care to PLWHA	11	35	35	14
Access to offices for the disabled	44	31	17	4
Basic resources (for all)	18	35	37	5
Basic resources (for women)	18	33	36	8
Education	12	27	39	16
Food (of all)	23	31	32	8
Food (for women)	24	31	30	10
Shelter	35	37	19	1
Shelter for women	36	37	18	2
Infrastructure	30	34	28	2
Infrastructure for women	29	34	28	3
Health services	25	29	32	8
Health services for women	25	28	31	10
Employment	24	27	40	4

Employment for women	23	30	36	7

While not too much can be read into this (for example, those surveyed may actually have nothing to do with providing education or health services, which skews the answers somewhat), the impression is created that women and the disabled continue to face greater difficulties in ensuring equal access to services than others and that, as revealed during the general public survey, not enough appears to have been done.

Respondents in the public service survey were then asked to rate a pre-determined list of problems usually encountered in delivering services as minor, moderate or major problems. Table 23.

Table 23: Problems faced in delivering services

Problems faced in delivering services – statement ranking			
	Minor problem	**Moderate**	**Major problem**
Officers are ignorant of the law governing them	35	25	34
The civil service system does not support service delivery efforts	43	32	45
Communication with people served is difficult	40	32	24
Low levels of commitment amongst civil servants to serving ordinary people	27	35	35
Inadequate human resources	9	14	76
Weak service delivery system	16	33	49

From this it is clear that members of the public service themselves see problems in delivering services, with the lack of capacity / human resources being by far the largest problem.

Rights and development

To establish whether Malawians make the link between human rights, development and poverty eradication, respondents were asked to state whether having human rights protected in the Constitution has had any effect. The answers can be summarised as follows:

Table 24: Has having human rights led to … By sex, rural/urban split and region

Has having human rights led to … By sex, rural/urban split and region								
	Ave	F/male	Male	Urban	Rural	S. Region	Central	N. Region
Less poverty	33	32	34	34	32	36	25	46
Less hunger	20	19	20	22	19	22	15	28
More children in school	56	55	57	54	56	58	52	59
More schools	64	63	66	61	65	66	64	62
More roads	62	62	64	62	63	65	63	57
Better health care	55	54	57	55	55	59	51	58
More clinics / hospitals	57	57	58	56	58	60	55	58

Figure 4 - Human Rights and Poverty Reduction
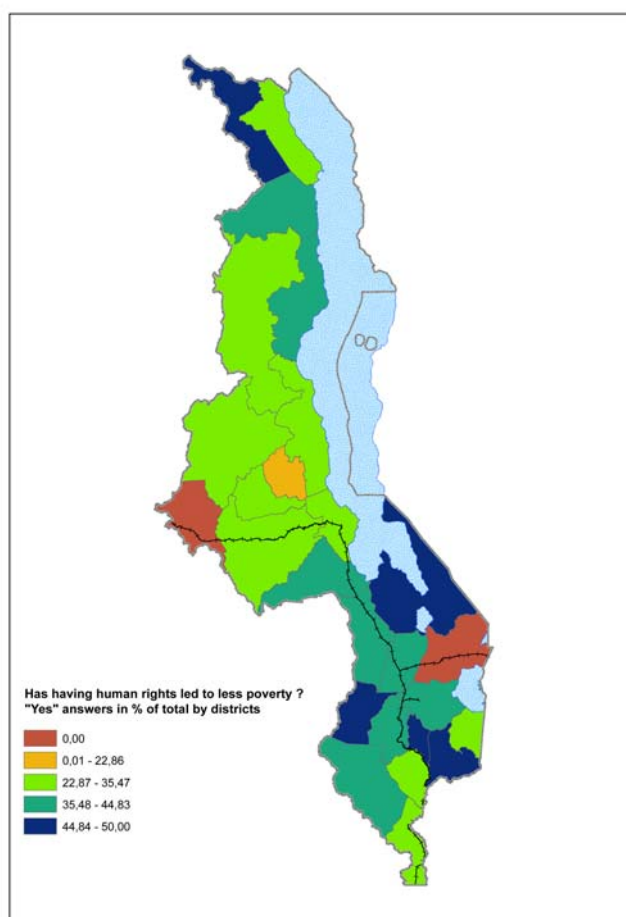
From this, it is clear that Malawians generally believe there has been some improvement in infrastructure, education and health care, at least in part because of the Bill of Rights (again, with those in the Northern region indicating higher levels of improvement in poverty reduction and food security than those in other regions).

However, Table 24 also shows that the majority across all groups do not believe that having human rights protected has done anything to reduce poverty and hunger. This indicates a need for civic education to focus on making rights relevant to people's lives – for example, linking human rights to the reduction of poverty and increased food security. At the same time, messages should clearly spell out the following to ensure not only that people know the state's obligations, but also to ensure that unrealistic expectations are not created:

• That the state has an obligation to use its available resources to ensure development and the deliverer of socio-economic rights and that people have a right to demand this; and

• That the state can only do what is within its available resources.

The respective levels of health care services available to expectant mothers and children also show improvement – Table 25.

Table 25: Access to children's health services by rural / urban split and region

Access to children's health services by rural / urban split and region					
	Access to Under 5 clinic	Full immunization	Hospital birth	Traditional birth attendant	Home delivery
Average	62	76	83	14	2
Urban	72	62	95	4	2.24
Rural	60	79	81	16	0.31
S. Region	59	78	85	12	1.97
Central	63	76	79	19	1.86
N. Region	71	71	94	4	1.72

While children in urban areas and those in the Northern region clearly have better access to services for children and expectant mothers, interestingly, those in urban areas (62%) were **less** likely to have had all of their children immunised than those in rural areas (79%). Nonetheless, civic education focused on the rights of the child to health care and basic health and nutrition educational programmes should be regarded as a priority for rural areas.

Who people turn to for services and assistance in accessing these
Respondents were asked to say which services on a list government had a responsibility to provide. The list read:

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- Help when there is a drought, flood or disaster
- Ensure households are food secure
- Ensure children are given free primary education
- Ensure access to primary health care
- Ensure no discrimination in service provision
- Ensure minimum wage for employees
- Ensure development services are provided fairly and to all in Malawi

Respondents showed almost 100% understanding in all cases of government's responsibilities in this regard. Despite this, when asked who they would turn to for assistance when seeking access to these services, most indicated high levels of self-reliance (perhaps indicating a lack of belief that others will provide) and only then the government (though not at the local level), CSOs and traditional leaders:

Table 26: Who people turn to for assistance

Who people turn to for assistance in accessing services	
	Percentage mentioning
Ourselves	71
Government	31
CSOs	24
Traditional leaders	17
Relations	14
MPs	13
Religious leaders	8
Local structures	5

Except for males and rural dwellers showing more preference for CSOs than females and urban dwellers, no marked differences were noted across sex, urban/rural split or age group.

Only 30% of those surveyed have actually demanded better services in the past, indicating low levels of understanding of the right to demand services within a democracy. Of these:

- Men (32%) are slightly more likely to demand services than women (27%);

- Younger groups are less likely to demand services than older groups;

- Rural people (31%) are more likely to demand services than their urban counterparts (22%), perhaps because their needs are greater;

- Those with a higher level of education are more likely to demand better services; and

- Perhaps linked to the fact that most civic education materials are produced in English, Chichewa and (less often) Tumbuka, literacy levels also impact

on people's willingness to demand better services – with more literate people more likely to demand these.

Although 70% of respondents had not done anything to demand better services in the previous 12 months, those that had were more likely to demand water services (10% of all respondents), food services (9%), education (7%) and an input into farming (6%). These figures accurately reflect the reality of life in Malawi and the areas that people most often identify as the issues directly affecting them (primarily poverty and food security). As reflected by these figures, rural people are more likely to organise to demand services than those in urban areas.

In a separate part of the general public questionnaire (Section 6), respondents were asked to indicate who they were most likely to turn to for assistance when better services are needed. These results are reflected in Table 27.

Table 27: Who people turn to for services

Who people turn to for services			
	Never	**Once or twice**	**More than three times**
Party official	89	5	4
District Assembly	89	5	4
District Commissioner	90	5	3
Social Welfare Officer	94	3	1
Church leader	87	7	5
Traditional leader	78	7	13
Community Development Worker	87	6	6
Health Surveillance Assistant	83	6	10
Agricultural Extension Worker	81	7	11
Teacher	90	4	4

Respondents seem generally not to rely on any of the 'service providers' or community leaders listed when requiring assistance in obtaining services. This indicates a general lack of confidence in the ability of these to assist, or a lack of knowledge of their roles and responsibilities. Either way, civic education needs to build awareness of their ability to help and to target service providers to improve their services in an attempt to raise levels of confidence.

No real differences were noted by age group, level of education or rural and urban split, although those in rural areas are more likely to rely on traditional leaders, community development workers, health services and agricultural extension workers than those in urban areas. Although people are only marginally more likely to turn to traditional leaders than others for assistance, this once again indicates a need for civic education to target this group.

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4.2.1 Summary of main findings

- While awareness of the term 'human rights' exists, the actual content of human rights is poorly understood. In particular:

    - Low levels of understanding amongst those under 16.
    - Women generally show less awareness and understanding than men.
    - Those in rural areas show less awareness and understanding than those in urban areas.

- The majority of respondents amongst the general public (62%) show clear understanding of human rights and responsibilities, at least insofar as recognising that if one has rights, one should respect the rights of others and the responsibility to care for house provided by the state.

- The majority of the general public (63%) agree that they should make sure government spends its money on improving their lives and that they should complain if the government does not (63%).

- The majority (59%) across all groups agreed that government may limit rights when there is a compelling reason to do so.

- Generally, people seem to have a basic understanding of the fact that discrimination is unacceptable, with 17% answering that it is permissible to discriminate against people, and 46% answering that it is not.

- Understanding of how human rights are violated by crime and violence was low across all groups, again with marked differences between males and females and rural and urban areas.

- Civil servants seem to have limited understanding of the obligations on government to provide services.

- There is a perception amongst many Malawians is that access to services has not improved, and has actually deteriorated in some areas, since the advent of multi-party democracy and the protection of human rights in the Constitution. On the other hand, at least 25 - 33 % think improvements have taken place (primarily in urban areas), and a majority are of the opinion that basic infrastructure has improved. However, the majority across all groups do not believe that having human rights protected has done anything to reduce poverty and hunger. This indicates a need for civic education to focus on making rights relevant to people's lives.

- Most Malawians rely on themselves when needing services and only then the government (though not at the local level), CSOs and traditional leaders. This indicates a general lack of confidence in the ability of these to assist, or a lack of knowledge of their roles and responsibilities. Either way, civic education needs to build awareness of their ability to help and to target service providers to improve their services in an attempt to raise levels of confidence.

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- Although 70% of respondents amongst the general public had not done anything to demand better services in the previous 12 months, those that had were more likely to demand water services (10% of all respondents), food services (9%), education (7%) and an input into farming (6%).

4.3 Theme 2 – Institutions of democracy

This issue was covered in:

- Section 2 of the general public questionnaire.
- The public service questionnaire.
- The civic educators' questionnaire.
- Focus group discussions with national institutions, people living with HIV/Aids and disabled people.

4.3.1 Awareness

Awareness of the national institutions included in the survey is generally fairly high, with awareness of the roles and functions of the police consistently high in rural areas and urban areas, and knowledge of the others much higher in urban than rural areas – see Table 28.

Table 28: Awareness of democratic institutions by urban / rural split

		Police	Prisons	Mag Ct	IRC	High Ct	Sup Ct	HRC	EC	Ombuds-man	ACB	Media
	Awareness of democratic institutions by urban / rural split											
Urban		97	76	77	34	76	58	82	86	71	88	75
Rural		97	50	57	16	48	32	62	71	44	70	57

Awareness of the Magistrate's Courts is high in both the urban (77%) and rural (57%) areas. Awareness of the High Court and Supreme Court of Appeal (both based in Blantyre) is fair amongst urban dwellers (76% and 58% respectively), but considerably lower in the rural areas (48% and 32% respectively). Awareness of the Industrial Relations Court is low (the lowest of those surveyed) in both urban and rural areas,

Awareness of the Constitutional Institutions (Human Rights Commission, Electoral Commission and Office of the Ombudsman) and the Anti-Corruption Bureau is high in both urban and rural areas. This supports the reports at the FGD with national institutions that numerous awareness-raising campaigns have been undertaken and that these have focused on both urban and rural areas, using a variety of methods which appear to have worked. Examples include:

- The Anti-Corruption Bureau (ACB) has conducted campaigns involving public rallies, electronic media programmes (radio plays), sensitisation workshops for community leaders, traditional authorities, CBOs, media practitioners, judicial officers, court clerks and district executive committee members (district assemblies). They have also produced

brochures, posters and a booklet (guide to reporting corruption). They use English and Chichewa in the main (although they sometimes use Tumbuka too).

- The Electoral Commission usually use accredited CSOs for their campaigns, targeted around election periods. However, no donor funds were available for CSOs to do this in 2004, and so the EC conducted its own programme. Most programmes involve meetings, public meetings, radio, publications (posters, pamphlets and brochures in up to seven languages, but mainly English, Chichewa and Tumbuka), drama outreach campaigns, roadshows and promotional materials (caps, calendars and stickers)

- The Office of the Ombudsman conducts campaigns on its own and is also invited by institutions such as DCP to participate in their activities. They have also worked with other members of the Malawian Body of Case Handling Institutions (BCHI) (including the ACB, Human Rights Commission and Electoral Commission) to do presentations on their roles and functions.[23] The Office also conducts workshops with MPs, district executive committees, police, prisons and others about whom they traditionally receive complaints. They have produced promotional materials (T-shirts, pens, rulers, brochures and newsletters) and have produced a booklet on good administrative practices. They have also particularly targeted parliamentarians.

However, civic education does not appear to be prioritised within national institutions, with each having few staff dedicated to it, no specific training targeting these staff members and no real budget to it.

Awareness of democratic institutions according to sex shows a relatively large gap between males and females in almost all cases except regarding the Magistrates Court, where females are far more likely to be aware of these than males. (Table 29).

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[23] The BCHI is a body set up originally by the Danish Institute for Human Rights (which continues to provide a Human Rights Officer) and is now funded by the DfID Massaj project. It consists of the Anti-Corruption Bureau, Civil Service Commission, Electoral Commission, Human Rights Commission, Industrial Relations Court, Judicial Service Commission, Local Government Service Commission, National Compensation Tribunal, Police Service Headquarters, Police Service Commission, Prison Service Commission, Office of the Ombudsman, Teaching Service Commission.

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Table 29: Awareness of democratic institutions by sex

	Police	Prisons	Mag Ct	IRC	High Ct	Sup Ct	HRC	EC	Omb	ACB	Media
Awareness of democratic institutions by sex											
Female	96	48	71	13	43	24	56	64	37	63	52
Male	98	62	51	26	64	49	76	84	62	83	69

Awareness of democratic institutions is highest in the 20-39 age groups, although a large percentage of those of working age (between 74-84%) are unaware of the Industrial Relations Court. As can be seen from Table 30 (below), an alarming number of those under the age of 16 have very little awareness of these institutions – indicating a lack of civic education in schools and a major possibility for combined awareness activities and programmes aimed at this target group in future.[24] In addition, awareness amongst older people, perhaps understandably, is consistently lower than the national average. Since many people in this age group (over 70s) rely heavily on the services of these democratic institutions, the elderly should also be seen as a specific target group for civic education.

Table 30: Awareness of democratic institutions amongst under 16s and over 70s compared to national average

	Police	Prisons	Mag Ct	IRC	High Ct	Sup Ct	HRC	EC	Ombuds-man	ACB	Media
Awareness of democratic institutions amongst under 16s and over 70s compared to national average											
Average	97	55	61	19	53	36	66	74	49	73	60
Under 16s	95	43	38	8	6	19	46	54	28	54	43
Over 70s	93	47	51	12	42	25	44	55	34	56	47

Of additional concern in this regard is that the awareness of the Electoral Commission amongst potential new voters remains very low (although approximately 80% of those of voting age are aware of it, supporting the contentions of the EC made during the FGD).

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[24] While many of the older groups interviewed did receive some civic education whilst at school under the Banda regime, this was widely regarded more as a form of propaganda and control and seems to have stopped very soon after democratisation.

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Table 31: Awareness of democratic institutions by region compared to national average

	Police	Prisons	Mag Ct	IRC	High Ct	Sup Ct	HRC	EC	Ombuds-man	ACB	Media
Awareness of democratic institutions by region compared to national average											
Average	97	55	61	19	53	36	66	74	49	73	60
S. Region	97	52	57	22	51	32	64	72	49	71	59
Central	97	50	58	16	49	35	65	72	44	73	56
N. Region	100	80	84	22	76	58	72	84	64	80	77

Awareness of democratic institutions is generally substantially higher in the Northern region than elsewhere. This may well be linked to the fact that this region is wealthier than others and that it was this region that missionaries to Malawi concentrated on. Other possible causes include that this region is less densely populated and that very few modern forms of entertainment exist – making workshops and other awareness activities more attractive and better attended than elsewhere.

Unsurprisingly, **levels of education** and literacy amongst respondents is directly linked to awareness of democratic institutions – the higher the level of education, the higher the level of awareness and vice versa.

Figure 5.1 - Awareness of Magistrate's Courts
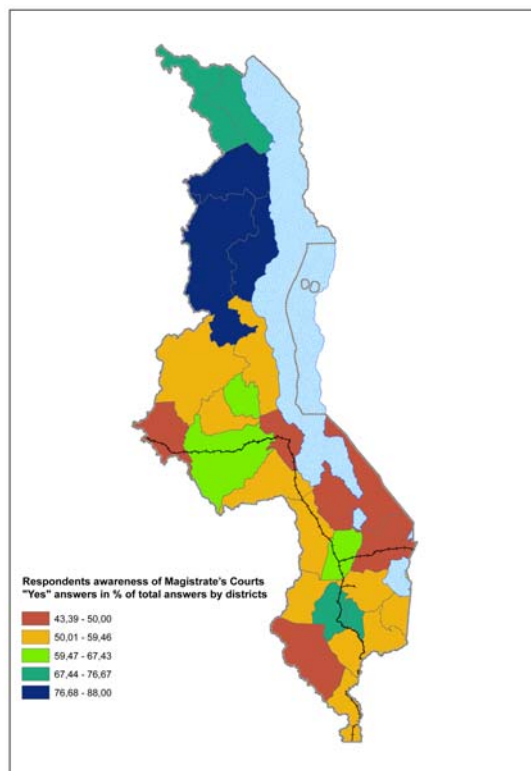
Figure 5.2 - Awareness of High Court
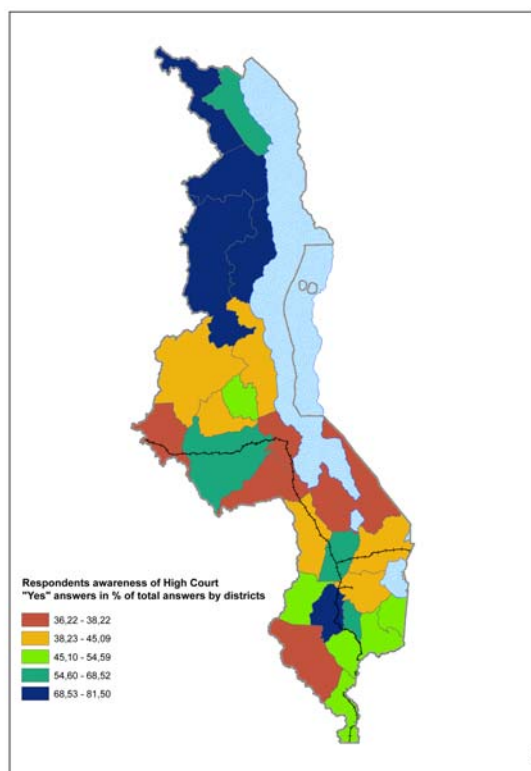
Awareness of the role of democratic institutions (particularly the police, IRC, ACB and Office of the Ombudsman) was also tested amongst the middle and senior managers taking part in the public service questionnaire with the results indicating a fairly high level of understanding of which institution to turn to when faced with a specific problem (Table 32).

Table 32: Awareness of role of national democratic institutions amongst public service

|	Police	Boss	Fellow worker – same sex	Fellow worker – opposite sex	IRC	Ombuds-man	ACB	Politician	Don't Know	Traditional means
Awareness of democratic institutions (amongst public service) **Where would you go if the following happened to you …**										
If you were sexually harassed	36	36	9	0.5	8	2	1	2	1	2
If you were dismissed without good reason	2	9	0	0.5	30	56	1	0	0.5	0
If you were discriminated against for a promotion	2	11	0	0.5	26	52	3	0.5	2	0
If you suspected a colleague of taking a bribe	4	23	1	0	0.5	1	68	0.5	1	0
If a woman was denied a top position because of sex	2	12	0.5	1	20	51	3	1	7	0
If a new law relating to you violated human rights	3	4	0.5	1	29	29	2	12	17	1
If you are unlawfully dismissed and the courts cannot help	1	1.5	0	1	9	70	2	1.5	10	1

### 4.3.2 Effectiveness, accessibility and relevance

Of the formal institutions for democracy, the belief in the effectiveness of these is relatively low, with women having far less belief in this than men in almost all cases, scoring less than the national average in all cases except regarding traditional leaders. Table 33.

Table 33: Effectiveness of institutions by sex

	Police	Pris-ons	Mag Ct	IRC	High Ct	Sup Ct	HRC	EC	Om-buds-man	ACB	Media	CSO	LC	Trad
Effectiveness of institutions by sex														
Aver-age	76	36	44	13	36	24	47	53	34	51	50	36	30	80
Fem	75	32	37	10	28	16	40	45	26	43	44	26	22	80
Male	77	41	52	18	44	33	54	60	42	59	57	47	39	80

Interestingly, most respondents (both men and women) regard traditional structures as far more effective than the formal institutions, which indicates that this group is still largely turned to when problems need to be resolved. It also indicates that civic education aimed at traditional leaders is not only desirable but necessary and that such campaigns may prove very effective in ensuring traditional decision-making individuals and structures operate in a rights based manner.

Figure 6 - Effectiveness of Traditional Structures

Respondents preception of effectiveness
of traditional structures
"Yes" answers in % of total answers by districts

- 68,22 - 71,31
- 71,32 - 78,82
- 78,83 - 82,05
- 82,06 - 85,96
- 85,97 - 90,55

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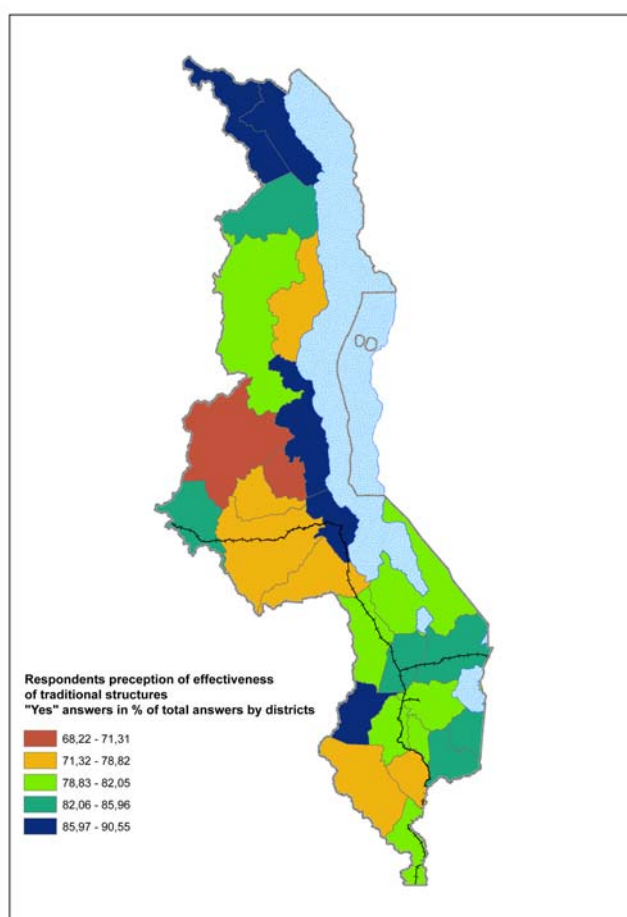
Surprisingly, few people regard CSOs as effective. This is shown in the table above as well as by the fact that very few people seem to have learned about these institutions through CSOs (see point 4.2.3 below).

One of the reasons for this low rating of CSOs in delivering this kind of information to people in general may be that most of these organisation are based in urban areas and that they operate in limited and selected areas. Among the organisations covered in the Civic Educators' questionnaire 61% are urban-based, 57% operate in selected regions and 22% in selected cities only. Another reason for the low outreach could be that only a relatively small proportion of the CSOs are community-based organisations - 29% of the organisations covered in the survey. And yet other reasons may be found in the fact that less than half of the CSOs covered (40%) mentioned constitutional issues, human rights and democracy as one of their main areas of operation and 43% mentioned good governance and leadership.

When asked about the constraints they face in their work, 68% of the civic educators saw inadequate funding as a major constraint, 37% mentioned lack of networking among civic educators and 34% inadequate NGO communication. This correlates with one of the assumptions in the road map document related to the need for stronger networking and coordination between CSOs involved in civic education. Competition between organisations seems to play a role too: 31% saw competition for human resources as a major constraint.

When it comes to effectiveness of services, the civic educators in the survey rated the civic educators in their own areas as effective (42%) or fairly effective (54%). 69% saw the close working relations with communities as a major strength, and working with local traditional leaders and authorities was also mentioned. Other strengths mentioned included strong organisational structures, training and links to the government.

The link between effectiveness and accessibility was explored in the general public survey and showed that most institutions remain more accessible to men than women, and to those living in urban areas. Respondents were also asked to rate the institutions according to how relevant these were to their daily lives. While relevance is obviously linked to effectiveness and accessibility (the more effective and accessible an institution, the more relevant it becomes), some interesting results were found by disaggregating this information according to the sex of respondents and where they live. Table 34.

Table 34: Relevance of institutions by sex and urban/rural split

Relevance of institutions by sex and urban/rural split														
	Police	Prisons	Mag Ct	IRC	High Ct	Sup Ct	HRC	EC	Ombu ds-man	ACB	Media	CSO	LC	Trad
Average	94	48	57	18	48	34	61	69	45	67	58	43	40	91
Fem	93	41	47	12	39	22	52	59	34	57	49	31	29	89
Male	95	56	67	25	59	46	72	80	58	78	67	57	52	92

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Urban	95	67	73	33	70	56	78	81	67	80	73	62	59	87
Rural	94	45	53	15	44	39	58	67	41	64	55	40	36	92

From this table, it is evident that:

• Traditional structures remain highly relevant to all people's lives – whether they live in rural or urban areas, or whether they are male or female.

• Most formal institutions are far more relevant to people living in urban areas than those in rural areas – which is linked to their accessibility to people in rural areas.

• CSOs are far more relevant to people in urban areas than rural areas, despite many CSOs claiming to have a rural focus.

• Generally, more men regard the democratic institutions as relevant than women, with women respondents recording below the national average for all institutions.

Figure 7 -Traditional Structures' Relevance to Daily Life
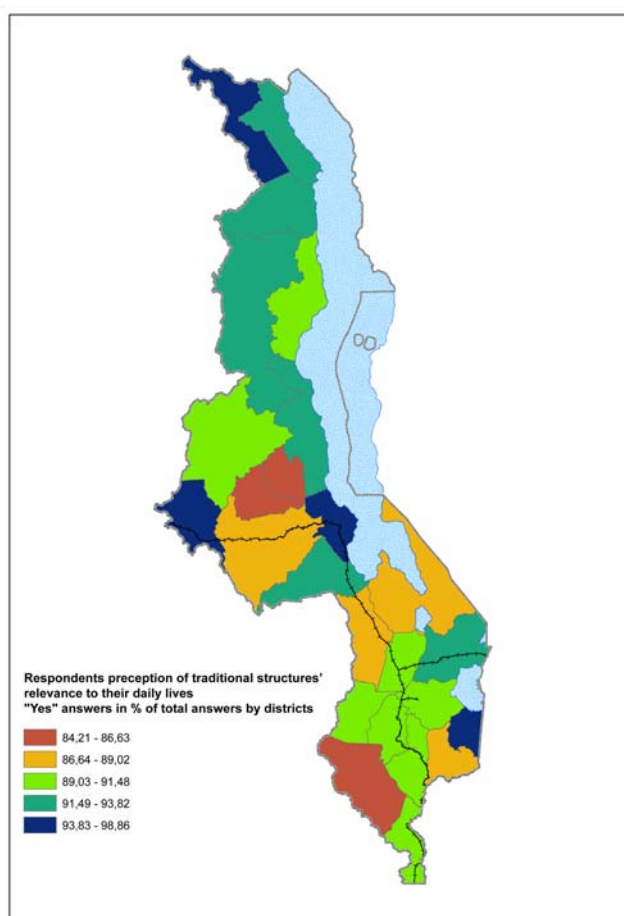
During the FGD with people living with HIV/Aids, participants were asked to consider the effectiveness and relevance of these institutions in and to their lives. While all agreed that the institutions have good mandates, they listed the following problems:

- The police tend not to be responsive to problems of PLWHA. Often PLWHA are abused, shouted at or get insulted both by the police and by members of the public. When they report this abuse to the police, they are fobbed off and told to ignore it.

- The Law Commission has been slow to respond to the realities of PLWHA. For example, employers continue to discriminate against PLWHA and laws need to be implemented to address this.

- Human Rights Commission and Ombudsman: Although these institutions recognize the rights of all categories of people, they were accused of failing to deal with complaints from PLWHA. There was a perceived need to decentralize these institutions to district assemblies so as to increase accessibility.

- Anti-Corruption Bureau: The ACB was not seen to be doing enough to address perceived corruption and fraud in HIV/AIDS programs.

Lastly, awareness of institutions, understanding of relevance and knowledge generally is much higher amongst those able to read – indicating that written civic education materials aimed at this group at least have been effective, but that for those with low literacy levels, much more needs to be done.

The effectiveness and accessibility of these democratic institutions was also a subject of the public service questionnaire. (Tables 35 and 36)

Table 35: Perceived effectiveness of democratic institutions within the public service

Perceived effectiveness of democratic institutions within the public service			
	Average	Senior	Middle
Malawi Police	73	73	74
Prisons	64	63	66
Magistrate Courts	83	81	89
Industrial Relations Court	63	63	63
High Court	82	80	88
Supreme Court of Appeal	83	82	86
Human Rights Commission	68	67	68
Electoral Commission	75	74	79
Ombudsman	93	95	86
Anti-Corruption Bureau	75	78	70
Law Commission	72	72	72
President	85	85	86
Members of Parliament	33	35	37

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Civil servants	65	67	60
Media	82	80	86
Traditional structures	77	75	81
Faith based organisations	82	81	84

While there are differences between the perceptions of middle and senior managers surveyed, it does seem that all agree that they are functioning well in the main – with the least effect being Members of Parliament and the most effective the Office of the Ombudsman (which regularly deals with issues affecting public servants).

Table 36: Perceived accessibility of democratic institutions within the public service

Perceived accessibility of democratic institutions within the public service			
	Completely inaccessible	**Somewhat inaccessible**	**Accessible**	**Very accessible**
---	---	---	---	---
Malawi Police	2	21	53	22
Prisons	1	30	46	13
Magistrate Courts	2	22	55	18
Industrial Relations Court	9	42	29	6
High Court	4	48	36	6
Supreme Court of Appeal	9	48	33	4
Human Rights Commission	7	36	40	7
Electoral Commission	8	35	45	5
Ombudsman	4	24	38	31
Anti-Corruption Bureau	3	30	44	18
Law Commission	7	46	30	7
President	35	35	22	4
Members of Parliament	23	37	30	7
Civil servants	2	21	52	23
Media	3	25	52	18
Traditional structures	4	7	45	40
Faith based organisations	3	13	46	34

These results are fairly predictable, with certain democratic institutions (such as the President and higher courts) perceived as far less accessible than structures to which members of the public service quite commonly relate (such as the Office of the Ombudsman and magistrates courts). Perhaps understandably, members of the public service rate themselves highly when it comes to accessibility, and it is worth noting how accessible they rate traditional structures.

4.3.3 Summary of main findings

• Awareness of the national institutions is generally fairly high, with awareness of the roles and functions of the police consistently high in rural

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areas and urban areas, and knowledge of the others much higher in urban than rural areas.

- Awareness of the Constitutional Institutions (Human Rights Commission, Electoral Commission and Office of the Ombudsman) and the Anti-Corruption Bureau is fairly high in both urban and rural areas. However, civic education does not appear to be prioritised within national institutions, with each having few staff dedicated to it, no specific training targeting these staff members and no real budget to it.

- Awareness of democratic institutions according to sex shows a relatively large gap between males and females in almost all cases except regarding the Magistrates Court, where females are far more likely to be aware of these than males.

- Awareness of democratic institutions is highest in the 20-39 age groups, and lowest amongst those over 70 and under 16, indicating the need for civic education to target both groups – and for it to be included in the formal curriculum.

- Of the formal institutions for democracy, the belief in the effectiveness of these is relatively low, with women having far less belief in this than men in almost all cases, scoring less than the national average in all cases except regarding traditional leaders. On the other hand, members of the public service rate those they rely on more often (such as the Ombudsman) more highly than the general public.

- Most respondents regard traditional structures as far more effective than the formal institutions, which indicates that this group is still largely turned to when problems need to be resolved and that civic education aimed at traditional leaders is not only desirable but necessary.

- Most institutions remain more accessible to men than women, and to those living in urban areas.

4.4 Theme 3 - Qualities of leadership

This issue was covered primarily in Section 6 of the general public questionnaire. Respondents were asked to rank the leadership qualities they preferred from a list. Results can be ranked as follows:

Respondents prefer a leader who:

- Is patient – 43%
- Listens to advice before making decisions – 37%
- Performs their functions well – 37%
- Regularly consults with the people they lead – 28%
- Is accountable to the public – 25%
- Does the best to serve the interests of the region / district under their control – 14%

- Does the best to serve the interests of all ethnic groups under their control – 14%
- Takes all religious groups into account – 7%
- Is gender sensitive – 7%

No real differences were noted between men and women, although, surprisingly, 8% of men believe leaders should be gender sensitive, compared to only 6 % of women respondents.

No real differences were noted across age groups, by level of education, by rural or urban area or by levels of literacy, although urban dwellers and those with higher levels of education and literacy do seem to expect more from their leaders.

4.5 Theme 4 - Constitutionalism

The Constitution with its Bill of Rights is central to civic education – whether it be education on political rights, on the institutions created by the Constitution, or the key democratic principles it contains. In this section, we focus only on knowledge and understanding of the Constitution itself and then consider how much people know about the key democratic principles under Theme 6 – National building and creating a democratic culture.

Table 37: Constitutional awareness and understanding by sex and rural/urban split

Constitutional awareness and understanding by sex and rural/urban split				
	Aware of	**Seen**	**Read**	**Understands**
Average %	46	10	8	28
Female	33	6	4	15
Male	61	16	12	41
Urban	64	20	15	46
Rural	43	8	6	24

Figure 8 - Awareness of Constitution

Respondents answers of the constitution
"Yes" answers in % of total answers

- 29,55 - 32,71
- 32,72 - 38,89
- 38,90 - 45,76
- 45,77 - 56,68
- 56,69 - 69,64
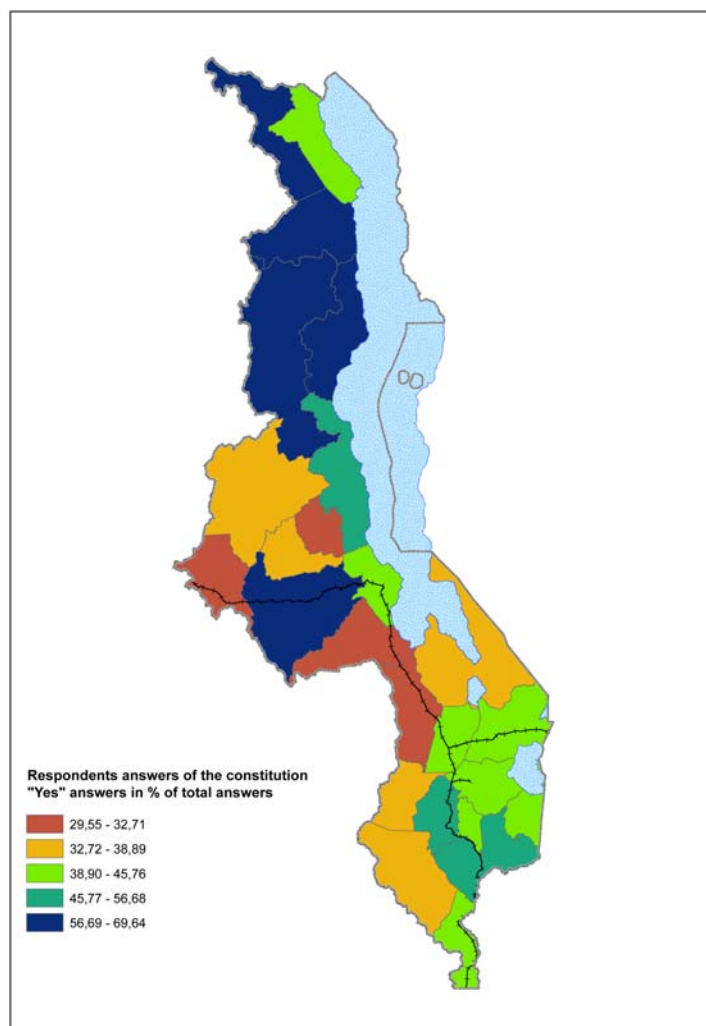
It is clear that understanding and awareness of the Constitution, while generally low, is substantially higher amongst men and urban dwellers than amongst women and rural dwellers. This is not unexpected despite assertions by most CSOs that they focus on rural areas and indicates the need for women and rural dwellers (particularly rural women) to be specifically targeted in future civic education campaigns. It also indicates a great need for education on and around the Constitution – both within the formal education system and with civic education. This is supported when one considers the statistics by age group:

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Table 38: Constitutional awareness and understanding by age

Constitutional awareness and understanding by age				
	Aware of	**Seen**	**Read**	**Understands**
Average %	46	10	8	28
Under 16	27	5	3	12
16-19	57	15	12	34
20-29	52	12	9	30
30-39	46	10	8	28
40-49	50	10	7	31
60-69	37	8	6	24
Over 70	31	6	4	19

Awareness amongst those under 16 is particularly low, reflecting the lack of civic education within the formal curriculum and indicating the need for a change in this area. Awareness is also very low amongst those older than 60. Although still low, awareness amongst the 16 – 29 age group and the 40-49 age group is higher than 50%, while within the 30-39 group it is only marginally lower than 50%. This reflects the fact that, prior to the advent of democracy in the early 90s, the Constitution was not something ordinary members of the public would be aware of. It also reflects the amount of interest in the Constitution caused by the transition to democracy and the fact that it is the starting point for many of the civic education campaigns in Malawi.

It is also apparent from the responses that considerable work needs still to be done in this area, including producing a simple language version of the entire Constitution in as many languages as possible, for use in civic education and in the classroom.

Relevance

Despite limited understanding, 43% of respondents indicated that the Constitution is relevant to their lives, with men (57%) considering it more relevant than women (29%) and urban dwellers (62%) considering it much more relevant than rural dwellers (39%). Amongst the age groups, those in the 16-19 group (53%) and those in the 20-29 group (48%) regard the Constitution as more relevant to their lives than other groups. And not unexpectedly, those with higher levels of education and literacy also have a better understanding of its relevance than others.

4.5.1   Summary of main findings

- Understanding and awareness of the Constitution, while generally low, is substantially higher amongst men and urban dwellers than amongst women and rural dwellers. This indicates a great need for education on and around the Constitution – both within the formal education system and with civic education.

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- Awareness amongst those under 16 is particularly low, reflecting the lack of civic education within the formal curriculum and indicating the need for a change in this area. Awareness is also very low amongst those older than 60.

- Despite limited understanding, 43% of respondents indicated that the Constitution is relevant to their lives, with men considering it more relevant than women and urban dwellers considering it much more relevant than rural dwellers. Amongst the age groups, those in the 16-19 group and those in the 20-29 group regard the Constitution as more relevant to their lives than other groups.

4.6 Theme 5 – Election related issues

This theme was dealt with by:

- Section 6 of the general public questionnaire.

- FGD with national institutions (including the Electoral Commission).

- The civic educators' questionnaire.

4.6.1 Participation in elections

Malawians indicate a continued willingness to participate in elections, with only 0.03% indicating they do not vote at all because they believe elections to be a waste of time.

Most Malawians seem to have internalised the concept that their vote is their personal choice. When voting, by far the majority of people vote according to who they 'like the best' (65%) and the party with the best policies (34%). Virtually no-one votes according to what others in their lives think and few seem to comply with attempts to induce them to vote in a particular way.

As can be seen from Table 39, neither sex nor where people live seem to play much of a role, although urban people (43%) are more likely to vote for the party with the best policies than those in rural areas (32%).

COWI

Table 39: How people choose who they vote for

How people choose who they vote for					
	Average	**Female**	**Male**	**Urban**	**Rural**
Whoever my traditional leader tells me to	1.56	1.67	1.45	1.7	1.54
The person I like the best	65	66	64	63	66
The party that best represents my ethnicity	7	7	7	9	6
The party that has the best policies	34	32	37	43	32
Whoever my spouse or parents vote for	0.03	0.05	0	0	0.03
I don't vote – elections are a waste of time	0.03	0.05	0	0	0.03
The party or person who pays the most	0.95	1.03	0.86	1.08	0.93

No marked differences were noticed across the age groups or ethnic groups although Tumbuka, Yao and Sena do show a higher likelihood to vote for who their traditional leader tells them to; and Chewa (8%) and Sena (10%) are more likely than others to vote for the person that best represents their ethnicity.

These results seem to support the assertion by the Electoral Commission and CSOs that comprehensive and wide-ranging voter education has taken place (by the Commission and those CSOs accredited to do this) in the periods leading up to elections. However, it should also be remembered that the results of elections indicate that people vote very much along regional lines and for parties that traditionally are seen to be 'of' the region. So, while people may vote for who they believe best represents their interests, these interests may well be determined by the region from which they come.

Only 20% of the civic educators covered by the survey mention voter education as a main area of operation, but related topics like constitution, human rights and democracy, and good governance and leadership rate much higher (around 40%). The low score on voter education as such may reflect the above mentioned impression that voter education usually takes place in periods before elections and hence is not practised as a continuing activity by the organisations. This seems to support the call for a more strategic and long term approach to voter education mentioned in the road map document.

4.7 Theme 6 - Nation building and creating a democratic culture

This theme was addressed primarily by:

- Sections 5 and 7 of the general public questionnaire (although it was informed by responses to the entire questionnaire).

- The public service questionnaire.

COWI

- FGDs with people living with HIV/Aids and disabled people.

While interlinked – the more democratic Malawi becomes, the more the nation will be built – this section considers nation building and creating a democratic society separately.

4.7.1 Nation building

As with the majority of African countries, Malawi did not come to nationhood in quite the same way as elsewhere in the world. Instead, its understanding of itself as a nation is not based on people with similar ethnic and cultural backgrounds coming together as a nation, but rather on arbitrarily borders determined by colonialism. It is a multi-ethnic, multi-lingual and multi-cultural country whose borders, rather than encompassing people from the same group, often split groups into Malawi and neighbouring countries.[25]

Despite this, Malawi has consistently been one of the most stable countries in Africa, at least in terms of a complete absence of internal armed conflict and its attendant problems. To determine the level of understanding and acceptance of Malawi as a 'nation', and potential threats to nation building that might exist, members of the public's awareness of Malawi as a nation was tested. In addition, particular threats to vulnerable groups and minorities were assessed to determine how much of a threat this might pose to nation-building.

When asked whether they were proud to be Malawians, a resounding 96% responded that they were. Although there were no marked differences amongst any groups, it is worth noting that participants in the HIV/Aids FGD, while stating they were proud, indicated that they feel alienated from the 'nation' by stigmatization and discrimination.

National symbols
Respondents were asked to identify symbols of the Malawian nation as a way of assessing the sense of 'belonging' amongst Malawians – Table 40.

Table 40: National symbols mentioned by sex and rural/urban split

National symbols mentioned - By sex and rural/urban split					
	Flag	**Language**	**National anthem**	**Money**	**Other symbols**
Average	30	20	2	4	12
Females	25	22	2	4	13
Males	36	18	2	4	11
Urban	43	14	3	5	9
Rural	28	21	2	4	13

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[25] Nowhere is this more starkly evident than on the road between Blantyre and Lilongwe, where the border with Mozambique splits a village into two countries.

COWI

As evidenced by the table, very few respondents were able to identify national symbols without prompting. While this may suggest little buy-in to the concept of Malawi as a nation, it might also indicate slight confusion about what the question meant. Obviously everyone in Malawi has seen its money and flag, but perhaps people do not really see these as symbols of 'the nation'.

The ability to identify national symbols amongst men and women are very similar, although more males (36%) mentioned the flag than females (25%), and more females identify language as a national symbol than males (18%). Similar differences occur between rural and urban dwellers, with those in rural areas (21%) more likely to mention language than those in urban areas (14%) and those in urban areas (43%) more likely to identify the flag than those in rural areas (28%).

No major differences were noted across the age groups, although those under 49 seem more aware of Malawi as a nation than older groups.

The **national anthem** was then chosen as an example of a national symbol and participants were asked whether they knew it. An average of 84% said they had heard it, with men scoring slightly higher than women and those in urban areas (92%) scoring higher than those in rural areas (82%). But, when asked to name the three 'enemies' mentioned in it (hunger, disease and envy), only 28% were able to do so. Again, not too much can be read into this since many people while able to identify their national anthem would be able to do so, but not be able to recite all of the words.

Next, respondents were asked to say what is significant about the date 6 July (Malawi's Independence Day). Approximately 47% were able to answer correctly (with men again scoring higher than women).

Lastly, respondents were asked to identify various significant people in Malawi – Table 41.

Table 41: Ability to name key national individuals - by sex and rural/urban split

Ability to name key national individuals - By sex and rural/urban split				
	President	**Local MP**	**Chief**	**Counsellor**
Average	96	77	94	46
Females	96	73	94	43
Males	97	81	94	50
Urban	99	72	83	41
Rural	96	78	96	47

COWI

No major differences were noted across the age groups, although those under 20 seem less likely to answer correctly than other groups. Level of education too seems to play no role - predictably, those with higher literacy and educational levels scored more favourably than those without, given their greater access to information.

Race, ethnicity and regionalism
Respondents were asked a series of questions to determine whether race, ethnicity and regionalism are (or are perceived) as threats to the nation.

Questions relating to race (national average of 'yes' answers in brackets)

Respondents were asked whether they would:

- Marry someone of a different race (86%)

- Vote for someone of a different race (83%)

- Choose to live in a house close to members of a different race (95%)

- Work for a member of a different race (95%)

- Employ someone of a different race (95%)

- Accept another race settling in their area (95%)

From this it is clear that, while people are slightly more tolerant of other races in their public than private lives, a healthy level of acceptance of all races is reflected. Worryingly though, under 16s scored below the national average in all questions (although their scores are still high) and those in urban areas also seemed more tolerant of other races than those in rural areas - most probably because of their comparative lack of exposure to other races.

Respondents were then asked whether they had ever been refused work or a loan, or been discriminated against in the provision of services on the basis of their religion, sex, ethnicity or region. Virtually no-one answered in the affirmative, with scores ranging from 0.03% to 6% (refused work on the basis of ethnicity) – indicating that none of these should be regarded as threats to the nation.

While 'nation building' might be an area that might need to be addressed through civic education, it should be remembered that almost everyone answered that they were proud to be Malawian and that, since there have never really been (and are not now) any serious internal conflicts within Malawi, focusing on other issues that threaten the nation (such as poverty, food security, lack of basic services, HIV/Aids and Malaria) ought rather to be prioritised.

Minorities and vulnerable groups

To determine whether the rights of vulnerable groups and minorities are known, and what level of civic education might be required, respondents to the general public questionnaire were asked to consider children, women, people living with HIV/Aids and the disabled.

Children

Knowledge of the term child rights is fairly low amongst Malawians (53%), with the most marked difference between urban and rural areas (68% and 49% respectively). Although the percentages across the age groups are similar, it is worth noting that the under 16s and over 70s scored fairly well below the national average (44% and 46% respectively).

Next, respondents were asked to list reasons why children do not attend school. They mentioned:

- Lack of basic necessities – 53%
- Lack of food – 43%
- Lack of information – 43%
- Household chores – 10%
- Child labour – 10%
- Distances to travel – 8%

All of these problems were more severe for people in rural areas than in urban areas.

Respondents were then asked to rank various types of child abuse according to prevalence in their area. While child abuse appears more of a problem in urban areas generally than in rural areas, Table 42 offers a more detailed breakdown of which types of child abuse rural and urban dwellers regard as the most serious.

Table 42: Rating of types of abuse by urban/rural split

Rating of types of abuse by urban/rural split						
Type of abuse	**Minor**		**Moderate**		**Major**	
	Urban	**Rural**	**Urban**	**Rural**	**Urban**	**Rural**
Child labour	41	46	22	20	27	26
Physical	41	47	26	24	23	22
Child abandonment	32	36	25	24	34	33
Sexual abuse	37	47	15	17	34	24
Child prostitution	23	35	17	18	46	35
Property grabbing	40	47	17	17	29	25
Child trafficking	47	58	9	7	18	11
Body parts mutilation	48	59	8	7	20	12

No differences were noted across the age groups. However, it is clear that all forms of abuse remain prevalent in Malawi and that civic education should prioritise children.

Finally, respondents were asked to say whether they believed including child rights in the Constitution has improved the lives of children. As can be seen in Table 38, answers vary slightly across the various groups in society – with the most marked difference being between urban and rural areas and patrilineal and matrilineal societies – the percentage of those believing it has does not exceed 50% in most cases.

Table 43: Has including child rights in the Constitution improved the lives of children

Has including child rights in the Constitution improved the lives of children National Average 'Yes' – 49%						
Female	Male	Urban	Rural	Patrilineal	Chikamwini Matrilineal	Chitengwa Matrilineal
50	48	53	48	55	48	43

No major differences were noted across the age groups, although it is interesting to note that both under 16s (children – 46%) and those in the 30-39 age group (their parents – 46%) score below the national average of 49%.

Women's rights

As an indicator of the level of equality enjoyed by women in Malawi, respondents were asked to say whether they would assist women if they aspired to a position of political leadership and power. Table 44 indicates the responses of women and men, and those in urban and rural areas, to this question.

Table 44: Acceptability of women in positions of power and leadership - by sex and rural/urban split

Acceptability of women in positions of power and leadership By sex and rural/urban split					
	Leader in development committee	Leader of political party	Member of Parliament	A chief	President
Average	96	95	95	95	90
Females	95	95	95	95	90
Males	97	96	96	96	90
Urban	97	97	96	97	90
Rural	95	95	95	95	92

Not only do these answers indicate a high level of knowledge and acceptance of the content of women's rights, but respondents consistently showed high levels of understanding (if not yet behavioural change). For example:

• When asked whether they would prefer the wife in the household to work for pay or look after the children (or both), a substantial majority of all groups chose 'work for pay'.

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- When asked whether women get the same respect as men, equal opportunities and control over resources, all groups answered overwhelmingly that they did not.

- When asked whether or not women should be subjected to so-called 'educational beatings, the vast majority answered no (86%) with no marked differences between the sexes.

- When asked whether women should earn equal pay for equal work, 90% of respondents answered in the affirmative.

- When asked whether a woman has the right to negotiate safe sex, 89% of respondents answered that they do.

- Generally, no major difference were noted across agree groups except that, again, knowledge and understanding amongst under 16s is usually less than the national average.

- When asked whether having human rights in the Constitution has improved the lives of women, 54% reported that it had, although a marked difference is noted between urban (64%) and rural areas (52%) – indicating the perception that women are better off in urban than in rural areas.

Although the term 'women's rights' was understood by only 37% of respondents (females 32% and males 42%; urban 51% and rural 34%), it is clear from the responses received that people have a very comprehensive understanding of the key concepts in the term and the levels of discrimination that women face.

These results reflect the amount of work done by civil society and others to raise awareness of the right of women over many years. However, when the question was much more bluntly put, the answers came out a little different – indicating that while knowledge is very good, attitude change is still some way off. When asked whether they believed women were superior, inferior or equal to men:

Table 45: Are women inferior to men?

In relation to men, women are ...		
	Superior	Inferior	Equal
Average	9	68	22
Females	9	71	20
Males	10	65	24
Urban	10	61	28
Rural	9	70	21
Patrilineal	8	65	26
Matrilineal (Chikamwini)	10	68	22
Matrilineal (Chitengwa)	8	74	19

COWI

In addition to showing that women are generally regarded as inferior to men (68% answering this way), the results are also interesting for the following reasons:

- Men seem more likely than women to believe that women are superior or equal to men.

- Women are more likely to regard themselves as inferior to men.

- Those in rural areas are more likely to regard women as inferior.

- People living in matrilineal systems are more likely to regard women as inferior than those in patrilineal societies, and less likely to regard them as equal.

Table 45 also indicates what other research and experience hints at – that while knowledge and awareness of the content of women's rights is high, limited attitude and behaviour change has taken place. As a result, although the responses in this regard are encouraging, they should not be viewed as reflecting a fundamental societal change, but instead as ripe ground for future civic education campaigns.

The disabled and people living with HIV/Aids (PLWHA)
Respondents were asked three key questions to ascertain their understanding of the rights of the disabled and their attitudes towards protecting these.

1. Should employers (including government) provide a disability friendly work environment for the disabled?
2. Should schools be required to provide special facilities for disabled pupils?
3. Should planners think about special needs of the disabled when designing development projects?

Respondents answered overwhelmingly in the affirmative (around 98%) for each question. Despite this, those attending the FGD with disabled people indicated that they continue to be discriminated against in all manner of ways.

Similar questions were used to indicate the attitudes of Malawians towards people living with HIV/Aids (PLWHA). Again, most people answered 'correctly' that they would continue to live and engage with them as with those not infected. And again this was not supported by the FGD with PLWHA, all of whom indicated that they are routinely discriminated against.

Perceptions amongst the public service
Respondents in the public service were also asked to say what they believe the biggest threats to nation building may be. Table 46.

Table 46: Perceived threats to nation building within the public service

Perceived threats to nation building within the public service		
	Senior	**Middle**
Jealousy	17	11
Ethnic tension	52	52
Intolerance towards women	43	50
Intolerance towards minorities	48	49
HIV/Aids	63	65
Political intolerance	72	79
Lack of service delivery by government	52	60
Religious intolerance	45	50
Corruption	65	75

From this, it appears that members of the public service see a variety of threats and that they rate political intolerance as the biggest threat, with corruption and HIV/Aids following.

4.7.2 Democratic culture

The method of determining whether a democratic culture is emerging in Malawi was to:

1. Test awareness and understanding of key democratic principles contained in the Constitution, and the relevance of these to people's lives;

2. Consider the level to which the public participates in the life of their community and the projects it engages in;

3. Determine their political participation and participation in government decision making.

4. Measure their understanding of the limits placed on the state in a democracy

Understanding of key democratic principles

Table 47: Awareness and understanding of key democratic principles by sex and rural/urban split

Awareness and understanding of key democratic principles by sex and rural/urban split				
	Democracy	**Separation of powers**	**Rule of law**	**Accountability and transparency**
Average %	49	25	37	38
Female	38	19	28	31
Male	62	31	47	46
Urban	64	37	49	52
Rural	46	23	35	36

Democracy

Understanding of democracy is much higher amongst men (62%) than women (38%), although both men and women remain unconvinced that Malawi is truly democratic. Of course, since understanding of the term is comparatively low, it is hard to know which standard of democracy people used to measure Malawi against.

Knowledge and understanding in rural areas (46%) is far lower than in urban areas (64%).

Separation of powers

To understand separation of powers, people need to know what the three branches of government are and what their roles are.

Knowledge of the three branches of government was low for all groups (only 14% of the total number of respondents were able to list these) with marked differences between rural and urban areas (11% and 29% respectively).

While men seem to have slightly better understanding than women, understanding of the concept of separation of powers is remarkably low (25% across all respondents). Although this is a fairly complicated democratic principle that many people fail to grasp, it is slightly surprising that, given Malawi's current political issue around the President and Parliaments apparent wish to impeach him, levels of understanding of the issue is so low.

Despite the fact that very few people understood the concept; the vast majority of those surveyed believe it to be a good principle.

Those who understood the concept were asked to say whether they believe Malawi to be following the principle. Less than half of these answered yes (38%), with slightly more men (40%) than women (36%) believing it to be so.

COWI

Most respondents also believe that the Executive (27%) and the Legislature (25%) need to improve for separation of powers to really work, while only 11% believe the fault lies with the Judiciary.

Rule of law

Although very few respondents overall understood this concept (37%), men (47%) seem much more aware of it than women (28%) and those in urban areas (48%) more aware than those in rural areas (35%). Once explained, the majority (79%) believed it to be a good principle, but again, not too much can be read into this.

Those who understood the concept were asked to say whether they believe Malawi to be following the principle. Only 37% believed it is.

Predictably, awareness of all of these principles is highest amongst those in 16-49 age group, with low levels amongst under 16s.

The answers to these questions need to be cross referenced to question 3.10 of the general public questionnaire, which sought to gauge the understanding of the legality of three common forms of human rights violations in Malawi:

- So-called 'property grabbing', where the property of a deceased spouse is 'grabbed' by their family leaving the surviving spouse with very little;

- Punishing witches; and

- Mob justice (beating up a thief).

Table 48: Particular offences

	Property grabbing	Punishing a witch	Mob justice
Average %	97	50	82
Female	97	44	79
Male	97	57	84
Urban	97	64	84
Rural	97	48	81

Interestingly, almost all respondents understand property grabbing to be illegal (it is a criminal offence), although other research (particularly by GTZ) indicates this as one of the biggest forms of gender violence faced in Malawi. The response to this question also creates a challenge for those organisations trying to put a stop to the practice, and to the Law Commission which is currently revising the Intestate Succession Act (which makes this an offence), since it indicates that despite knowledge of illegality, the practice continues unabated. Civic education in this area will therefore need to focus much more

on attitude and behaviour change than merely providing awareness and knowledge.

On the other hand, (50%) of respondents do not regard punishing a witch as an illegal Act (although men and those in urban areas are more likely to regard it as illegal than women and those in rural areas). This shows not only a lack of understanding of the (exceptionally outdated) Witchcraft Act, but also that, despite this Act (which seeks to make all forms of witchcraft illegal as well as punishing a witch or even accusing someone of being a witch), witchcraft remains a concern amongst most Malawians with anecdotal evidence suggesting the belief in it to be widespread. It also indicates a need for legislation dealing with witchcraft to be revised to take the realities of Malawian society into account.

As mentioned, a higher percentage of urban people (64%) believe punishing a witch to be illegal than rural dwellers (38%) indicating that, while the belief in witchcraft continues in urban areas, the understanding of the illegality of the action is much more widespread. And it is also clear that the greater the level of education, the higher the understanding of the illegality of this type of behaviour.

When it comes to mob justice though, almost all respondents across the various groups recognise it as criminal.

Transparency and accountability
Although very few respondents overall understood this concept, men (46%) seem much more aware of it than women (31%) and those in urban areas (52) seem more aware than rural dwellers (36%). Once explained, the vast majority believed it to be a good principle, but again, not too much can be read into this.

Less than half of the respondents believe Malawi to be following this principle.

Levels of understanding of key democratic principles were also tested during the public service survey.

Table 49: Understanding of key democratic principles (within the public service)

Understanding of key democratic principles amongst senior and middle managers								
	Don't understand		Understand somewhat		Understand		Understand very well	
	Senior	Middle	Senior	Middle	Senior	Middle	Senior	Middle
Separation of powers	5	14	7	4	27	38	60	44
Rule of Law	8	4	10	8	26	35	55	53
Accountability and transparency	3	4	2	0	25	38	71	58

COWI

While understanding is higher amongst senior managers than middle managers, it is fairly good all-round.

Attendance at community meetings

Attendance at community meetings is comparatively low, with the exception of church group meetings (excluding religious services) as indicated by Table 50.

Table 50: Percentage of respondents who had attended at least one of the following community meetings in the previous year

	Attendance at meetings					
	Church	**Self help**	**Community work**	**Commercial**	**Community Safety**	**Workers Assoc.**
%	44	19	28	27	15	5

No significant differences were noted when data was disaggregated according to sex and rural/urban split.

Participation in community projects

Participation in community and self-help projects is markedly high across all groups, with 83% participating in at least one community project. Of those who participate, there are no marked differences between men and women in terms of which projects they choose to participate in (although marginally more men participate in projects than women). Across the various age groups though, differences are notable – particularly that under 16s participate far less than others – hopefully because their school work prevents them from doing so, although it is likely that household chores and work in the fields contribute too.

Table 51: Participation in projects by age

	Participation in projects by age					
	Road	**School block**	**Brick making**	**Church block**	**Water**	**Voter education**
Average %	38	37	42	29	25	6
Under 16	27	26	32	19	16	5
16-19	30	28	33	22	20	6
20-29	39	36	42	27	25	5
30-39	41	42	48	31	27	6
40-49	40	44	48	29	28	6
60-69	43	46	48	28	32	5
Over 70	36	40	45	26	23	5

Rural people are far more likely to participate in community projects, most probably because most of the projects surveyed take place more frequently in rural areas than in urban areas, and perhaps because rural dwellers are more

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dependent on each other and more likely to participate in projects that might benefit everyone.

Participation appears not to be affected by level of education, although those in the 'secondary level incomplete' group appear more likely to participate. No real differences are noted in participation according to ethnic group – Table 52.

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Table 52: Participation in projects by ethnic group

Participation in projects by ethnic group						
	Road	**School block**	**Brick making**	**Church block**	**Water**	**Voter Education**
Average %	38	37	42	29	25	6
Chewa	34	33	40	24	21	3
Tumbuka	28	43	45	23	18	4
Yao	41	36	41	28	24	6
Sena	42	41	44	34	27	13
Tonga	26	37	50	18	18	3
Lomwe	44	41	41	31	35	7
Non-Malawian	38	10	14	10	5	5
Other Malawian	41	41	47	29	27	7

Political participation

While many respondents have attended political rallies, very few have worked for a political party, written to a newspaper about an issue that affects them or stood for political office themselves (although males are more likely to do all of these than females – Table 53).[26]

Table 53: Political participation by sex

Political participation by sex				
	Attend rally	**Worked for party**	**Written to newspaper**	**Stood for office**
Average %	58	17	2	5
Females	55	15	1	4
Males	62	20	3	6

Urban dwellers are more likely than rural dwellers to have worked for a political party or written to a newspaper, while more rural people are likely to have attended a rally or stood for office than those in urban areas – Table 54.

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[26] It should be noted that, at the feedback workshop prior to finalising this report, the issue of what constitutes 'participation' at a political rally was raised and it was noted that, in the experience of those taking part, although they may not regard themselves as actively participating, large numbers of women attend these.

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Figure 9 - Political Activity

Respondents participation in political rallies
"Yes" answers in % of total answers

- 0,00
- 0,01 - 43,33
- 43,34 - 55,81
- 55,82 - 63,84
- 63,85 - 91,67
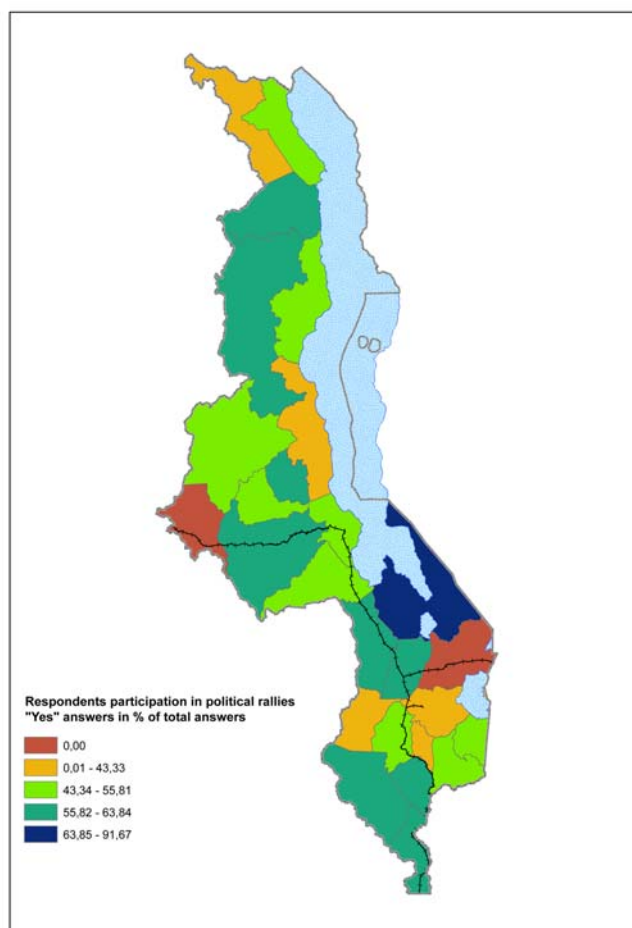
Table 54: Political participation by urban / rural split

Political participation by urban / rural split				
	Attend rally	Worked for party	Written to newspaper	Stood for office
Average %	58	17	2	5
Urban	58	18	3	3
Rural	59	13	2	5

Participation in government decisions

From the general public survey, it appears that only 1.31% of respondents had been asked to participate in government decision making – although 1.36% claimed to have actually participated. Twice as many men as women appear to have been asked although 1.09% of women and 1.61% of men actually participated. More people in rural areas answered that they had been asked to

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participate (1.36%) than those in urban areas. Literacy levels too seem to determine whether or not people believe they have been asked to participate.

However, when compared to the results from the public service survey, key differences are noted in the perception of how much consultation actually takes place. Respondents in the public service survey were therefore asked to what degree consultation takes place. Marked differences were noted amongst senior and middle managers. Table 55.

Table 55: Is the public consulted prior to decisions being taken?

Is the public consulted?			
Yes		No	
Senior	Middle	Senior	Middle
76	64	18	30

Respondents to this survey were also asked to rank statements relating to the level of public participation in decision making. Table 56.

Table 56: Level of public participation

Levels of public participation in decision making					
	Agree		Partially agree		Don't agree	
	Senior	Middle	Senior	Middle	Senior	Middle
Members of the public know how we take decisions	26	28	47	50	27	22
Ordinary people have easy access to us	57	47	25	40	17	12
There is a mechanism for people to tell us how they want us to operate	47	40	30	32	23	28

Awareness of the limits on police / state powers

To asses this, respondents were asked to consider whether certain actions by the police exceed their powers. Despite the seemingly palpable illegality of all of the actions listed, a small percentage of respondents showed a clear lack of understanding that state authority can and must be limited.

Table 57: Awareness and understanding of limits of police / state power - by sex and rural/urban split

Awareness and understanding of limits of police / state power by sex and rural/urban split Which of the following can the police NOT do …				
	Detention without trial	Torture	Arrest a child under 6	Refuse to assist women who lay complaints against their husbands
Average %	90	83	93	94
Female	89	80	93	94
Male	91	87	92	94
Urban	91	85	94	96
Rural	90	83	93	93

4.7.3   Summary of findings

Nation building

A resounding 96% of Malawians are proud to be Malawian (although those living with HIV/Aids seem less proud than others because of the ostracisation they feel). Although very few respondents were able to identify national symbols without prompting, tolerance of other races and ethnic groups is high. Virtually no-one answered that they had been unfairly discriminated against. While there is much to be done to improve the lives of women and children and other minority groups, discrimination does not appear to be a threat to Malawi's 'nationhood' and that, generally, levels of racial and ethic tolerance are very high. All of this indicates nation building should not be prioritised as a theme at this stage.

However, that does not mean that civic education does not need to target the rights of women, children, the disabled, PLWHA and other minority groups. For example:

- Knowledge of the term child rights is fairly low amongst Malawians (53%), with the most marked difference between urban and rural areas (68% and 49% respectively).

- While child abuse appears more of a problem in urban areas generally than in rural areas, it is a problem in both.

- Respondents were asked to say whether they believed including child rights in the Constitution has improved the lives of children - the percentage of those believing it has does not exceed 50% in most cases.

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However, the results of the survey indicate a high level of knowledge, understanding and acceptance of the content of minority rights, women's rights and child rights. This creates ripe ground for future civic education campaigns.

Democratic culture

- Understanding of democracy is much higher amongst men than women and in urban areas than in rural areas. Most remain unconvinced that Malawi is truly democratic.

- Understanding of the concept of **separation of powers, rule of law and accountability and transparency** is very low). Most believe Malawi is not following these principles.

- Attendance at community meetings is comparatively low, with the exception of church group meetings,

- Participation in community and self-help projects is markedly high across all groups, with 83% participating in at least one community project.

- While many respondents have attended political rallies, very few have worked for a political party, written to a newspaper about an issue that affects them or stood for political office themselves (although males are more likely to do all of these than females).

- From the general public survey, it appears that only 1.31% of respondents had been asked to participate in government decision making – although 1.36% claimed to have actually participated. However, when compared to the results from the public service survey, key differences are noted in the perception of how much consultation actually takes place.

- It is clear that people in Malawi have a very real sense that there are limits on the state's power.

4.8 Theme 7 – Corruption

The theme of corruption and its effects was dealt with in:

- Section 5 of the general public questionnaire.

- The policy maker / service provider questionnaire

- The FGD with national institutions (including the ACB)

Understanding corruption

Table 58: Understanding of corruption

Which of the following are corrupt practices?					
	Average	Female	Male	Urban	Rural
A gift to a person in authority to influence their decision	93	92	94	97	92
Buying a beer for someone to get a service more quickly	89	87	91	91	88
Giving cash to a civil servant to secure a business deal	90	89	92	95	89
A judicial officer favouring a friend or relative in a case	89	87	91	93	88
A police officer deliberately losing case files	92	91	94	95	92
A chief ruling in favour of someone who gave him more money	94	93	95	96	94

While not all of those listed accurately fit a legal definition of corruption, all are instances of abuse of authority. The level of understanding amongst Malawians across the spectrum appears high enough for them to correctly identify the actions as such (although levels of understanding amongst the under 16s is again quite low).

Perceived prevalence

To measure the prevalence of corrupt practices, respondents were asked to answer whether they knew of anyone who had paid a bribe to secure certain services or favours.

Table 59: Prevalence of corruption

Do you know anyone who has paid a bribe to …					
	Average	Female	Male	Urban	Rural
get a job	16	15	17	25	14
receive pension or loan from government	9	9	9	11	8
get access to potable water	4	3	4	9	3
find a house	8	7	8	12	7
get land	16	15	16	19	15
gain quick access to the courts	6	6	7	8	6
get a lawyer for a case	6	5	6	7	5
get assistance from a chief	20	19	21	18	20
get assistance from the police	15	14	16	22	13
get service from prison warders	4	3	5	6	3

Based on this, it would appear that many people know someone involved in some form of bribery and corruption, with chiefs, employers and the police appearing to be the worst culprits. Interestingly, with the exception of bribes to

chiefs, all forms of bribery listed seem to be more prevalent (or at least better known about) in urban than in rural areas.

Causes and effects of corruption
When asked why ordinary people resorted to corruption, respondents ranked the reasons as:

1. They desperately needed the services on offer (75%)
2. Because of the slow speed of delivery (50%)
3. Because of inequities in the system (21%)
4. Through inefficiencies in the system (17%)

Perceived increase or decrease
To determine people's attitudes to current levels of corruption, respondents were asked to say whether certain areas were/are more or less corrupt under the Banda regime (KB in Table 55), under the previous President Muluzi (BM) and under the current incumbent, President Bingu wa Mutharika (BW). Table 60.

Table 60: How corrupt is / was the system?

	How corrupt were / are the following:								
	Under KB			Under BM			Under BW		
	Not	**Slightly**	**Very**	**Not**	**Slightly**	**Very**	**Not**	**Slightly**	**Very**
Civil service	48	14	8	9	15	59	24	35	21
Parliament	50	12	7	11	14	57	25	33	20
District Assembly	50	13	7	11	14	56	26	33	19
Area Development Committee	50	13	6	12	14	55	27	33	18
Village Development Committee	51	12	7	12	15	55	27	33	19
Police	51	12	7	11	14	58	26	33	21
Courts	52	12	7	13	14	55	28	31	19
Traditional Authorities	51	12	7	12	14	55	26	33	20
Group Village Heads	52	12	7	12	14	56	26	33	21
Village Heads	51	12	7	12	14	56	26	33	21
Church leaders	54	11	5	21	14	47	33	29	17
Community organisations	51	12	6	14	14	52	27	32	19

From this Table (and other data), it appears as if Malawians regard the period under President for Life Kamuzu Banda as one of great order, access to (and provision of) services and low levels of corruption.

The chart also reflects the perception that there was a high degree of corruption under the previous President, but that this appears to be being addressed by the incumbent.[27]

The level of awareness around corruption reflects the FGD discussion involving the Anti-Corruption Bureau and testifies somewhat to the work they have done in the area. However, as can be seen from Table 61 below, very few respondents appear to understand the role of the ACB in dealing with corruption.

What should be done when corruption is encountered?
This question was asked primarily to gauge respondent's attitude to those who are corrupt as well as their knowledge of who to report it to (ideally the police and/or ACB).

Table 61: What should be done when corruption is uncovered?

What should be done when corruption is uncovered?					
	Average	**Female**	**Male**	**Urban**	**Rural**
Report them to the police	52	48	56	58	50
Report to the ACB	15	13	18	28	13
Do nothing	22	26	19	19	23
Warn them of the malpractice	14	14	15	13	14
Report them to the traditional leaders	18	19	17	12	19
Report them to a religious leader	1.56	2.01	1.07	1.55	1.54

While it is encouraging that the majority of people would report corruption to the police, an alarming number would do nothing and, as already mentioned, very few would consider reporting them to the ACB (specifically set up to deal with corruption), with those in rural areas (13%) clearly less aware of the ACB than those in urban areas (28%). As a result, it is clear that the ACB needs to raise awareness of their roles and functions, increase their rural outreach and increase confidence in their services.

4.8.1.1 Perceptions within the public service
Respondents in the public service survey were also asked about corruption and were asked to say which of those listed in Table 62 were more likely to be corrupt (with respondents entitled to mention more than one).

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[27] It is noted that the fairness of this question was queried at the report back meeting, since the previous President was being evaluated on his performance over two terms while the current President is only in his first term.

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Table 62: Perceived levels of corruption within the public service

Perceived levels of corruption within the public service – Who is more likely to be corrupt?	Senior	Middle
Senior staff	39	45
Junior staff	36	27
Support staff	33	27
All staff	32	28
None – there is no corruption in our institution	20	13
Those employed for less than 12 months	28	21
Those employed between 1-5 years	20	12
Those employed between 6-10 years	15	14
Those employed for 11 years or more	72	60

While there are differences between senior and middle managers, there does appear to be consensus that those employed for more than 11 years are more likely to be corrupt than others – which may suggest a specific target for anti-corruption campaigns and initiatives.

When asked what should be done when people are caught in corrupt activities, members of the public service replied as set out in Table 63 (again noting that respondents were entitled to choose more than one answer from a prepared list).

Table 63: What should be done to corrupt people (public service responses)

What should be done to corrupt people (public service responses)	
Report them to the police	26
Report them to the ACB	66
Nothing	16
Warn them of malpractice	49

These results indicate a high level of awareness of the ACB, but also show a high level of tolerance of corruption and perhaps a lack of understanding of the seriousness of the offence, that it is in fact a criminal offence, and that those who are corrupt need to be dealt with under the criminal law.

Lastly, participants in the public service survey were asked what government should do to stop corruption – and again they were allowed to choose more than one answer from a pre-prepared list. Table 64.

Table 64: What should government do to stop corruption (public service responses)

What should government do to stop corruption (public service responses)	
Increase salaries	44
Improve working conditions	48
Improve civic education	63
Impose heavy punishment	55
Involve religious organisations	19

While showing that members of the public service themselves see the need for increased civic education on the issue, many answer predictably (and, it is suggested, correctly) that improving salaries and working conditions and punishing offenders will also go a long way.

4.8.2   Summary of main findings

• Levels of understanding of corruption amongst Malawians is high (although levels of understanding amongst the under 16s is again quite low).

• Many people appear to know someone involved in some form of bribery and corruption, with chiefs, employers and the police appearing to be the worst culprits. With the exception of bribes to chiefs, all forms of bribery listed seem to be more prevalent (or at least better known about) in urban than in rural areas.

• It appears as if Malawians regard the period under President for Life Kamuzu Banda as one of great order, access to (and provision of) services and low levels of corruption. There is a perception that there was a high degree of corruption under the previous President, but that this appears to be being addressed by the incumbent (although the current President was 'evaluated' on the performance of his administration over a much shorter period).

• Very few respondents appear to understand the role of the ACB in dealing with corruption. As a result, it is clear that the ACB needs to raise awareness of their roles and functions, increase their rural outreach and increase confidence in their services.

• Within the public service, there does appear to be consensus that those employed for more than 11 years are more likely to be corrupt than others – which may suggest a specific target for anti-corruption campaigns and initiatives. These results indicate a high level of awareness of the ACB, but also show a high level of tolerance of corruption and perhaps a lack of understanding of the seriousness of corruption as a criminal offence.

4.9 Civic education methods and media

In addition to considering the seven thematic issues, respondents were asked to indicate which methods they had received civic education messages through and which they preferred by answering simply 'yes/no' to whether they liked a particular method. As can be seen from Table 65, the preferred methods are:

•   Extension workers (64% answering 'yes')

•   Radio (56% answering 'yes')

•   Workshops (43% answering 'yes')[28]

The least preferred are:

•   Judgements and court decisions (5%)

•   From a friend (9%)

•   Publications and roleplays (10% each)

•   Newspapers (12%)

Table 65: Preferred methods of civic education

W/shop	Pubs	Drama	R/play	Radio	TV	Friend	N/paper	Extwrkers	Leaders	J/ments
43	10	41	10	56	11	9	12	64	23	5

This finding was supported by the finding in Section 4 of the general public questionnaire, which asked respondents to state where they had learned about human rights. They answered as follows:

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[28] It was mentioned at the feedback meeting that this result may be skewed by the fact that many of those running workshops pay allowances to people to attend and often provide food, which may account for people preferring this method over others.

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Table 66: Where people learn about human rights

Where people learn about human rights		
	Urban	**Rural**
Constitution	4	2
School / university	30	10
CSOs	5	5
Newspapers	13	4
Community meetings	7	8
Books	10	8
Radio	53	36
Television	13	2
Internet	0.4	0.4
From a friend	9	6
Human Rights Commission	2	1
Electoral Commission	0.2	0.2
Ombudsman	0.08	0.08
ACB	0.2	0.2
Church / Mosque	3	2
FBO	0.5	0.7

These figures illustrate quite graphically how important radio is as a medium for civic education and how differently people in rural and urban areas receive information. Although they seem to indicate that people seem to believe they receive little information from the national institutions and CSOs, it should be remembered that many, if not most, of the radio programmes on civic education are actually provided by CSOs and national institutions.

When dealing with the Constitution, respondents were also asked to indicate where they had heard about it:

• The majority learned of the Constitution through socialisation and customs (52%).

• The next most common source of information, and some way behind socialisation and custom, was radio (27%).

• Very few respondents cited civic educators (2%), workshops (0.46%) or community based educators (1%) – although it must again be remembered that the majority of radio programmes dealing with civic education are developed and provided by CSOs.

• Very few respondents learned about it at school (6%), again indicating a need for civic education to become part of the formal curriculum (although 13% of those under 16 did claim to have learned about the Constitution at school, indicating it is dealt with in at least some schools).

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Lastly, when dealing with institutions of democracy, respondents to the general public questionnaire were asked to say where they had learned about these. Table 67 sets out their responses relating to Constitutional institutions and the ACB, in terms of which source respondents first mentioned.

Table 67: Where the public learned about democratic institutions

	Where the public learned about democratic institutions
	Radio	Civ Educ	N/paper	School	Friend/ work	w/shop	TV	Soc / cust oms	Com Based Educati on	Other
HRC	43	3	0.7	5	3	0.3	0.5	6	1	3
EC	45	5	0.6	3	3	0.1	0.3	9	1	8
Omb	35	1	1	2	2	0.1	0.6	4	0.3	2
ACB	56	1	1	3	2	0.1	0.3	4	0.3	2
Media	51	0.6	1	1	2	0.1	0.3	2	0.1	2

Once again, the most common sources of information about these institutions are radio (at least in terms of where people most clearly remember hearing or learning about them). Very few remember learning about these whilst at school (again indicating a serious gap that a more targeted or formal civic education campaign could fill) or from CSOs or at workshops, although most radio programmes are produced by CSOs.

Preferences
Males and females have similar preferences for all methods and types of media, with the greatest difference (a 6% gap) in radio, with 59% of men indicating a preference compared to 53% of women. This is properly solely due to men having more time to listen to the radio than women.

No major differences were noted amongst age groups, although the age group 16 – 19 seems to have a slightly higher preference for television and newspapers than other groups; and older groups being more likely to hear from extension workers than others.

Anticipated differences are noted though when comparing preferred methods in rural areas (where literacy levels are lower) and urban areas – Table 68. However, none of these differences are marked and it appears that, even in urban areas, non-written methods are preferred. Although more people in urban areas preferred radio as a form of media (66%) than in rural areas (54%), this is linked to the fact that more people in urban areas own or have access to radios (93%) than in rural areas (85%).

Table 68 – Preferred methods of civic education – rural / urban split

Preferred methods – rural and urban areas										
Method	W/ shop	Pubs	Drama	R/ play	Radio	TV	Friend	N/ paper	Exten- sion workers	Leaders	J/ ments
Urban	41	18	41	13	66	28	13	25	55	19	5
Rural	44	9	41	10	54	7	8	10	66	23	5

Preferred methods depend largely on access to various forms of media. In this area, it is worth noting that:

- High percentages of urban (93%) and rural dwellers (85%) own or have access to radios.

- 54% of urban dwellers and 17% of those in the rural areas own or have access to television sets. While some people have access to international satellite television, the vast majority watch only locally owned stations.

- While few rely on newspapers in either rural (10%) or urban (25%) areas, of those who do read newspapers, women and men and rural and urban dwellers appear to prefer the following:

  - Weekly Nation and Daily Times (20% each)

  - Daily Nation (19%)

  - Malawi News (18%)

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Figure 10 - Preferred Methods of Civic Education

Respondents Preferring radio as medium
for civic education
"Yes" answers in % of total answers

- 0,00
- 0,01 - 44,44
- 44,45 - 53,03
- 53,04 - 64,15
- 64,16 - 75,00
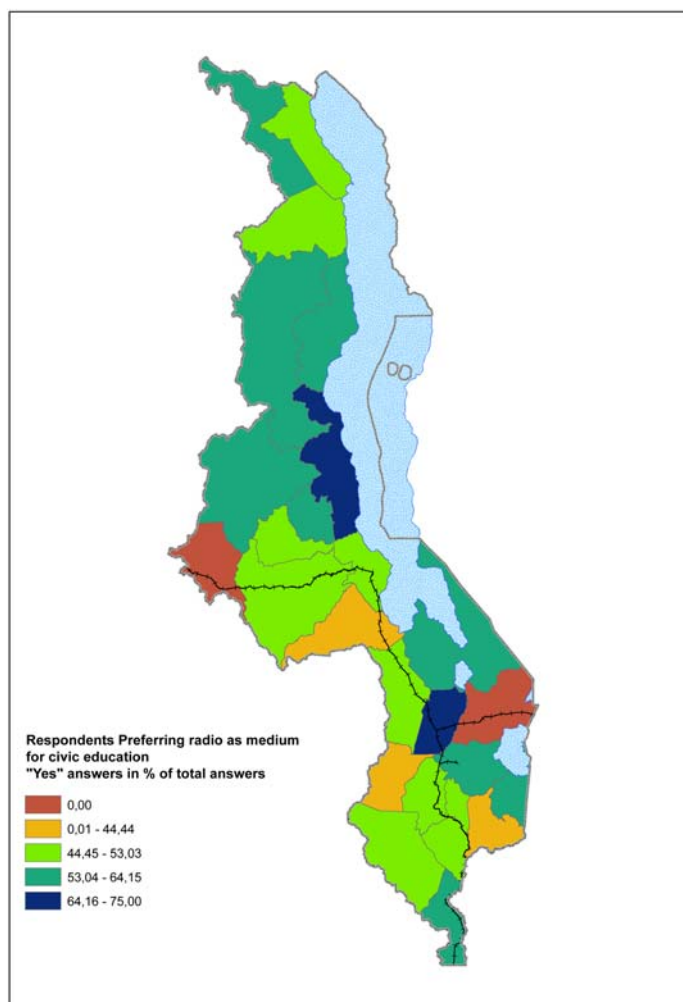
4.9.1   Main finding

Predictably, Malawians find information through a variety of media and from a variety of sources and no single approach to civic education will ever be entirely correct. Instead, all campaigns need to carefully consider the needs of their target audiences, their preferred methods of receiving information and the media they have access to.

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5 GIS

As required by the ToR, a key feature of the baseline survey is that it must have GIS capacity so that a visual analysis of the data collected can be provided. Information in this format will assist in planning as well as assessing the numerous proposals from CSOs.

To save costs, and since only one person will usually need to work on it at a time, the GIS has been established on one PC workstation at the Project Office.

To make the data easily available to a broader audience in a form more dynamic than simple hard-copy maps, *a map web site* has been established to provide on-line Internet access to the thematic maps visualising the survey results and providing access to the data values behind. The address for the website is:

www.democracy.mw

A meeting was held to ascertain DCP's capacity and training needs and training was provided to 6 staff members (of GIS users and GIS super users).

The development of "The Civic Education Baseline GIS System" (Figure A) served three primary objectives:

1. To provide access to the collected data to the DCP as basis for assessment of CSO proposals

2. To contribute to a wide dissemination of the data collected and stored in The Baseline Survey Database

3. To carry out the training of a number of DCP officers in the use and maintenance of The Civic Education Baseline GIS system (GIS users and GIS super users).

Figure A Civic Education Baseline GIS System

Civic Education Baseline GIS System	
The Baseline Survey Database	Spatial data
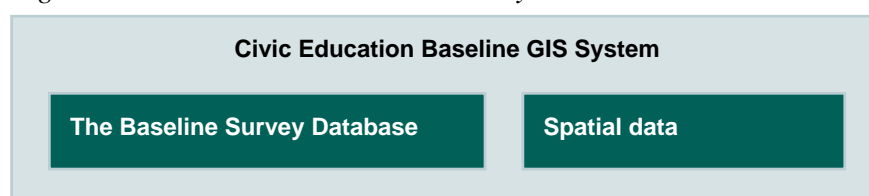
To serve these objectives a number of activities were carried out:

1.   Decisions in relation to program usage, including selection of programs and preparation of the data to The Baseline Survey Database

2.   The set-up of a PC work station at the project office

3.   Development and implementation of a training-programme for DCP officers

4.   Dissemination of data from The Civic Education Baseline GIS System

5.1 Programme Usage

The software and Spatial Data used in The Civic Education Baseline GIS System are briefly described in the Tables 69 and 70 below:

Table 69   Software

Software	Type	Utilization
Access 2000	**Database**	**The Baseline Survey Database**
ArcView ver. 9.1	Geographic Information System	Analyse of the data in the survey database and creation of thematic maps
Adobe Acrobat	Application to ArcView	Create PDF documents that are easy to share with others
Frontpage2003	Design	Tool used to design and manage WEBs

Table 70   Spatial Data

Data	Type	Utilization
Administrative boundaries	Spatial Data	Geocoding of The Baseline Survey Database
Towns/villages	Spatial Data	Presentation of the thematic maps
Major roads	Spatial Data	Presentation of the thematic maps
Major rivers	Spatial Data	Presentation of the thematic maps

Initially the survey data have been processed and an Access-database (The Baseline Survey Database) has been designed to meet the requirements in the Civic Education Baseline GIS System. Only data divided on districts have been used.

In addition to the survey data The Baseline Survey database also contains forms to update the database with new data.

The data in The Baseline Survey Database have been linked directly to ArcView. The GIS-analysis and the visualization have been performed in ArcView. The spatial data that were used in the analysis and presentation consisted of administrative boundaries, town/villages as well as major roads and rivers (Table 70).

The analysis of the data in ArcView was performed with data querying and a number of standard templates were prepared as a basis for future more advanced data querying. The visualization of the results from the survey as thematic maps is based on both the actual data from the survey and the results from the data querying. Likewise a number of thematic map templates have been prepared for future use. An example of a thematic map is presented in Figure B.

Figure B - Thematic Map on Perceived Relevance of Constitution

Do you think the constitution is relevant to your life ?
"Yes" answers in % of total answers

- 28,41 - 33,33
- 33,34 - 38,98
- 38,99 - 44,17
- 44,18 - 53,60
- 53,61 - 65,17
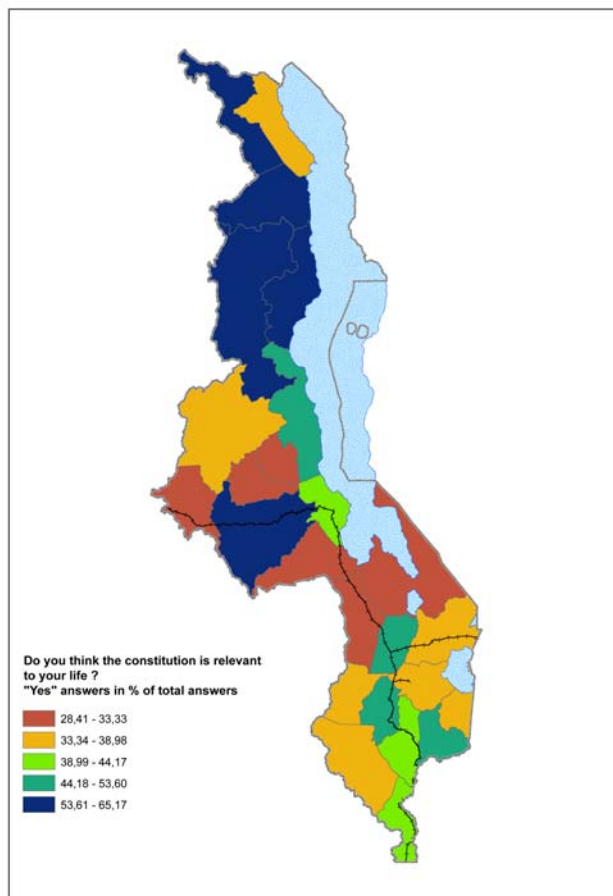
As the thematic maps were created they were saved both in ArcView and as PDF-files through the Adobe Acrobat PDF-maker. A standard layout template for the printing of maps was prepared in the Civic Education Baseline GIS system. The PDF-files can be printed directly but will also be used in the making of the WEB-site.

The WEB site is a very important part of the dissemination of the data in The Civic Education Baseline GIS system. It will be designed and managed in FrontPage. The WEB site will be hosted by **www.democracy.mw.**

The data available on the WEB-site consist of both selected thematic maps (PFD-files) and selected survey data in tabular form (PFD-files). The design of the initial WEB site ensures that it is prepared for future extension by the DCP GIS super users.

5.2 Set-up of network

In the selection of the software two major subjects have been taken in to consideration: The hardware at the project office has to be able to handle the software and the software must meet the project requirements and objectives.

The Civic Education Baseline GIS System has been established on one PC workstation at the project office with data on a shared data server. Furthermore there is access to an appropriate colour printer from the PC workstation. The set-up includes installation of the software listed in Table 69. The spatial data from the National Spatial Data Centre listed in Table 70 likewise has been set up on the shared data server.

5.3 Training Programme

The training programme sets out the training of members of DCP. It includes on-the-job training of GIS users and super users. The training programme will include the following:

GIS users   - on-screen data viewing
                   - Simple data querying
                   - Preparation of thematic map views
                   - Creation of PDF-files
                   - Print outputs

GIS super users   - Data management - The Civic Education Baseline GIS
                     System (import, updating, backup)
                   - Advanced data querying
                   - Set up of map templates
                   - System maintenance
                   - Data management - WEB site (import)

The training consisted of oral presentations alternating with job-related exercises in using The Civic Education Baseline GIS System.

At the termination of the training the GIS users produced a number of thematic maps (PFD-files) and tables (PDF-files) with selected data to build capacity in the use of The Baseline Survey Database and The Civic Education Baseline GIS system. Subsequently the GIS super users carried out the update of the WEB site with the selected thematic maps and the tables. This finished the setup of the WEB site and the site is ready to use. The instructors were present while this work was carried out.

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5.4 Dissemination

All the data in The Civic Education Baseline GIS System will be accessible through the DCP GIS users who have been trained to analyse and thematise the collected data.

The wide dissemination of The Civic Education Baseline GIS System will include selected data and three different media-types:

1. Hardcopies of thematic maps and tabular data
2. CD´s with data (thematic maps and tabular data).
3. WEB-access to data (thematic maps and tabular data)

6 Dissemination

As set out in the development and immediate objectives in the ToR, the purpose of this report may be summarised as follows:

- To assist in ensuring that civic education is delivered in line with a comprehensive programme framework and to allow providers to identify key issues. That is, it allows for civic educators to identify gaps both in awareness and understanding generally, by region and district, by urban and rural split and within the population itself.

- To allow for qualitative and quantitave indicators to be developed. Since it is now known where the gaps lie and how big they are, it is possible to set realistic targets when preparing campaigns.

- To allow for campaigns to be evaluated once implemented by providing baseline data and statistics against which these can be measured.

- To allow for appropriate messages to be developed and then for appropriate methods to be used to deliver these, based on the needs of the target audience.

As previously mentioned, a survey of this nature cannot cover every issue in depth. Instead, it is hoped that the results provided will indicate areas for further research and, to this end, the data has been provided to DCP for future researchers to make use of.

Based on this, it is submitted that this survey will provide invaluable assistance to anyone conducting civic education in Malawi. To ensure that it is made as widely available as possible, the following should be considered (based on the perceptions of the consultants and amplified by the discussions at the feedback workshop on the draft version of the report):

Printed version

- The printed version should be provided to all CSOs (including faith-based organisations), national institutions, government Ministries (2 copies per Ministry suggested), the University and libraries.

- DCP should also check their list of stakeholders to ensure that all of these receive the report as well.

- A .pdf version of the printed version should be placed on DCP's website to allow for future downloading of the report.

- A CD-Rom version of the report should be sent to all recipients of the printed version to allow for easy printing of the report as and when the need arises.

- Copies should also be provided to journalists, possibly at a launch of the report and GIS version.

GIS

- The GIS maps will, as mentioned, be placed on the website, thereby allowing for anyone with internet access to easily access it. This fact should be well-publicised by DCP, perhaps at the launch of the report to which the media should be invited.

- A CD-Rom version of the GIS should be produced, with the maps in .pdf format, to allow those without access to the internet to make use of it. This should accompany the printed version when it is distributed.

- The CD-Rom should also be provided to every District Assembly (since data is only disaggregated according to district in the GIS version of this report and not in the printed version). This will, hopefully, provided District Commissioners with a much clearer idea of the issues and problems facing their districts.

7 Conclusions

The considerable amount of data generated through this baseline study cover a wide range of issues related to civic education, and the main findings under each of the seven themes defined in the ToR are presented in Chapter 4 above. In this concluding chapter of the report we present some conclusions and reflections on the findings that may be useful in the process of linking this baseline study to the process of programming future civic education interventions in Malawi.

Messages

1. Malawians both in an outside the public service have not yet created a strong link between rights based service delivery and poverty alleviation. Instead, most civic education seems to focus on broad principles (what are human rights; where are they found; what is democracy) rather than on the rights of people to demand services and the obligations on government to provide these in an equal and non-discriminatory manner. Future civic education campaigns may benefit from including messages specifically addressing this issue.

2. Messages are still fairly simplistic and general. In spite of this, the Anti-Corruption Bureau provides a best practice example of how messages can be developed that could be considered by other civic educators. The Anti-Corruption Bureau conducts 'message development' workshops with various roleplayers prior to deciding their messages and also consults with people at the community level on the types of corruption they experience.

3. While nation building does not seem to be given a high priority, more could be done to end discrimination and stigmatisation against People Living With HIV/Aids to allow them to feel truly included in the society.

4. There appears to be great frustration over the lack of or decline in service provision despite the fact that many people agree it has improved in terms of at least infrastructural development. While not judging this or previous government's efforts in this regard, people

need education on both their right to the socio-economic rights set out in the Constitution (particularly the 'right to development'), but also on the fact that states can only provide what they can afford, lest their expectations are unrealistically raised or they lose faith in human rights in general because of the slow delivery of socio-economic rights.

5. Few people seem to make the link between human rights and crime and violence. Since crime violates almost all human rights, Malawians may begin to see crime in this way, and to focus on the rights of victims too.

6. Campaigns aimed at the public service may need to focus on their responsibility to provide services in a rights-based framework – in particular, to focus on the rights to human dignity, equality, development and administrative justice, as well as on the rights of women, children, PLWHA and the disabled. They should also focus on the need to consult prior to taking decisions that might negatively affect people's lives.

7. While people appear aware of their right to demand better services, few have actually done so. Messages could therefore focus on this in the future.

8. Respondents seem generally not to rely on any of the 'service providers' or community leaders listed when requiring assistance in obtaining services. This indicates a general lack of confidence in the ability of these to assist, or a lack of knowledge of their roles and responsibilities. Either way, civic education needs to build awareness of their ability to help and to target service providers to improve their services in an attempt to raise levels of confidence.

9. The Constitution forms the starting point for all civic education and as a result, specific education on the Constitution is required. While this could focus particularly on the Bill of Rights, it could also focus on key democratic principles contained in the Constitution and the duty of all to comply with it.

10. Knowledge of the rights of children is fairly low and could form the focus of civic education campaigns.

11. Knowledge and awareness of the rights of women is fairly high, although research (particularly by GTZ) shows little attitude or behavioural change. Civic education in this area will probably need to move beyond simple knowledge and awareness and begin to focus on how to bring about attitudinal and behavioural change. This might include raising awareness amongst women of the need to actively participate in decision-making in their communities, and of the need to participate in, and seek representation in, the political life of the country.

12. Knowledge and awareness of the rights of PLWHA is very high. However, the focus group discussions with this group indicated little attitude or behavioural change. In order to become more effective, civic education in this area will need to move beyond simple knowledge and awareness and begin to focus on how to bring about attitudinal and behavioural change.

13. Despite legislation outlawing it, witchcraft continues to play an important and real role in many people's lives. Civic education is needed to address the rights of everyone to be free from violence, including suspected witches.

14. While knowledge and awareness of what constitutes corruption is high, civic education needs still to focus on the effects of corruption; that it is a criminal offence; and on who bears the responsibility for dealing with it and how to report to the police and ACB.

Targets

15. Despite claims by civic educators (both CSOs and national institutions) that they focus attention on rural areas, understanding and awareness remain low in these areas. Targeted campaigns, using methods appropriate to the audience (especially non-written methods), need to be conducted in order to increase understanding and awareness in rural areas.

16. Women score lower than men in nearly all cases of awareness and understanding. As a result, women need to be specifically targeted by future civic education campaigns.

17. Those under 16 year of age seem particularly in need of civic education. While the best way of doing this would be to include it in the formal curriculum, this is not guaranteed and even if agree to, will take some time to implement. As a result, civil society could actively target this group.

18. Constitutional education needs to be aimed at the public in general (where understanding is low), with a specific focus on the civil service (where senior and middle managers both reported high incidences of knowingly violating its requirements).

19. Most respondents regard traditional structures as far more effective than the formal institutions, which indicates that this group is still largely turned to when problems need to be resolved and that civic education aimed at traditional leaders is not only desirable but necessary.

20. Within the public service, there does appear to be consensus that those employed for more than 11 years are more likely to be corrupt than others – which may suggest a specific target for anti-corruption campaigns and initiatives.

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Methods

21. Although methods need to be carefully chosen to meet the needs of particular target groups, and so no 'one-size-fits-all' suggestion can be made, it must be noted that non-written methods (information provided by extension workers, radio and workshops) have the greatest chance of being understood and that radio appears by far to be the most popular method for receiving messages. Linkages with existing radio stations could be considered whenever developing campaigns, especially since low or no cost ideas abound in this area (such as providing radio stations with lists of people in one's organisation who can discuss certain topics with them on call-in shows or whenever the station is looking for expert opinions).

22. Despite the negative memories of 'civic education' in schools under the Banda regime, this is a critical and, eventually, no cost way of reaching a massive number of people. Although start up costs (material production, curriculum design and teacher training) are high, if civic education becomes part of the formal curriculum, it becomes part of the ordinary budget allocation to education and does not require specific fund raising. Guidance could be sought from South Africa, where the Human Rights Commission and others successfully lobbied the Ministry of Education to add education for democracy and human rights to the curriculum for all grades. UNESCO too would be willing to provide advice and materials at little or no charge.

23. Most of the methods civic educators traditionally rely on are cost intensive. Various no or low cost methods could be considered. These include:

- Approaching producers of matches, milk cartons, candles etc to include a civic education message on their packaging.[29]

- Encouraging radio stations to hold regular discussions on civic education related issues and then having regular guests from national institutions sitting in.

- Holding competitions in schools for small, school related prizes. Children could, for example, be asked to draw pictures of what children's rights mean to them.

24. Extension workers appear to have played an important role in raising awareness and understanding. These are government employees from various Ministries tasked with communicating government policy and programmes to those at grassroots level. They should be seen as both a target for civic education and then, once they understand the civic education messages, a medium for conveying these to the people that

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[29] National institutions report that they have contacted cell phone companies to send out civic education messages using the short message service (sms). One of the two refused to, while the other will only do so at a fee.

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they ordinarily target. In other words, they should be 'skilled-up' to become civic educators in their own right.

25. There appears to be limited cooperation amongst national institutions and CSOs and very few joint campaigns. This may be for 'traditional reasons' (including civil society not wanting to be seen to be working too close to 'government' and competition for scarce donor resources). However, with limited funds available, joint campaigns allow for maximisation of funds and minimisation of duplication.

Monitoring and evaluation

26. Very few campaigns appear to have been monitored or evaluated. This means money continues to be put into efforts that may not be achieving their results. As expected by the ToR, this baseline survey will go a long way to facilitating accurate evaluation since it creates a base against which all campaigns can be measured.

National Institutions

27. Constitutional Institutions (and the Anti-Corruption Bureau) should attempt to strengthen their civic education components, build capacity of existing staff and ensure adequate budget allocations are made for civic education. While awareness of their roles might lead to added pressure on their case-handling capacity, creating an enduring human rights culture will lead to fewer violations. Many national institutions and universities run free training courses for these, which is an avenue that could be explored.

28. Awareness of the role and functions of Parliament needs to be created. Currently, they have no individual or department focused on civic education, but the Ministry for Information could be approached to assist.

Finally, it must be remembered that civic education is an ongoing process and that, while awareness in some areas may currently be high (such as women's rights and the rights of PLWHA), this should not be seen as suggesting that these areas can be ignored in future civic education campaigns.

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8 Documents

DCP documents
- Towards a programme road map for civic education under DCP II in Malawi

- Democracy Consolidation Programme Phase II: 2002 – 2006 – Programme Support Document (June 2002)

- DCP Handbook on Civic Education

- Ufulu Wachibadwidwe ndi HIV/AIDS, DCP publication 2005

Legislation
- Constitution of the Republic of Malawi

- Relevant human rights, labour rights and other legislation and policy

Policies
- GoM Poverty Reduction Strategy

- National Aids Policy

- Malawi Poverty Reduction Strategy Paper (2002)

Previous surveys and reports
- A social audit into the Role and Performance of State Institutions in the promotion of Human Rights and Constitutional Democracy in Malawi (D Nungu, M Mkandawire, N Kabwazi – Undated)

- Financing proposal to the 3rd Phase of the National Initiative for Civic Education (G Moran, R Bosker. 2005)

- Report on the baseline survey conducted in Kenya

- From freedom to empowerment: Ten years of democratisation in Malâwi (2003): Immink B, Lembani S, Ott M, Peters-Berries C

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- How are services delivered to the people in Malâwi (2003): Malâwi Economic Justice Network

- Gwira mpini Kwacha 3, Public Affairs Committee, October 2003

Annex A - Terms of Reference

Fund for Danish Consultancy Services
INT03R11 / 30543

TERMS OF REFERENCE

BASELINE SURVEY OF
CIVIC EDUCATION IN MALAWI

UNOPS CASE FILE: 05 MLW 1100

February 2005

List of abbreviations

CBO	Community Based Organization
CILIC	Civil Liberties Committee
CSO	Civil Society Organization
DCP	Democracy Consolidation Programme
DCP I	Democracy Consolidation Programme Phase I
DCP II	Democracy Consolidation Programme Phase II
DSPC	Deputy Secretary to the President and Cabinet
EC	Electoral Commission
GoM	Government of Malawi
IMCHRD	Inter-Ministerial Committee on Human Rights and Democracy
IRC	Industrial Relations Court
IT	Information Technology
MACRA	Malawi Communications Regulatory Authority
MASSAJ	Malawi Safety, Security and Access to Justice
MHRC	Malawi Human Rights Commission
MoU	Memorandum of Understanding
MP	Member of Parliament
MPRS	Malawi Poverty Reduction Strategy
MTEF	Medium-Term Expenditure Framework
NEX	National Execution Support Unit
NGO	Non-Governmental Organization
NORAD	Norwegian Agency for Development Cooperation
OPC	Office of the President and Cabinet
PAC	Public Affairs Committee
PAP	Poverty Alleviation Programme
PSC	Programme Steering Committee
PSD	Programme Support Document
SWET	Story Workshop Educational Trust
UNDP	United Nations Development Programme

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<u>Background:</u>

In 2002, Malawi developed a Malawi Poverty Reduction Strategy Paper (MPRSP, the goal of which is *sustainable poverty reduction through socio-economic and political empowerment of the poor.* Good Governance has been identified as one of the four pillars of the MPRSP, with the overall objective of ensuring that public institutions and systems protect and benefit the poor. The MPRSP recognises that at the heart of good governance is a vibrant and sustainable democracy. The adoption of the 1995 Constitution made it imperative for Government to undertake legal, social and political changes necessary to transform Malawi into a democracy with respect for human rights, the rule of law and popular participation in public decision-making. The achievement of this goal required a complete transformation of national institutions, values and attitudes. However, the enormous task implicit in promoting and consolidating democracy cannot be undertaken in isolation by government. The area of governance requires broad participation from all stakeholders i.e. government and civil society (in these ToR civil society means the wider citizenry and includes NGOs, religious organizations, trade unions, professional organizations, community-based organizations, academic institutions, traditional leaders, business and private sector, women, men, youth and children, social and political organizations/parties and pressure groups), based on a clear understanding of division of roles and responsibilities. Consequently, civil society participation in ensuring good governance is indispensable.

–   Too often, however, civic education activities are only supported prior to elections. Implementing agencies – most commonly NGOs and Civil Society Organizations (CSOs) – are contracted individually, work in their own areas, use their own methods and messages, and do so in isolation from others involved in similar work. Monitoring may occur, but is rarely used as a management tool that can measure coverage and impact, identify blockages, allow changes in emphasis or strategy, and so on. Although 'co-ordination' is much discussed, it rarely occurs in practice because of the pressure to deliver, to allocate resources in tight timeframes, and because civic education in such instances comprises a series of discrete, short-term projects rather than a longer-term, larger regional or nationwide effort.

–   As the profile of civic education has risen, so has pressure from implementers and funders to de-link it from elections, give it broader content, and ensure that it is an on-going activity. This would enhance the sustainability of NGOs and CSOs, limit the 'political' overtones of civic education, tie donors to longer-term initiatives, and better meet the multiple needs of the poorest and voiceless segments of society.

In July 2003, the Inter-Ministerial Committee for Human Rights and Democracy, which is currently implementing the Democracy Consolidation Programme, produced a report outlining the road-map to be followed in establishing a national framework for civic education. It includes a strategy to guide the selection of civic education content (themes and messages), target populations, and methodologies. The report also addresses partnership, co-ordination and institutional arrangements needed to operationalise the Framework.

<u>Justification of consultancy:</u>

In Malawi, the history of indigenous CSOs dates back to the early nineties. They are, therefore, an emerging sector with limited capacity to engage government on behalf of civil society.

Much of the civic education in Malawi has been linked to the 1994 and 1999 elections, when complaints about politicisation were levelled at some providers. Many election-focused projects did not make the transition to become longer-term, governance- and rights-related civic education programmes, partly because donor funding for civic education declined between elections and partly

because a nationwide long-term strategic framework for civic education is lacking. The sector lacks both institutional and financial capacity and has a weak legal basis. The work plans of CSOs tend to be event driven, resulting in duplication of efforts in that different organizations end up implementing similar activities in the same geographical locations, while other areas are completely left out. These problems are worsened by the lack of networking, operational cooperation and a common forum for dialogue. Moreover, few civic education programmes have nationwide coverage. Thus the results have been patchy, there is little co-ordination of the various civic education programmes implemented by NGOs and CSOs, few are locally based, and gaps and duplications in coverage and messages exist. However, a consensus has emerged that civic education is a valuable tool, that it should be defined more broadly than voter education, and that co-ordination, stakeholder involvement, and monitoring are vital to enhance impact. Crucially, this view is shared by donors, CSOs, NGOs and the Government of Malawi (GoM), through the Inter-Ministerial Committee for Human Rights and Democracy (IMCHRD) and constitutionally created statutory bodies such as the Malawi Human Rights Commission, the Anti-Corruption Bureau and the Electoral Commission.

–   One of the main recommendations of in the 2003 roadmap towards a civic education framework in Malawi by the IMCHRD was that in order to ensure that civic education is undertaken in a holistic, coordinated and well-structured manner, it is important that a comprehensive baseline survey is undertaken to inform the design and assess the impact of future civic education activities. The baseline survey will be useful to the planning, design, implementation, monitoring and evaluation of civic education programmes. The survey is vital because it (a) forms the baseline against which the impact of the Framework will be measured, (b) is a key requirement of the performance measurement system, (c) will directly inform the targeting strategy as well as (d) indicator development. It will also be useful more broadly to Government agencies, NGOs, donors and other institutions looking to design effective development programmes.

Development objective:

By 2007, broad-based, governance civic education will be delivered by civic education providers e.g. NGOs, CBOs and constitutional bodies of governance in a gender-sensitive, co-ordinated and integrated manner in accordance with a National Civic Education Framework.

Civic education will be transformed from a set of discrete projects into a comprehensive programme framework. Information supplied by the baseline survey will allow providers to identify a limited number of key issues, upon which they focus.

Immediate objective(s):

The baseline survey will be used by institutions and organizations that deliver civic education to establish both qualitative and quantitative benchmarks and indicators for the Civic Education Framework as well as individual programmes and projects.

The survey data will be used in matching target groups with mobilisation strategies, delivery methodologies and the content of civic education delivered under the Civic Education Framework

Outputs:

 A baseline survey that provides information on the current situation regarding specific areas relevant to the goal of the civic education framework in all the 28 districts in Malawi. These include level of awareness and the practices of citizens regarding the rule of law, their rights and obligations, the roles and responsibilities of state functionaries, governance structures and principles.

<u>Activities:</u>

The work will involve: (i) the establishment of a reference group, (ii) the design of a questionnaire, (iii) the design of a sampling frame for purposes of drawing a representative sample (iv) the selection, recruitment and training of fieldworkers to assist in the collection of data, (v) conducting and managing the collection of data from the field (including quality control), (vi) the processing of the data once it has been collected, (vii) the analysis and reporting on the data, and (vii) the dissemination of the information collected.

Establishing a reference group
The success and usefulness of the baseline survey is, in part, predicated upon the inclusion of a range of stakeholders and local experts in the process. As such it is important that the consultant establish a reference group at the outset of the process. This group will include representation from the steering committee[30], stakeholders forum, survey or civic education experts, and other interested actors, the group will have 12 members in total. The reference group will play an important role in conceptualising the baseline survey; design of the questionnaire; guiding the fieldwork process; and interrogating the analysis of the information gathered. The consultant must identify key points in the process at which the reference group will be formally consulted.

Questionnaire design
−   A brainstorm workshop with the reference group and other identified stakeholders will be held at the outset of the questionnaire design phase. This workshop will identify the key themes for the research to explore. Following on from the workshop, a draft questionnaire will be constructed by the Consultant, which will then be circulated to the reference group for comments.

On the basis of comments received from the reference group, a final draft questionnaire will be constructed that will then be piloted in three selected districts near the capital Lilongwe. This will provide final confirmation on the consistency and reliability of the questionnaire design. A final questionnaire will then be constructed and submitted for approval.

Sampling
−   At the same time as the questionnaire is being designed, the consultant will have to design the sample, to ensure the statistical significance and representativeness of the baseline survey.

For the purposes of sampling, accurate information on the Malawian population must be accessed. Its heterogeneity in terms of income levels, economic activities, infrastructure provision, ethnicity and so on will be reflected on. It would be beneficial to the Programme if the information collected included the most recent census, if available.

The intended sample size is between 3 500 and 6 000 cases. The sample must be designed in such a way that there is coverage of all Districts in Malawi. An adequate and representative sample size of all

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[30] The DCP Steering Committee acts as an advisory, policy making and controlling body for the Programme. The Steering Committee is responsible for the smooth running of the Programme and shall, therefore, monitor implementation and provide guidance to the Programme Office as well as intervene when conflicts occur. To ensure national ownership of the Programme, the Steering Committee is comprised of representatives of the three arms of government, constitutional bodies of governance and civil society organisations. The UNDP represents development partners on the Committee, and has observer status. The Steering Committee meets every quarter or otherwise, as deemed necessary.

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administrative divisions in the country must be obtained. In addition, the sample must be reflective of the urban and rural populations in Malawi.

The sampling technique to be used must result in a sample that is statistically significant and representative of the Malawian population.

The fieldwork
The Consultant will be responsible for sourcing and managing a local fieldwork provider for the purposes of administering the questionnaire. Management of the local provider by the Consultant is crucial for the collection of reliable and valid information.

The Consultant, will be responsible for the selection and recruitment of fieldworkers, as well as be for their training on the questionnaire. The Consultant will also have to play a quality control function in the field to ensure that appropriate check-back mechanisms are in place and that the sampling techniques are being correctly conducted.

Data processing
Once the questionnaires have been completed, the Consultant will be responsible for ensuring that they are correctly coded and captured on computer. The numerical information captured must then be labelled and, if necessary, the data must be weighted back to the adult population of Malawi.

The Consultant shall be required to provide frequencies and cross-tabulations in hard copy and electronic format to the reference group. The variables to be used in the cross-tabulations will be decided on in consultation with the reference group. In addition, the data itself must be made available in electronic format. The software system to be used for such purposes should preferably be the Statistical Package for Social Sciences (SPSS).

Analysis and reporting
−   A report on the baseline survey will be due on completion of the baseline survey. This report will include chapters on methodological issues as well as detailed discussion around each of the identified themes. The consultant should prepare an abstract for each planned chapter, submit these to the reference group and make agreed changes. The Final Report will be presented to the Programme Steering Committee for adoption.

A top-line report, outlining the main findings in each chapter, should be completed and presented to the reference group within three weeks of the data being made available. The presentation will help inform the finalisation of each of the chapters. The consultant will then be responsible for editing and finalisation of the report, which must be made available in hard copy and electronic format (CD-ROM).

Dissemination
A key feature of the baseline survey is that it must have GIS capacity in order that a visual analysis of the data collected can be provided. Information in this format will assist in planning as well as assessing the numerous proposals from CSOs. The Consultant will have to facilitate the design and development of a GIS application for these purposes. The spatial data required must include administrative boundaries, town/villages, as well as major roads and rivers.

Inputs:

Counterpart Contribution

The Democracy Consolidation Programme will contribute with office space, printing and photocopying facilities, workshop facilities as well as background information/information material. The Consultants will have to bring their own laptops. The Democracy Consolidation Programme currently has no GIS programme capacity, but does have a budget for this kind of equipment and will acquire whatever software licenses will be necessary for the purpose of using the survey.

The Counterpart will assume all costs related to the meetings of the reference group and the stakeholder workshop.

Consultant's Input

−　The Consultant will contribute with an international and national expert team consisting of individuals with knowledge/experience of

1.　Design, management and implementation of (large scale) applied social research studies;

2.　Civic education programmes and the delivery of rights based public education aimed at improving peoples civic awareness;

3.　Design and implementation of information technology resources and GIS applications as they relate to monitoring and evaluation;

4.　Promoting citizens engagement in legislative (including constitution making) processes; and/or

5.　Promoting public participation and democratic controls in development initiatives.

6.　Excellent command of English.

The team is expected to have access to lessons learned from international best practice and it should have international credibility and a reputation for quality and impartiality.

Timing:

The baseline will take approximately 7 months (from commissioning to final report) to complete.

Reporting:

A brief inception report will be due no later than three weeks after the initiation of the activities which will be followed by a mid term report that documents the progress made.

Another report will be due on completion of the baseline survey. This report will include chapters on methodological issues as well as detailed discussion around each of the identified themes. The Consultant should prepare an abstract for each planned chapter, submit these to the reference group and make agreed changes.

A top-line report, outlining the main findings in each chapter, should be completed and presented to the reference group within three weeks of the data being made available. The presentation will help inform the finalisation of each of the chapters. The Consultant will then be responsible for the editing and finalisation of the report. All reports must be made available in the English language, in 8 hard copies to UNDP/counterpart and 2 copies to UNOPS, as well as in electronic format (CD-ROM).

Annex B - Members of the Reference Group

No.	Name	Institution	Address	Tel/Cell No.	E-mail
1.	Orison Chaponda	National Initiative for Civic Education	Private Bag 387, Lilongwe	08205066	orisonc@yahoo.com
2.	A.V. Nanthuru	Malâwi Electoral Commission	Private Bag 113, Blantyre	09511487	oramananthuru@sdnp.org.mw
3.	Ralge Chikwakwa	Malâwi Human Rights Commission	Private bag 378, Lilongwe 3	08837240	mhrc@sdnp.org.mw
4.	Jacob Nkhambule	Church and Society, Livingstonia Synod	P.O. Box 112, Mzuzu	08865185	churchsociety@Malâwi.net
5.	F.M. Sabwera	Office of the Ombudsman	Private Bag 348, Lilongwe 3	08898996	fsabwera@yahoo.com
6.	Diana E. Kaluluma	Office of the President and Cabinet	Private Bag 301, Lilongwe 3	08839031	kalulumade@yahoo.com
7.	Nandini Patel	Chancellor College	P.O. Box 280, Zomba	08203357	mansadini@yahoo.com
8.	Michael Nyirenda	Malâwi- German Prog. for Democracy and Decentralisation	Private Bag 387, Lilongwe 3	08871835	Michael.nyirenda@gtz-mgpdd.org
9.	B.P.S. Chimatiro	Anti-Corruption Bureau	P.O. Box 2437, Lilongwe	09311911	bchimatiro@yahoo.com
10.	Alice Kaunda	Promotion of Rule of Law & Improvement of Justice Programme	P.O. Box 31188, Lilongwe 3	01773412	ruleoflaw@globe.mw
11.	Stella Twea	Centre for Alternatives	P.O. Box 2793, Blantyre.	08832814	stellatwea@yahoo.com
12.	Rachel Zibelu Banda	Industrial Relations Court	P.O. Box 5596, Limbe	09553083	ircm@sdnp.org.mw
13.	Esmie Kainja	Ministry of Gender	P/Bag 330, Lilongwe3	09258711	skainja@Malâwi.net
14.	Martin Phiri	Democracy Consolidation Programme (DCP)	Private Bag A125, Lilongwe	08831794	martin.phiri@democracy.mw
15.	Georgina Chikoko	DCP	P/Bag A125, Lilongwe	08831955	geo.chikoko@democracy.mw

Annex C - General Public Questionnaire

Introduction on arrival

Ine dzina langa ndine_____, Ndachokera ku bungwe lochita kafukufuku la Millenium. Tikuchita kafukufuku ofuna kudziwa momwe a Malawi amadziwira nkhani za Demokalase, nkhani za maufulu osiyana siyana ndinso ntchito za ma department a boma ndi mabungwe omwe siaboma.

Kafukufukuyu adzathandiza Boma ndi mabungwe ena kusintha kapena kupititsa patsogolo ntchito zodziwitsa ndi kuphunzitsa anthu nkhani za ufulu wa chibadwidwe.

Pakucheza kwathu ndili ndi mafunso omwe titenge kanthawi tikufunsana. Ndikupempheni kuti mukhale omasuka kupereka maganizo anu pa kucheza kwathu.

Pamene simunamvetse ndiuzeni kapenanso kundifunsa kuti ndibwereze kapena kulongosola bwino.

Zokambirana zathu ndizachinsinsi.

Pali funso liri lonse tisanayambe?

Unique Identification Number (Unique ID)	|___|___|/|___|___|___|___|/|___|___|___| (DD/EA/Serial Number/)	*ident*
Household Identification Number	|___|___|___|/|___|___|___|___|/|___|___|___| (STNO/EA/Serial Number)	*Hseid*
Date of Interview	|__||__| / |__||__|/ 200|__| (DD/MM/YYYY)	*Intdate*
8.1.1.1.1.1 Dzina la mudzi |___|___|___|___|___|___|___|___|___|___|___|___|	|__||__|	
8.1.1.1.1.2 Boma |___|___|___|___|___|___|___|___|___|___|___|___|	|__||__|	
8.1.1.1.1.3 Name of Enumeration Area |___|___|___|___|___|	|__||__||__||__|	
	|__||__||__|	*intevcod*

SECTION 1. (*Demographic Information)*

Panopa ndikufuna kuti tidziwane

1.1	Dzina lanu ndani? |_____| / |_____| (fill N/A , if respondent wants to remain anonymous) Loyamba Dzina la abambo			*name1* *name2*
1.2	Maina ena omwe mumadziwika nawo (ngati alipo) |_____| |_____|			*nameot1* *nameot2*
1.3	Is the respondent, male or female?	**1=Female 2=Male**	|___|	*Sex*
1.4	Muli ndi zaka zingati? **(verify by asking year of birth) Did you estimate age? 1=Yes, 2=No |___|** How old are you?		|__||__|	*Age*
1.5	Inu pakhomo pano ndinu ndani? Probe What is your position in this household?	**1=Head of household 2=Spouse 3=Children**	**4=Other relatives 5=Visitor for less than 6 months 6=Visitor for more than 6**	|___|	*hhposn*
1.6	Kodi maphunziro munalekera kalasi yanji? What is the highest level of education that you have?	**1=Never went to school 2=Did not complete Primary 3=Completed Primary (Std 8)**	**4=Did not complete secondary 5=Completed Secondary 6=Tertiary Education 7=Adult literacy 8=In school**	|___|	*Educ*

1.7	Mumatha: Can you:							***Enter* 1=Yes, 2=No**
			kulankhula mu: speak in		Kuwerenga Read		Kulemba write	
	(a)	Chizungu? English?	|___|	*spkeng*	|___|	*readeng*	|___|	*writing*
	(b)	Chichewa?	|___|	*spkchw*	|___|	*readchw*	|___|	*writechw*
	(c)	Tumbuka?	|___|	*spktum*	|___|	*readtum*	|___|	*writetum*
	(d)	Zilankhulo zina (tchulani)_____	|___|	*spkoth*	|___|	*readoth*	|___|	*writeoth*

1.8	Pamiyezi khumi ndi iwiri yapitayi, mwapitako kutauni/kuboma kangati? How frequently did you visit an urban setting in the last 12 months? **If interview is taking place in an urban area, write 8=NA and do not ask this question** **1=None, 2=Once in the last 12 months, 3=Between 2-5 times, 4=Between 6-10 times, 5=Over 10 times, 8=NA 9=Other (specify)_____**	|___|	*urbvisit*
1.9	Pa miyezi khumi ndi iwiri yapitayi munapitapo kumudzi kangati? How frequently did you visit a rural setting in the last 12 months? **If interview is taking place in a rural area, don't ask this question** **1=None, 2=Once in the last 12 months, 3=Between 2-5 times, 4=Between 6-10 times, 5=Over 10 times, 8=NA, 9=Other (specify)_____**	|___|	*rurvisit*
1.10	(a) Ndi njira ziti zitatu (3) zomwe mumapezera zofunikira pakhomo pano? Mention three methods that you use to earn a living? **01=Subsistence Farming / fishing, 02=Informal labour, 03=Formal wage labour, 04=Small scale business (probe), 05=Large scale business or farming (probe), 06= unemployed / looking for a job, 07=Housewife, 09=In school, 10=Other (specify)_____, 88=NA**	|___|__| |___|__| |___|__|	*Sourc1* *Sourc2* *Sourc3*
	(b) Ndi njira iti yomwe mumadalira kwambiri? Of these methods, which occupation do you rely on most?	|___|	occup
	(c) Ndani amapeza zofunika zambiri pakhomo pano? Who is the key bread winner in this household? **1=bambo 2=mayi 3=mwana mtsikana 4=mwana mnyamata 5=achibale 6=Other (specify)_____**	|___|	Who1
1.11	Kodi inu mtundu wanu ndi chiyani? What is your ethnic group? **1=Chewa 4=Sena 7=Asian dialect 2=Tumbuka 5=Tonga 8=English 3=Yao 6=Lomwe 9= Non-Malawian 10= Other Malawian (specify)_____**	|___|	*tribe*
1.12	Kodi inu ndi achipembedzo chanji? What is your religion? **1=Christianity, 2=Islam, 3= Other religions, 4= Indigenous religion, 5= No religion**	|___|	*relig*
1.13	Nanga muli pa banja? What is your marital status? *(prompt OR if child write 8=NA)* **1=Married (monogamy), 2=Married (polygamy), 3=Divorced/separated, 4=Widowed, 5=Never married, 8=NA**	|___|	*marrnow*
1.14	Pa malamulo amakolo, kodi inu mumatsata za kulowola, za chikamwini kapena za chitengwa? If child write 8=NA. If Q1.13=5 then write 8=NA Which customary law system do you follow? **1=Patrilineal 2= (Chikamwini) Matrilineal 3= (Chitengwa) Matrilineal 4=Mixed 5=None of these (I'm married under the Marriage Act) 6 = None of these, I don't follow customary law**	|___|	*soctype*

Enumerator Note

End this part by explaining that we have finished finding out about you as a person and now we would like to ask some questions around the kinds of problems that you experience with institutions of democracy.

Tsopano ndikufunsani zokhuzana ndi mabungwe olimbikitsa

General Public - (Please fill the questionnaire in clear capital letters)

8.1.1.1.2   Section 2: Democratic Institutions

Mabungwe Olimbikitsa demokalase (democracy institutions)	2.1 Kodi bungwe la ……. mumalimvapo? Are you aware of the following institutions?	2.2 Munalimvera kuti? Where did you receive information about them? [31]See footnote below	2.3 Nanga mukuona ngati bungweli limagwira ntchito yake bwino? Are they effective in their roles?	2.4 Kodi kwa munthu wamba, ndikwapafupi kuwapeza? How accessible are they to the ordinary person?	2.5 Nanga ndilofunikira pa moyo wanu? Do you think it is important in your own life?
	Enter 1=Yes, 2=No If Yes, go to next column If NO, write 8 or 88= NA for Q2.2-Q2.6 and go to next row	Enter at most two major sources. 88=NA	Enter 1=Yes, 2=No, 8=NA, 9=DK	1=Completely inaccessible, 2=Somewhat inaccessible, 3=Accessible, 4=Very Accessible 9=DK, 8=NA	Enter 1=Yes, 2=No, 8=NA, 9=DK
1) Security Forces					
(i) Apolisi Malawi Police	|___|	|___|___| |___|___|	|___|	|___|	|___|
(iii) Ogwira ntchito mndende Prisons	|___|	|___|___| |___|___|	|___|	|___|	|___|
2) Judiciary					
(i) Magistrate	|___|	|___|___| |___|___|	|___|	|___|	|___|
(ii) Khoti lokhudza za a ntchito Industrial Relations Court	|___|	|___|___| |___|___|	|___|	|___|	|___|
(iii) High Court	|___|	|___|___| |___|___|	|___|	|___|	|___|
(iv) Supreme Court of Appeal	|___|	|___|___| |___|___|	|___|	|___|	|___|
3) Bungwe lowona za ufulu wa anthu la Human Rights Commission	|___|	|___|___| |___|___|	|___|	|___|	|___|
4) Bungwe la za chisankho Electoral Commission	|___|	|___|___| |___|___|	|___|	|___|	|___|
5) Bungwe lowona za madandaulo a anthu ogwira ntchito za boma Ombudsman	|___|	|___|___| |___|___|	|___|	|___|	|___|
6) Bungwe lothetsa katangale ndi ziphuphu Anti-Corruption Bureau	|___|	|___|___| |___|___|	|___|	|___|	|___|
7) Ofalitsa nkhani Media	|___|	|___|___| |___|___|	|___|	|___|	|___|
8) Mabungwe omwe siaboma Civil society institutions	|___|	|___|___| |___|___|	|___|	|___|	|___|
9) Bungwe lokonza malamulo Law Commission	|___|	|___|___| |___|___|	|___|	|___|	|___|
10) T/A ndi anthu ogwira nawo ntchito Traditional structures	|___|	|___|___| |___|___|	|___|	|___|	|___|

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[31] **01=Radio, 02=Civic Educators, 03=Newspapers, 04=at school, 05=A friend/work colleague, 06=Workshop, 07=Television, 09=Socialisation and Customs, 10=Community Based Educators, 11= Other, 88=NA**

Section 3. *Constitutionalism and the Rule of Law*

3.1	(a) Kodi mukudziwa kuti muli "constitution" mdziko muno? Are you aware of the existence of the constitution of Malawi? *Enter 1=Yes, 2=No* ***If NO, write Q3.1b-d, Q3.2, Q3.3=8***		|___|	
	(b) If **Q3.1(a)=1**, munayionako "constitution"? Have you ever seen a copy of the constitution? *Enter 1=Yes, 2=No, 8=NA*		|___|	
	(c) If **Q3.1(a)=1**, munawerengako? Have you read the constitution? *Enter 1=Yes, 2=No, 8=NA*		|___|	
	(d) **If Q3.1(a) =1**, munamvera kuti kapena kwayani za constitution? If Q3.1(a) =1, through which means did you know of the existence of the constitution of Malawi? 1=Radio, 2=Civic Educators, 3=Newspapers, 4=at school, 5=A friend/work colleague, 6=Workshop, 7=Television, 8=Socialisation and Customs, 9= Other (Please specify), 10=Community Based Educators		|___|	
3.2	Kodi mukuwona ngati "constitution" ndiyofunikira pa moyo wanu? Do you think the constitution is relevant to your life? . *Enter 1=Yes, 2=No, 8=NA*		|___|	
3.3	Kodi "constitution" ndi chiani? What do you understand by the "Constitution"? *Enter 1=option mentioned, 2= not mentioned, 8=NA*				
	1=Malamulo oyendetsera dziko		|___|	
3.4	Kodi demokalase ndi chiyani? What do you understand by the term "Democracy"? *Enter 1= shows understanding, 2=No understanding, 9=DK*		|___|	*democ*
3.5	Kodi mu Malawi muno muli demokalase yeniyeni? i. Is Malawi a "truly" democratic nation? . *Enter 1=Yes, 2=No, 9=DK, 8=NA*		|___|	
3.6	Kodi m'Malawi muno demokalase inayamba chaka chanji? When did Malawi become a democratic nation? **9999=DK**	|___|___|___|___|		
3.7	(a) Mumadziwa kuti Boma lili ndi nthambi zitatu? Are you aware of the three branches of government? ***Enter 1=Yes, 2=No*** If NO, explain to them: ya malamulo, yoweluza milandu ndi yolamula		|___|	
	(b)Munganditchulileko? **If Yes, (would you please mention them)** **Enter 1=mentioned, 2=not mentioned**	**1. Yolamula** The Executive	|___|	
		2. Ya malamulo The Legislature	|___|	
		3. Yoweluza milandu The Judiciary	|___|	
3.8	Pa ulamuliro wa demokalase pali mau awa ofunikira kwambiri. The following are key democratic principles: Do you clearly understand …… . *Enter 1=Yes, 2=No, 9=DK*				
	(i)	(a)	Kodi mumamvetsa bwinobwino mfundo ya kugawana mphamvu zaulamuliro? **Separation of Powers?**	|___|
		(b)	If No or DK, explain (a) and ask this question.	Nanga mukuganiza kuti ndi mfundo yabwino? **Do you think it is a good principle?** **Enter 1=Yes, 2=No, 9=DK** |___|
		(c)	Pakali pano, mukuwona ngati mfundoyi tikuyigwiritsa bwino ntchito? **As at now, are we practising it well?** **Enter 1=Yes, 2=No, 9=DK**	|___|
		(d)	Tchulani nthambi imodzi yokha yomwe ndiyofunika kuti isinthike ("improve")? **Which single one of the three branches is in need of the most improvement for this principle to work?** **Enter 1=Executive, 2=legislature, 3=judiciary, 9=DK**	|___|
	(ii)	(a)	Kodi mumamvetsa bwinobwino mfundo ya kulemekeza mphamvu ya lamulo? **Rule of law?**	|___|
		(b)	If No or DK, explain (a) and ask this question	Nanga mukuganiza kuti ndi mfundo yabwino? **Do you think it is a good principle?** **Enter 1=Yes, 2=No, 9=DK** |___|
		(c)	Pakali pano, mukuwona ngati mfundoyi tikuitsata bwino? **As at now, are we practising it well?** **Enter 1=Yes, 2=No, 9=DK**	|___|

	(d)		Tchulani nthambi imodzi yokha yomwe ndiyofunika kuti kugawana mphamvu kupite patsogolo? **Which single one of the three branches is in need of the most improvement for this principle to work? Enter 1=Executive, 2=legislature, 3=judiciary, 9=DK**	|___|	
	(iii)	(a) Kodi mumamvetsa bwinobwino mfundo ya Kuchita zinthu mosabisa ndi kutumikira anthu? **Accountability and transparency?**		|___|	
		(b)	If No or DK, explain (a) and ask	Nanga mukuganiza kuti ndi mfundo yabwino? **Do you think it is a good principle? Enter 1=Yes, 2=No, 9=DK**	
		(c)	Pakali pano, mukuwona ngati mfundoyi tikuitsata bwino? **As at now, are we practising it well? Enter 1=Yes, 2=No, 9=DK**		|___|
		(d)	Tchulani limodzi lokha lomwe ndilofunika kuti lisinthike ("improve")? **Which of the three branches is in need of the most improvement for this principle to work? Enter 1=Executive, 2=legislature, 3=judiciary, 9=DK**		|___|
3.9	Kodi ndikoyenera kuti a "Polisi": Is it right for the Police to? ***Enter 1=Yes, 2=No, 9=DK***				
			1. Azitsekera munthu osamutengera ku court **Detain someone without taking them to court**	|___|	
			2. Azizunza wogwidwa kuti avomere ngati walakwa kapena ayi **Torture suspects to see whether or not they committed a crime**	|___|	
			3. Azigwira mwana wosapyola zaka zisanu **Arrest a child of less than 5 years old**	|___|	
			4. Azikana kumuthandiza mai wobweretsa chidandaulo chokhudza amuna ake. **Refuse to assist a woman who lays a complaint against her husband**	|___|	
3.10	Kodi ndi zinthu ziti mwaizi zomwe ndi zovomerezeka m'malamulo a dziko lino? Do you know which of the following actions are legal, and which are illegal in Malawi? ***Enter 1=Legal, 2=Illegal, 9=Don't Know***				
			1=Kulanda katundu wamasiye **Taking the property of a widow or an orphan**	|___|	
			2=Kulanga mfiti **Punishing a witch**	|___|	
			3=Kulanga nokha wakuba **Beating up a thief (Mob Justice)**	|___|	

Section 4. *Rights based service delivery*

A. Awareness levels and knowledge

4.1	Kodi munamvapo za ufulu wachibadwidwe wamunthu? Have you ever heard about the term "human rights" **Enter 1=Yes 2=No** **If NO, then enter 8=NA for all Q4.2-Q4.3 and go to Q4.4**	|___|	
4.2 (a)	Munganditchulileko zitsanzo ziwiri za maufulu a munthu ? Would you please mention at least 2 human rights that you know of. ***Enter 1=identifies two rights; 2=identifies one right ; 3=tries, but identifies none; 8=NA; 9=DK***	|___|	
4.2 (b)	Pakadali pano ndikuwerengerani mfundo izi. Mundiuze ngati mukugwirizana nazo kapena ayi I'm going to read a few statements to you. **Please answer: 1=Yes, 2=No, 9=DK (unless otherwise stated); 8=NA**		
	(a)	Poti ine ndili ndi ufulu okhala ndi moyo, ndiyenera kulemekeza ufulu wa anthu ena kuti naonso akhale ndi moyo ndiponso kuti ndisachite china chilichonse chomwe chitha kudzesta imfa ya anthu ena Because I have the right to life, I should respect other people's right to life and not do anything that might endanger them	|___|	*lifeyn*
	(b)	Ngati boma lilandira ndalama zoti zitukule miyoyo ya wanthu, anthu ayenera If government gets funding to improve people's lives, people should:		
		(1) kuonetsetsa kuti ndalamazo zagwiritsidwa ntchito yake moyenera. Make sure government spends it on improving lives	|___|	*lifeimp*

			(2) Kudandaula ngati boma siligwiritsa ntchito ndalamazo moyenera. Complain if it does not spend the money on improving their lives	|___|	*Compl*
	(c)		Ngati boma liyenera kupezera anthu nyumba, anthuwo ayenera kuyang'ira bwino nyumbazo If government is expected to provide people with housing, people have to look after the houses in return	|___|	*hseyn*
	(d)		Boma silingathe kukulandani ufulu wanu wachibadwidwe – koma litha kuchepetsako maufulu awanthu ngati patakhala zifukwa zokwanira kutero Government can never take away your human rights – but it can reduce or limit them when there is a very good reason to do so.	|___|	
	(e)		Anthu adzisalana pachifukwa choti ndi wam'muna kapena mkazi, mtundu wache kapena chipembedzo pakakhala zifukwa zokwanira People should discriminate against others because because of sex, ethnicity, religion if there is enough reasons	|___|	*discrmyn*
4.2 (c)	Mundiuze maufulu amene angathe kuphwanyidwa chifukwa cha zipolowe ndi umbanda? Would you mention any two rights which may be violated by violence and crime? **Enter 1=fully understands, 2=partially understands, 3=tries but does not mention, 4=does not understand, 8=NA, 9=DK**		1)		
			2)	|___|	

B. Sources of information

4.3	**(a)** Kodi maufulu amenewa munawadziwa bwanji? Where did you learn about these rights? **Enter 1=if mentioned, 2=if not mentioned; 8=NA**			
		1=Constitution of Malawi	|___|	
		2=At school / university	|___|	
		3=Civil Society Organisations (CSO)	|___|	
		4=Newspapers	|___|	
		5=Community meetings	|___|	
		6=Books	|___|	
		7=Radio	|___|	
		8=Television	|___|	
		9=Internet	|___|	
		10=From friend	|___|	
		11=Human Rights Commission	|___|	
		12=Electoral Commission	|___|	
		13=Ombudsman	|___|	
		14=Anti-Corruption Bureau	|___|	
		15=Church / mosque	|___|	
		16=Faith Based Organisations	|___|	
		17=Other **(specify)**_____	|___|	
	(b) If CSO mentioned in Q4.3(a), kodi ku dera lino m'mbuyomu ndi ndani ankapeleka maphunziro a maufulu a anthu?　　　　　**If Q4.1=NO, write N/A below** Who / which organisations / institutions were providing human rights education in your area in the past? _____ _____			
	(c) If CSO mentioned in Q4.3(a), kodi ndi ndani akupeleka maphunziro a maufulu a anthu ku dera lino panopa kapena miyezi isanu ndi umodzi (6) yapitayo? 　　　　　　**If Q4.1=NO, write N/A below** Who / which organisations / institutions are currently providing human rights education in your area (or within previous 6 months)? _____ _____			

C. Problems with service delivery

4.4	Kodi mumaganizo anu mukuona kuti zinthu nditchulezi pakhala kusintha kotani pozipeza kapena kugwiritsa ntchito muzaka khumi zapitazi? ***Ndiuzeni ngati 1=ziliko bwino kuposera kale, 2=chimodzimodzi monga kale, 3=zanyanya*** Has access to the following improved, stayed the same or got worse in the last 10 years: ***1=improved,2=stayed the same,3=got worse***		
	Zofunikira zamoyo wanu wa tsiku ndi tsiku Basic resources (water, building materials, firewood)	|___|	
	Maphunziro Education	|___|	
	Ntchito za chipatala Health services	|___|	
	Chakudya Food	|___|	
	Pogona Shelter	|___|	
	Kulembedwa ntchito Employment	|___|	
	Ntchito za chitukuko (misewu, zipatala zazing'ono, masukulu) Infrastructure (roads, clinics, dams, schools)	|___|	

4.5	Kodi mumaganizo anu mukuona ngati kwakhala kwapafupi bwanji kwa magulu a anthu amene ndiwatchule apa kuti azipeze kapena kugwiritsa ntchito zinthu tatchula pa mwambapa kuchoka muchaka cha 1995? In general, has the access to the services listed above improved since 1995 for these groups:		
		1=ziliko bwino kuposera kale, 2=chimodzimodzi monga kale,3=zanyanya 9=DK	
		|___|	
	1=Amayi Women	|___|	
	2=Abambo Men	|___|	
	3=Ana Children	|___|	
	4=Okalamba The elderly	|___|	
	5=Osauka Poor People	|___|	
	6=Anthu okhala kumidzi People in rural areas	|___|	
	7=Anthu okhala kumatauni People in urban areas	|___|	
	8=Odwala matenda a AIDS People with HIV/AIDS	|___|	
	9=Olumala People with disabilities	|___|	
	10=Malova Unemployed people	|___|	
	11=Amisala Mentally ill	|___|	
	12=Inuyo You	|___|	

4.6	Pamagulu atchulidwa pamwambapa, tchulani gulu limodzi limene lidzakhala lotukuka kwambiri mtsogolomu? Mention the groups above as a reminder For which single group in Q4.5 do you expect the most improvements in future? Indicate by number (01 - 12) **If don't know, enter 99=DK**	|___|___|	*impgrp*

D. Practice-bottom up and top-down and legitimacy

4.7 (a)	Nanga inu mumachitapo chiyani pakuthetsa vuto liri lonse mungapezane nalo pokhudza zithu tatchula pamwambazi? What does your community do to solve problems related to the services above	
	1)	
	2)	
	3)	

COWI

(b)	Nanga inu mukudziwa kuti ndi kwapafupi kuti inu kapena anthu adera lino athe kupempha boma zitukuko zosiyanasiyana (Do you know that it is easy for you and your community to demand better services from government?) **_Enter 1=Yes, 2=No, 9=DK_**	|___|
4.8	Ndindani amakuthandizani kuthetsa mavutowa? Who has assisted your community do to solve problems related to the services above **_Enter 1=Mentioned, 2=Not Mentioned_**	
	1= tokha	|___|
	2=boma	|___|
	3=mabungwe a wanthu	|___|
	4=achibale	|___|
	5=mafumu (traditional leaders)	|___|
	6=akumudzi konkuno (local structures)	|___|
	7=religious leaders	|___|
	8=aphungu	|___|
	9= other (Specify)	|___|
4.9	Pa amene mwatchulawa, ndindani thandizo lake limakusangalatsani kwambiri? Tchulani atatu mwandondomeko yakufunikira kwao kwa inu. Of those mentioned above, which three would you consider the most acceptable to you? Rank according to how useful they are to you. **_Write below and corresponding codes in boxes given_**	
	1)	|___|
	2)	|___|
	3)	|___|
4.10	Pomaliza, pa nkhani ya maufuluyi, Muku ganiza kuti kukhazikitsidwa kwa maufulu a chibadwidwe omwe ali mmalamulo adziko lino kwathandiza Has having human rights protected in the constitution led to: **_Enter 1=Yes, 2=No, 9=DK_**	
	1. kuchepetsa umphawi? (less poverty)	|___|
	2. kuchepesta njala? (less hunger)	|___|
	3. kuti ana ambiri aphunzire? (more children in school)	|___|
	4. kuti ma sukulu ambiri amangidwe? (more schools built)	|___|
	5. kuti misewu yambiri imangidwe? (more roads)	|___|
	6. kupititsa patsogolo ntchito zaumoyo? (better health care)	|___|
	7. kuti zipatala zazing`ono ndi zazikulu zomwe zimangidwe? (more clinics and hospitals)	|___|
4.11	Kodi ndi ziti mwa izi zomwe mukuganiza kuti boma liyenera kuchitira anthu ake? Which of the following do you think the government/state has a duty to provide for all citizens? **_Enter 1=Yes, 2=No, 9=DK_**	
	Kuthandiza ngati pali chilala, madzi osefukira kapena mavuto ogwa mwadzidzidzi Help when there is a drought, flood or disaster	|___|
	Kuonetsetsa kuti khomo lirilonse liri ndi chakudya chokwanira Ensure households are food secure	|___|
	Kuonetsetsa kuti maphunziro aku primary ndiaulere Ensure children are given free primary education	|___|
	Kuonetsetsa kuti anthu akupeza chithandizo choyenera/mosavuta cha mankhwala Ensure people's access to primary health care	|___|
	Kuonetsetsa kuti palibe tsankho pakati pa anthu popeleka ntchito zachitukuko monga poyang`ana mtundu wamuthu, mwamuna kapena mkazi, chipembedzo, kulumala Ensure no discrimination to services based on ethnicity, sex, religion or disability	|___|
	Kuthetsa katangale Stop corruption	
	Kuganizira anthu antchito omwe amalandira ndalama zochepa powalipira moyenera Ensure minimum decent pay for employees	|___|
	Kuonetsetsa kuti ntchito zachitukuko zikugawidwa ndi kupelekedwa mwachilungamo m'madera ndi kwa anthu onse mdziko muno Ensure development resources are provided fairly and to all in Malawi	|___|

COWI

Section 5. Nation Building

A. Awareness about the nation

5.1	(a) Kodi m'manyadira kuti ndinu m'Malawi? Are you proud of being a Malawian? If answer is not YES, skip to 5.2 **Enter 1=Yes 2=No 8=NA 9=DK**	|___|
	(b) Chifukwa chiyani mumanyadira choncho? Why are you that proud?. 1=bata ndi mtendere peace 2=ufulu wachipembedzo freedom of worship, 3=Chikhalidwe culture, 4= Chilankhulidwe **Language**, 5=Other_____	|___|
5.2	(a) Kodi zizindikilo za dziko la Malawi ndi ziti? What are the national symbols of Malawi? **1=Mbendera Flag, 2=Chilankhulidwe Language, 3=Nyimbo ya fuko lathu National Anthem, 4=Ndalama** **5=Other (specify)_____**	|___| |___|
	(b) Nanga nyimbo yafuko lathu mumayidziwa? Do you know our national anthem? **Enter 1=Yes, 2=No**	|___|
	(c) Nyimbo yafuko lathu yimatchula zinthu zitatu zomwe ndi adani aakulu a Malawi? Munganditchulileko? **1=njala 2=nthenda 3=nsanje 4=all 5=mentions 2 of 3 9=DK** The national anthem names three enemies, which are they?	|___|
5.3	Chifukwa chiani a Malawi timakhala ndi chisangalalo pa 6th July chaka chilli chonse? Why do Malawians celebrate on 6th July every year? ***Enter 1=Shows understanding, 2=No understanding, 9=DK***	|___|
5.4	Tatchulani maina a atsogoleri awa ***Enter 1=correct, 2=incorrect, 9=DK***	

	Pulezidenti	|___|	*pres*
	Phungu wa dera lino	|___|	*mp_local*
	Mfumu ya mudzi uno	|___|	*chief*
	Kansala wanu	|___|	*counsel*
	Mfumu yayikulu	|___|	*hd_chief*

B. Problems related to child rights

5.5 (a)	Kodi munamvapo za maufulu a wana? Have you ever heard of child rights? **1=Yes 2=No**	|___|
(b)	Kodi kuli zipatala za ana ochepera zaka zisanu pafupi ndi kuno? Do your children have access to any under five clinic? **Enter 1=Yes 2=No 9=DK**	|___|
(c)	Have all your under five children undergone full immunization? Nanga ana anu onse anabaidwapo katemela? Enter 1=onse 2=hafu 3=palibe 1= all 2=approximately half 3=None	|___|
(d)	Kodi kuno kwanu, ana ambiri amabadwira kuti? From your experience, where do most mothers deliver their babies in this area?	1=hospital 2=traditional birth attendant 3=home Enter 1=kuchipatala, 2=kwa azamba 3=ku nyumba |___|
5.6	(a) Kuno alipo ana omwe sapita ku sukulu? **Enter 1=Yes, 2=No, 9=DK**	|___|

(b) Ndichiti mwa izi chomwe ndicholetsa chachikulu kuti ana azipita ku sukulu? Which of these is the most serious constrainining factor that prevents children from going to school? Enter 1=mentioned, 2=Not mentioned	
1= Kusowa chakudya **Lack of food**	|___|
2= Kuchuluka kwa ntchito **Demands of household chores**	|___|
3= Kugwiritsa ntchito ana zopitirira musinkhu **Child labour**	|___|
4= Zosowa zao paumoyo wa maphunziro **Lack of basic necessities**	|___|
5= Kusazindikira za ubwino wa sukulu **Lack of information**	|___|
6= Sukulu zili kutali **Distance**	|___|

		7= Other (specify)_____ _	|__|	
		(c) Kodi ana amakumana ndi nkhanza zanji mdera lanu lino? Ndiwerenga nkhanza zingapo, ndipo inuyo mundiuze ngati ili yochepa, yayikulu kapena yayikulu kwambiri. What forms of child abuse do you experience in this area? I will read these to you and you should tell me whether they minor, moderate or serious. **Enter 1=yochepa** minor**, 2=yayikulu** moderate**, 3=yayikulu kwambiri** major**, 9=DK**		
		1. **Kugwira ntchito za pakhomo zopyorela msinkhu wawo** Child labour	|__|	
		2. **Kumenyedwa** Physical abuse	|__|	
		3. **Kusasamalidwa** Abandon	|__|	
		4. **Kuumirizidwa chigololo** Sexual abuse	|__|	
		5. **Uhule** Child prostitution	|__|	
		6. **Kulandiwa katundu** Property grabbing	|__|	
		7. **Kugulitsidwa** Child trafficking	|__|	
		8. **Kuchotsedwa ziwalo** body parts mutilation	|__|	
5.7		Kodi moyo wa mwana wapita patsogolo chikhazikitsireni maufulu a awanthu mmalamulo adziko lino? Has having human rights protected in the Constitution improved the lives of children? ***Enter 1=Yes, 2=No, 9=DK***	|__|	

C.1 Problems related to women's rights,

5.8			***Enter 1=Yes, 2=No, 9=DK***	
	(i)	Mungamuthandize mzimayi atayima nawo Would you assist a woman if: she stood as:		
			1= ngati mtsogoleri wazachitukuko kapena mpingo mdera lino? A leader in development committee	|__|
			2= ngati mtsogoleri wa chipani mdera lino? A political party leader	|__|
			3= ngati phungu mdera lino? A Member of Parliament	|__|
			4=kusankhidwa ngati mfumu? A chief	|__|
			5=ngati mtsogoleri wadziko lino? A president	|__|
	(ii)	What would you prefer your woman should do from the following. Enter 1=work for pay 2=stay at home to look after the kids3=both 9=DK Pakati pa zinthu ziwiri izi, mungasankhepo chiti: kodi mzimayi azigwira ntchito yamalipiro kapena azikhala pakhomo kumasamala banja lawo? **Enter 1=Yolipidwa, 2=Pakhomo, 3=Zonse, 9=DK**		|__|
5.9		In comparison to men, do women: Mofanizira ndi abambo, kodi amayi: ***Enter 1=Yes, 2=No, 9=DK***		
			1=Amalandila ulemu wofanana? Receive the same respect	|__|
			2=Amapatsidwa mwawi wofanana popeza zinthu zofunikira pamoyo wawo? Equal opportunies	|__|
			3=Amatha kulamulira zipangizo? Control over resources	|__|
5.10		Kodi maufulu amayi ndi chiyani? What do you understand by the term 'women's rights'? **Enter 1=Understands, 2=Does not understand**		|__|
5.11	(a)	Kodi mukuganiza kuti pali zifukwa zomumenyera mzimai ndicholinga chomuphunzitsa? When do you think an 'educational beating' of a woman is acceptable? **Enter 1=Yes, 2=No, 9=DK**		|__|
	(b)	Kodi mzimayi yemwe wapangidwa chipongwe monga kugwiriridwa apite kuti kokasuma? Where should a woman who is a victim of sexual	**1= Within the family** **2= Village head or elders** **3= The police** **4= A lawyer**	|__
__
__
__	

		violence report to? ***Enter 1=option mentioned, 2=Not mentioned***	**5= Church elder 6 = Ankhoswe 7=Other_____ _____**	|___| |___|
	(c)	Kodi mzimayi angathe kukhala ndi malo mdzina lake kusiyana ndikupatsidwa malo ongolimapo? Can a woman **own** land in her own name (as opposed to just having the right to use land)?	**1=Yes, 2=Yes, co-ownership 3=No, 4=No, only man owns land**	|___|
	(d)	Kodi amayi ndi abambo ngati agwira ntchito mofanana, alandire ndalama zofanana, zopitirira kapena zochepera abambo? Should women earn the same amount of money, more or less than men for doing the same job	**1 = zofanana 2 = zopitirira abambo 3 = zochepera abambo**	|___|
	(e)	Kodi amayi ali ndi ufulu wokambapo maganizo awo pankhani yogonana modziteteza? Do women have the right to negotiate safe sex?	**1=Yes, 2=Yes, but not with their husbands 3=No**	|___|
5.12		Kodi moyo wa amayi wapita patsogolo chikhazikitsireni maufulu a awanthu mmalamulo adziko lino? Has having human rights protected in the Constitution improved the lives of women? ***Enter 1=Yes, 2=No, 9=DK***		|___|
5.13		Kodi mukuganiza kuti amayi 1 = ndi opambana kuposa abambo 2 = ali pansi pa abambo 3 = ndi ofanana ndi abambo Do you think women are? **1=superior to men 2=inferior to men 3=equal to men**		|___|

C.2 Problems related to people with disabilities, HIV/AIDS

5.14		***Enter 1=Yes, 2=No, 9=DK***	
		a) Kodi olemba ntchito (kuphatikiza boma) azipanga zinthu zothandiza olumala kuti aziwagwirira ntchito mosavutika? Should employers (including government) provide a disability friendly work environment for the disabled?	|___|
		b) Kodi ma school azipanga zinthu zoyeneleza ana olumala kumaphunzira nawo bwino? Should schools be required to provide special facilities for disabled pupils?	|___|
		c) Kodi anthu okonza ntchito za chitukuko aziwonetsetsa kuti pali ndondomeko zapadera zokomera anthu olumala? Should planners think about special needs of the disabled when designing development projects	|___|
5.15		Kodi anthu okhala ndi HIV ndi Edzi mumakhala nawo bwanji? How do you treat persons with HIV and AIDS? **Prompt** ***Enter 1=Yes, 2=No for each one***	
		(a) Amuna okhala ndi HIV/AIDS? Males	
		1=Sitimacheza nawo we do not chat with them	|___|
		2=Timakhala nawo ngati wina aliyense we live with them without discrimination	|___|
		3=Zina (tchulani) (Other (specify)	|___|
		(b) Amayi okhala ndi HIV/AIDS? Females	
		1=Sitimacheza nawo we do not chat with them	|___|
		2=Timakhala nawo ngati wina aliyense (we live with them without discrimination	|___|
		3= Zina (tchulani)	|___|
5.16		Kodi inu: ***Would you:*** ***Enter 1=Yes, 2=No***	
		a) Mungakwatire munthu ochokera ku mtundu wina marry a person of different ethnicity	|___|
		b) Mungasankhe munthu wa mtundu wina pa chisankho vote for a person of different ethnicity	|___|

	c) Mungakhale moyandikana nyumba ndi munthu wa mtundu wina be neighbours with a person of different ethnicity		|___|
	d) Mungagwire ntchito kwa munthu wa mtundu wina work for a person of different ethinicity		|___|
	e) Mungalembe ntchito munthu wa mtundu wina employ a person of different ethnicity		|___|
	f) Mungalole munthu wa mtundu wina kuzakhazikika mu dera lanu allow a person of different ethnicity to settle in you area		|___|
5.17	Kodi mumaganizo anu, mwaizi ziphuphu ndi ziti which of these would you say are acts of corruption **_Enter 1=Yes, 2=No, 9=DK_**		
	a) Kupeleka kangachepe kwa munthu wa udindo kuti akukondeleni munjira ina yache giving some one in authority with a view to influence his decision		|___|
	b) Kugula mowa kuti mulandire chithandizo mwachangu buying a beer for someone in order to get a service more quickly		|___|
	c) Kumpatsa mkulu wa boma ndalama kuti akupatseni bizinesi giving cash to a civil servant with a view to being awarded a business deal		|___|

	d) Wogamula mulandu mokomera anzake judicial official favouring a friend or relative in a case		|___|
	e) Wa polisi wosowetsa dala ma kalata amilandu a police officer deliberately losing case files		|___|
	f) Mfumu yoweluza milandu mokomera amene amayipasa ndalama zambiri a chief ruling in favour of someone who gave him more money		|___|
5.18	Kodi mmudzi muno, mukudziwapo munthu amene anayamba wapeleka ziphuphu ndi cholinga? In your village (locality), do you know anyone who ever paid a bribe with the aim to: **Prompt** **_Enter 1=Yes, 2=No, 9=DK_**		|___|
	1. Chofuna kupeza ntchito get a job		|___|
	2. choti mulandire ndalama ku boma ngati ngongole kapena penshoni receive pension or loan from government		|___|
	3. choti akubweretsereni madzi get access to potable water		|___|
	4. choti mupeze nyumba find a house		|___|
	5. choti mupeze malo get land		|___|
	6. Choti mulandu upite msanga ku khoti gain quick access to the courts		|___|
	7. choti mupeze loya wokuyimirirani pa mulandu get a lawyer for a case		|___|
	8. choti muthandizidwe ndi mfumu get assistance from a chief		|___|
	9. choti muthandizidwe ndi apolisi get assistance from the police		|___|
	10. choti muthandizidwe bwino ndi wogwira ntchito ku ndende get service from prison warders		|___|

5.19	Mukuganiza kuti anthu amene nditatchulewa kapena ogwira ntchito mumaofesiwa amapanga/ankapanga ziphuphu? How corrupt are these people or the people working in these institutions? **Enter 1=not corrupt, 2=slightly corrupt, 3=very corrupt 9=DK**				
		Nthawi ya Kamuzu	Nthawi ya Bakili	Nthawi ya Bingu	
	2=Ogwira ntchito m'boma Civil Service	|___|	|___|	|___|	
	3=Parliament	|___|	|___|	|___|	
	4=Akwa DC District Assembly	|___|	|___|	|___|	
	5=Komiti ya mchigawo Area Development Committee	|___|	|___|	|___|	
	6=Komiti ya pamudzi Village Development Committee	|___|	|___|	|___|	
	7=Apolisi Police	|___|	|___|	|___|	
	8=Makhoti Courts	|___|	|___|	|___|	
	9=Ma T/A Traditional Authorities	|___|	|___|	|___|	
	10=A gulupu Group Village Heads	|___|	|___|	|___|	
	11=Mafumu a midzi Village Heads	|___|	|___|	|___|	
	12=Akulu/Atsogoleri a mpingo Church leaders	|___|	|___|	|___|	
	13=Mabungwe ena a muzigawo Community organisations	|___|	|___|	|___|	

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5.20	Mukuganiza kuti anthu amene ali ndi maudindo amapanga ziphuphu chifukwa chiyani? Why do you think people in positions of power or authority are corrupt? ***prompt*** ***Enter 1=Yes, 2=No***		
		1=They are never questioned on their decisions	|___|
		2=Need for more money	|___|
		3=They know each other, so they cannot be questioned	|___|
		4=Other (specify)_____	|___|
5.21	Kodi kuipa kwa ziphuphu mumakumvetsetsa? Do you understand the consequencies of corruption ***Enter 1=Yes, 2=No***		|___|
5.22	Kodi mukuganiza kuti anthu amapereka ziphuphu chifukwa chiyani? Why do people resort to being corrupted? ***prompt*** ***Enter 1=Yes, 2=No***		
		1=Desperate for services	|___|
		2=Slow speed of normal procedure	|___|
		3=Perception of inequities	|___|
		4=Negligency	|___|
		5=Other (specify)	|___|
5.23	Inuyo mungatani mutaona wina akupanga ziphuphu? What should you do when people are corrupt?	***Enter 1=mentioned 2=not mentioned***	
		1=Report them to Police	|___|
		2=Report them to Anti-Corruption Bureau	|___|
		3=Just leave them	|___|
		4=Warn them of the malpractice	|___|
		5=Report to traditional leader	|___|
		6=Report to a religious leader	|___|
		7=Other (specify)	|___|

5.24	Kodi inu kapena wina aliyense pakhomo pano anayamba waletsedwa kapena kukanizidwa mwawi: Have you or any member of the household been unfairly denied of the following **Enter 1=Yes, 2=No, 9=DK**	**Chifukwa cha: Because of:**			
		Mtundu? Ethnicity?	Chigawo? Region?	Chipembedzo? Religion?	Mkazi /Mwamuna Sex?
	1. Wa ntchito employment	|___|	|___|	|___|	|___|
	2. Kulandira ndalama ku boma, ngongole kapena penshoni pension	|___|	|___|	|___|	|___|
	3. Kuti akubweretsereni madzi access to portable water	|___|	|___|	|___|	|___|
	4. Kupeza nyumba housing	|___|	|___|	|___|	|___|
	5. Kupeza malo land	|___|	|___|	|___|	|___|
	6. Kupita ku khoti access to the courts	|___|	|___|	|___|	|___|
	7. Kupeza loya wokuyimirirani pa mulandu access to a lawyer	|___|	|___|	|___|	|___|
	8. Kuti muthandizidwe ndi mfumu assistance from a chief	|___|	|___|	|___|	|___|
	9. Kuti muthandizidwe ndi apolisi assistance from the police	|___|	|___|	|___|	|___|
	10. Kuthandizidwa bwino ndi wogwira ntchito ku ndende assistance from workers in the prison service	|___|	|___|	|___|	|___|

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Section 6: Leadership and Community Participation

Participation

6.1	Kodi ndi mabungwe ati mwa awa amene munapanga nawo msonkhano pamodzi pamiyezi khumi ndi iwiri yapitayi? Civic Participation: Over the past year which of the following have you attended meetings on: ***Enter 1=Never in the last year, 2=At least once a week, 3=At least once a month, 4=At least once in the last year***		
		Church group (not religious service)	|___|
		Local self help group	|___|
		Group concerned with services eg. School, housing, health	|___|
		Local commercial organisation eg. Farmers group, business group, credit association	|___|
		Community safety group (neighbourhood watch, community policing committee, etc	|___|
		Workers association/Trade Union	|___|
		Other (specify)	|___|
6.2	Kodi miyezi khumi ndi iwiri yapitayi, inuyo pamodzi ndi anzanu mudera lino monga gulu munayamba mwagwirizanapo kuti boma lidzikuthandizani bwino mu zinthu zosiyana siyana? Over the last 12 months, have you with others as part of a group organised to demand better services? ***Enter 1=Yes, 2=No.*** ***If NO, write 88 to all Q6.3 boxes***		|___|
6.3	If **Q6.2=1**, ngati munapangapo posachedwapa, ndi zinthu zithi zimene mumafuna akuthandizeni? If **Q6.2=1**, what was the issue you were addressing in the most recent time? ***Enter 1=mentioned, 2=Not mentioned; 8=NA***	**a) Land**	|___|
		b) Water	|___|
		c) Other natural resources	|___|
		d) Farming inputs	|___|
		e) Education	|___|
		f) HIV/AIDS assistance	|___|
		g) Health	|___|
		h) Crime/Insecurity	|___|
		i) Food	|___|
		j) Other (specify)_____	|___|
6.4	**Contact with community leaders:** Kodi ndikangati kamene munafunsa chithandizo kwa anthu kapena mabungwe awa kuti muthandizike bwino kapena mofulumira mchaka chapitachi? Over the past year, in order to get a better service or assistance (e.g. benefit, payment, access to water for your community), how many times have you contacted (in person or writing): ***Enter 1=Never, 2=Once or twice, 3=Three times or more***		
		A MP anu Your MP	|___|
		Wamkulu wa chipani A Political Party official	|___|
		Anthu aku ofesi ya DC The District Assembly	|___|
		Ofesi ya a DC The District Commissioner	|___|
		Social Welfare Officer	|___|
		Akulu/Atsogoleri a mpingo Church Leader	|___|
		Mafumu kapena nduna zawo Traditional Leader	|___|
		Oyang'anira zitukuko za midzi Community Development worker	|___|
		A za umoyo amudera lanu Health Surveillance Assistant	|___|
		Alangizi a zaulimi amudera lanu Agricultural Extension worker	|___|
		Aphunzitsi Teacher	|___|
		Ena (tchulanu) Other (specify)	|___|
6.5	**Political participation:** Kodi muchaka chapitachi, munayamba mwapangapo zina mwa izi: Over the past year, have you done any of the following? ***Enter 1=Yes, 2=No***		
		Kukhala nawo pa msonkhano wokonzekera chisankho? Attended an election rally?	|___|
		Munagwirapo ntchito yachipani? Worked for a political party?	|___|
		Munalembapo kalata ku manyuzi pofuna kupereka maganizo anu pa nkhani ina iliyonse? Written a letter to a newspaper to raise an issue?	|___|
		Munapikisanapo pa udindo wina uli onse wandale? Stood for a political office?	|___|

6.6	**Leadership qualities**	
(a)	Kodi mtsogoleri wabwino amafunika akhale wamakhalidwe wotani muufulu wa demokalase? What are the qualities of a good leader in a democracy? *Enter 1=quality mentioned, 2=Not mentioned*	

	1= regularly consults with the people they lead	|___|
	2=listen to advice before making decisions	|___|
	3=is patient	|___|
	4=is accountable to the public	|___|
	5=perform their functions well	|___|
	6=takes all religious groups into account	|___|
	7=does their best to serve the interests of all regions / districts under their control	|___|
	8=does their best to serve the interests of all ethnic groups in their area of control	|___|
	9=is gender sensitive	|___|

6.6 (b)	Mukamaponya voti, mumasankha bwanji omuvotera? (Mutati muponye voti mungasankhe bwanji omuvotera) When voting (where they have never voted – if you were to vote), how do you choose who to vote for? *Enter 1=option mentioned, 2=Not mentioned*	

	1= **Whoever my traditional leader tells me to**	|___|
	2= **The person that I like the best**	|___|
	3= **The party that best represents my ethnicity**	|___|
	4= **The political party that has the best policies**	|___|
	5= **Whoever my husband, wife or parents is voting for**	|___|
	6= **I don't vote, elections are a waste of time**	|___|
	7= **The party or person who pays me the most**	|___|

6.7	Nanga ndi ntchito ziti za chitukuko zomwe mwatengapo nawo mbali pamiyezi khumi ndi iwiri yapitayi? What type of community activity have you participated in the last year? **Prompt** *Enter 1=Yes, 2=No*	

	1=Road project	|___|
	2=School block project	|___|
	3=Preparing bricks	|___|
	4=Church block project	|___|
	5=Water project	|___|
	6=Voter education	|___|
	7=Other (please specify)	|___|
	8=None	|___|

6.8	Munafunsidwapo kuti mutengepo gawo pomanga mfundo za boma? Have you ever been asked to participate in decision-making by government? *Enter 1=Yes, 2=No. If Q6.8=2 then enter 8 (NA) on Q6.9*	|___|
6.9	If **Q6.8 = 1**, mutafunsidwa munatengapo mbali? If **Q6.8 = 1**, Did you participate in the actual decision-making? *Enter 1=Yes, 2=No, 8=NA*	|___|

Section 7: CIVIC EDUCATION Methods and Media

7.1	(a) Ndinjira zanji zomwe mungakonde kuti boma ndi mabungwe azikuphunzitsirani zina ndi zina monga kasamalidwe ka madzi, zachisankho, kapena za maufulu wa anthu? Which methods would you prefer to receive civic education in: *Enter 1=Yes, 2=No*		

	1=Workshops options come in a line	|___|	
	2=Publications	|___|	
	3=Drama	|___|	
	4=Roleplays	|___|	
	5=Radio	|___|	
	6=Television	|___|	
	7=From a friend	|___|	
	8= Newspapers	|___|	
	9=Alangizi	|___|	

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	10=Religious leaders/institutions		|___|	
	11=Judgement and Court decisions		|___|	
	(b) Mwanjira zimene mwatchula pamwambapa, sankhani njira zitatu zimene mukuona kuti ndizofunikira kwambiri. Rank 3 most important.		|___|___|	*Option1*
		Enter relevant codes from Q7.1a	|___|___|	*Option2*
			|___|___|	*Option3*
7.2	Muli ndi wailesi mnyumba mwanu kapena muli ndi mwawi womvera wailesi? **If 7.2=2, write Q7.3-Q7.5=8** Do you own a radio in your household or do you have a chance to listen to the radio? *Enter 1=Yes 2=No*		|___|	
7.3	Ndi mapologalamu anji apawailesi amene mumakonda kumvera? Which radio programs do you mainly listen to? *Enter 1=Mentioned, 2=Not Mentioned*			
	1=Bwalo la alimi		|___|	
	2=Civic education programmes		|___|	
	3=News		|___|	
	4= Other (specify)		|___|	
7.4	Mumamvera pafupi pafupi bwanji wailesi? How often do you listen to the radio?			
	1=About an hour a month	**3=About an hour a day**	|___|	
	2=About an hour a week	**4=More than one hour a day**		
7.5	Mumakonda kumvera wailesi nthawi yanji? At what times of the day, do you most often listen to the radio?			
	1=Morning only	**3=Evening only**	|___|	
	2=Afternoon	**4=Morning and evening**		
	5=Other (specify)_____			
7.6	Muli ndi kanema kapena mumatha kuwonela kanema/TV? Do you own (or have access to) a television set? *Enter 1=Yes 2=No. If Q7.6=2 then enter 8=NA for Q7.7-Q7.10*		|___|	
7.7	Mumaonera kuti? Where do you watch TV?			
	1=At home	**3=At a pub**	|___|	
	2=At a friend's home	**4= Workplace**		
	5= Other (Specify)_____			
7.8	If Q7.6=1, Ndimapologalamu anji omwe m'maonela pa TV? If **7.6=1**, which programmes do you mainly watch on TV?			
	1=TVM News	**4=DSTV News/Sports**	|___|	
	2=TVM Sports, 3=TVM Religious	**5=DSTV Films**		
7.9	Mumaonela TV pafupi pafupi bwanji? How often do you watch TV?			
	1=About an hour a month	**3=About an hour a day**	|___|	
	2=About an hour a week	**4=More than one hour a day**		
7.10	Mapologalamu amenewa mumaonera nthawi zanji? At what times of the day do you watch these programmes?			
	1=Morning only	**3=Evening only (6-8pm)**	**5=Morning and afternoon**	|___|
	2=Afternoon	**4=Morning and evening**	**5=Night**	
7.11	Kodi mumawerenga ma nyuzipepala awa? Do you read any of the following newspapers? *Enter 1=Yes, 2=No*			
	1=Daily Times		|___|	
	2=Daily Nation		|___|	
	3=Weekend Nation		|___|	
	4=Malawi News		|___|	
	5=Sunday Times		|___|	
	6=Boma Lathu		|___|	
	6=UDF News		|___|	
	8=Chronicle		|___|	
	9=Democratus		|___|	

Do you have any additional comments on this survey?

_____
_____
_____
_____

Thank you for participating in this survey!

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Annex D - Civic Educators Questionnaire

Baseline Survey of Civic Education in Malawi – Organisations working in Civic Education

(Please fill the questionnaire in clear capital letters)

Introduce yourself along the following lines:

Good morning/afternoon/evening, I am _____. I am from the Millennium Consulting Group – which is a private company. We are assisting the Democracy Consolidation Programme (DCP), which is a joint programme of the government and the United Nations. We are conducting a survey on what people in Malawi know about things like human rights, democracy and the role of different institutions in Malawi (like government and the Human Rights Commission). This will help government and civil society organisations (like NGOs) to develop better education programmes in future and it will also be used to see how effective these education programmes have been.

Before beginning, I want to say that anything you say during the interview will be treated in the strictest confidence. No-one other than those involved in conducting the survey will be allowed to read what you tell me. Your name will not be printed or used in any documents. In fact, although I will ask you for your name, you don't need to tell it to me if you don't want to. The only reason I will ask is so that we can come back to you if we need to check anything that you might have said with you in future – just to make sure we got it right.

As we go through the questions, there may be some that you don't know the answers to. Don't worry about this – this is not a test and we are not checking your knowledge as much as we are checking to see what education organisations have done so far. Also, please feel free to stop me at any time if there is anything that confuses you, if you need a short break or if you need me to repeat a question.

Do you have any questions for me before we begin?

Questions relate to your areas of operation, the target groups, services you provide, the challenges you face as well as your desired future role.

SECTION 1. (*Organisation name*)

Unique Identification Number (Unique ID)	|___|___|/|___|___|___|/|___|___|___|	*ident*

1.1	Name of Organisation	|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|	*namecode*
1.2	Interviewer Staff Code	|__||__|	*intevcode*
1.3	Street: |___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|___|		*street*
1.4	P.O. Box Number	|__||__||__||__||__|__|__|	*pobox*
1.5	Telephone	|__||__||__||__||__||__|__|	*tel*
1.6	Mobile: (if available)	|__||__||__||__||__||__||__|__|	*mob*
1.7	Email: |__|__|__|__|__|__|__|__|__|__|@ |__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|__|		*email*

1.8	Date of Interview	|__||__| / |__||__|/ 200|__| (DD/MM/YY)	*intdate*
1.9	Name of person interviewed: I_____I / I_____I		*name1 name2*
1.10	Note – only programme/project staff to be interviewed Position in organisation of person interviewed	**1= Director/ Deputy Director** **2=Senior Management**	**3=Middle Management** **4=Programme staff**	|___|	*orgposn*
1.11	Type of Organisation	**1=NGO** **2=Religious - Christian** **3=Religious - Islam**	**4= Religious (non-denominational** **5=Community based organisation**	|___|	*org*
1.12	Origin	**1=local indigenous** **2=local foreign**	**3=international**	|___|	*origin*
1.13	When did you start operating in Malawi	**1=pre-1994** **2=post-1994**	**3=post-1999** **4=post-2004**	|___|	*eperate*
1.14	What are your major sources of funding	**1=external donors** **2=local donors**	**3=membership fees** **4=charitable organisations** **5=other (specify)**	|___|	*source*
1.15				|__|__|__|	*totwork*
	Total number of paid women employees (if known)			|__|__|__|	*wwork*
	Total number of paid men employees (if known)			|__|__|__|	*mwork*
	Total number of paid women in senior management (if known)			|__|__|__|	*wwork*
	Total number of paid men in senior management (if known)			|__|__|__|	*mwork*
	Total number of female employees (if known)			|__|__|__|	*fvol*
	Total number of male volunteers (if known)			|__|__|__|	*mvol*

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SECTION 2. (Organisation information)

2.1	1=mentioned; 2=Not		
	1) constitution, human rights and democracy. ……………………	|__|	*rights*
	2) good governance and leadership……..……………………..	|__|	*demgov*
	3) nation building…………….…..…………………..………	|__|	*lead*
	4) voter education………..……..……………………………	|__|	*electn*
	5) women's rights…………….……………………………..	|__|	*consti*
	6) child-rights…………….…………………..……………..	|__|	*nation*
	7) Corruption…………….………………………………….	|__|	*corrup*
	8) gender/gender-based violence………….……………………..	|__|	*gend*
	9) HIV/AIDS…………….…………………………………..	|__|	*hiv*
	10) Disability………….……………………………………..	|__|	*disab*
	11) The elderly…………….………………………………….	|__|	*elder*
	12) Prisoners…………….……………………………………	|__|	*pris*
	13) food security/farming methods………….…………………..	|__|	*food*
	14) labour issues………….…………………………………..	|__|	*labor*
	15) Wills and Inheritance………….…………………………….	|___|	*wills*
	16) Witchcraft………….…………………………………….	|__|	*witc*
	17) adult literacy………….…………………………………..	|__|	*adult*
	18) delivery of socio-economic rights and right to development………..	|__|	*dev*
	19) other (specify)_____	|__|	*other*
2.2 (a)	If more than one focus area, then please indicate major focus by number in Q2.1 above	|__|	*mfocus*
(b)	What was your motivation to operate in the specific major focus area		
			reas1
			reas2

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2.3	(a)	What is the minimum education Level of those directly involved in civic education, excluding volunteers	**1=Primary** **2=Secondary**	**3=Tertiary** **4=Other**	|___|	*edulevel*
	(b)	Have any of your staff had any specific formal CE skills training	**1=yes** **2=no**	**9=DK**	|___|	*org*
	©	If yes, what area of specialization	**1=rights base service delivery** **2=institutions of democracy** **3=qualities of leadership** **4=elections related issues**	**5=constitutionalism** **6=nation-building** **7=corruption** **8=other (specify)**	|___|	*areasp1*
					|___|	*areasp2*
2.4	(a)	Is your existing qualified human resource base adequate?	**1=yes** **2=no** **9=DK**		|___|	*human*
	(b)	If no, what proportion is the gap	*Enter=Percentage, 9=DK*		|___|___| %	*percent*
2.5		What is the level of sufficiency of the following operational equipment? **Enter code** **1=very insufficient** **2=somewhat insufficient** **3=sufficient** **4=somewhat sufficient** **5=very sufficient**	**1=vehicles**		|___|	*source1*
			2=public address systems		|___|	*source2*
			3=computers		|___|	*source3*
			4=CE materials		|___|	*source4*
			5=communication infrastructure		|___|	*source5*
			6=other (specify		|___|	*source6*
2.6		Total target population TC: such breakdown as below might be difficult to get			|__|__|__|__|__|__|__|__|__|	*target*
			Total number of adult women (if known) *What is cut-off age for adult? Thought it was 16 years* **9 = DK**		|__|__|__|__|__|__|__|__|__|	*wtarget*
			Total number of adult men (if known) **9 = DK**		|__|__|__|__|__|__|__|__|__|	*mtarget*
			Total number of boys (if known) **9 = DK**		|__|__|__|__|__|__|__|__|__|	*btarget*
			Total number of girls (if known) **9 = DK**		|__|__|__|__|__|__|__|__|__|	*gtarget*
2.7		(a) What is the percentage of literacy level in indigenous languages in your catchment area			|___|___| %	*indiglit*
		(b) what percentage of people speak English in your catchment area			|___|___| %	*english*
2.8						
	(a)		_____		|__|	*catch*
	(b)	If answer to 2.8(a) =1, then; 1=Selected districts (specify number),			|__|	*dsel*
2.9						
			_____		|__|	*orgloc*
2.10		Physical location of head offices**: Enter 1=rural 2=urban3=peri-urban**				*headof*

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SECTION 3: Operations and Methodologies

3.1		What are the three most pressing problems of your target groups in order of priority			*probs*
	1)			|__|	*Prob1*
	2)			|__|	*Prob2*
	3)			|__|	*Prob3*

3.2	(a)	What is meant by "civic education" in your organisation?		
	(b)	What is its purpose in your organization		

		What are your services relating to civic education		
3.3	(a)	1) education/awareness activities	|__|	
		2) legal assistance and services	|__|	
		3) training	|__|	
		4) shelter for women and child survivors of domestic violence	|__|	
		5) other (specify)	|__|	
	(b)	Which one do you consider to be your core service? **Indicate by number**	|__|	
3.4		How do you provide these services? **Indicate 1=mentioned 0=not mentioned**		
		1. Publications in English	|__|	*engpub*
		2. Publications in indigenous languages spoken in your area of operation	|__|	*indpub*
		3. Workshops in English	|__|	*engwork*
		4. Workshops in indigenous languages	|__|	*Indwork*
		5. Dramas / plays in English	|__|	*engdrama*
		6. Dramas / plays in indigenous areas	|__|	*Inddrama*
		7. Roadshows in English	|__|	*Engroad*
		8. Roadshows in indigenous languages	|__|	*Indroad*
		9. Radio ((English)	|__|	*Eengrad*
		10. Radio (indigenous languages)	|__|	*Indrad*
		11. Television (English)	|__|	*Engtv*
		12. Television (indigenous languages)	|__|	*Indtv*
		13. Sports days	|__|	*Sport*
		14. Other (list)	|__|	*other*
3.5	**(a)**	Of those listed above, what is your organisation's preferred mode of providing your services **(indicate by number)**	|__|	*premode*
	(b)	Is this mode consistent with the expectations of your target group? **1=yes, 2=no**	|__|	
	(c)	If **NO**, why do you still use it?	|__|	
	(d)	What do your beneficiaries prefer as a mode of delivering Civic Education? **(indicate by number from above)**	|__|	

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3.6	(a)	What proportion of your time do you spend on your core business?		|__|__| %	*pcnt_core*
	(b)	What proportion of time do you spend on coordination with other organisations?		|__|__| %	*pcnt_other*
	(c)	What are the main other issues you spend your time on?	1)	|__|	
			2)	|__|	
			3)	|__|	
3.7	(a)	Do you know of any other organizations providing similar services in your catchment area? **1=Yes 2 = NO**		|_|	*similar*
	(b)	If **YES**, how often have you cooperated with these in the last 12 months If **NO,** go to 3.7 **Enter 1=often, 2=sometimes 3=always**		|_|	*coop*
	(c)	What problems have you encountered during this cooperation?	1)		
			2)		
	(d)	What positive points did you encounter during this cooperation	1)		
			2)		
	(e)	Have you ever had any reason not to cooperate with other organizations in your catchment area?			

3.8	On a scale of 1 to 4, how would you rate your services against your own performance	**1=effective 2=fairly effective** **3=ineffective 4=very ineffective**	|__|	
3.9	On a scale of 1 to 4, how would you rate your services against other organisations in similar services in the area? in 3.7 (if applicable)	**1=effective 2=fairly effective** **3=ineffective 4=very ineffective**	|__|	

3.10		Which government institutions do you cooperate with in delivering your services? **List**	1)		
			2)		
			3)		
3.11	**(a)**	Rate the quality of service you receive from top five government institutions you need most to operate effectively	**1=effective 2=fairly effective 3=ineffective 4=very ineffective**		
	(b)	How do you cooperate with them?	1) **Meetings**	|__|	*Gov1*
			2) **Technical services**	|__|	*Gov2*
			3) **Joint implementation**	|__|	*Gov3*
3.12	**(a)**	Which traditional institutions do you work with in delivering your services	1)		
			2)		
			3)		
	(b)	Rate the quality of service you receive from top three traditional institutions you need most to operate effectively	**1=effective 2=fairly effective 3=ineffective 4=very ineffective**		
	(i)			|__|	*trad1*
	(ii)			|__|	*trad2*
	(iii)			|__|	*trad3*
3.13	How would you rate your relationship with other CE providers, in general?		**1=effective 2=fairly effective 3=ineffective 4=very ineffective**		
3.14 (a)	What indicators do you use to measure your performance in your focus areas **Enumerator: (see what was mentioned in 2.2(a)?)**	1)			
		2)			

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			3)		
	(b)	What indicators do you use to measure your impact on your target group?			
3.15		(i) Do you monitor your target groups?	**1=yes, 2=no**		
		(ii) What do you monitor?	1)		
			2)		
			3)		
		(iii) How effective has your monitoring been?	**1=effective 2=fairly effective 3=ineffective 4=very ineffective**		
		(iV) What areas need improvement?	1)		
			2)		
			3)		

Section 4: Organisational Challenges

4.1	What do you consider to be your major strengths. List and Rank them		
	1)		
	2)		
	3)		
		|___|	
4.2	What are your major weakneses? List and Rank		
	1)		
	2)		
	3)		
		|___|	
4.3	What do you consider to be the major opportunities for your organisation on CE? List and rank	|___|	
	1)	|___|	
	2)		
	3)		
4.4	What do you consider to be the most important threats? List and rank		
	1)		
	2)		
	3)		
4.5		|___|	
	How do you plan to overcome this threat?		
4.6	Overall, rate the performance of all organisation in your specific area	**1=effective, 2=fairly effective, 3=ineffective, 4=very ineffective**	|___|
4.7	What is your target group's single most important problem that might require CE?		|___|
4.8	In your view, which of the focus areas listed in Card 1 is the weakest		|___|
4.9	In your view, which of the focus areas listed in Card 1 is the strongest		|___|

SECTION 5: Desired Future Roles and Responsibilities of CE Institutions

5.1	In your view, which three of these most needs civic education in your focus area?		*whoneeds*
	1=President; 2=Cabinet; 3=MPs; 4=party leaders; 5=faith based leaders 6=traditional authority; 7=village headpersons; 8=grassroots;	|___|	
	9=Other (specify) _____		
5.2	What methods do you think should be employed to address this need? Is this Q different from Q5.2?	|___|	*Method*
5.3	Which other service providers should be addressing this need, in your opinion?		*Osepro*
5.4	What problems do you anticipate in working with other service providers in future		*Probl*
5.5	How could these problems best be overcome		*Howsolv*

Do you have any additional comments on this survey?

_____
_____
_____
_____
_____
_____

Thank you for participating in this survey!

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Annex E - Policy Makers / Service Providers Questionnaire

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Appendix 3
Baseline Survey of Civic Education in Malawi – Public Officials
(Please fill the questionnaire in clear capital letters)

After identifying the person you will interview, read them the following statement:

Good morning/afternoon/evening, I am _____. I am from the Millennium Consulting Group – which is a private company. We are assisting the Democracy Consolidation Programme (DCP), which is a joint programme of the government and the United Nations. We are conducting a survey on what people in Malawi know about things like human rights, democracy and the role of different institutions in Malawi (like government and the Human Rights Commission). This will help government and civil society organisations (like NGOs) to develop better education programmes in future and it will also be used to see how effective these education programmes have been.

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Do you have any questions for me before we begin?

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SECTION 1. (*Demographic Information)*

Unique Identification Number (Unique ID)	|___|___|/|___|___|___|/|___|___|___| **DD/EA/Serial Number**	*ident*
Date of Interview	|__|__| / |__|__|/ 200|__|	*Intdate*
8.1.1.1.2.1 Name of Organisation |__|__|__|__|__|__|__|__|__|__|	|__||__|	
8.1.1.1.2.2 District	|__||__|	
	|__||__|	*intevcode*
1.1	Position in organisation or community of person interviewed	**1=Senior Management** **2=Middle Management**	|___|	*orgposn*
1.2	Type of Organisation	**1=Public Sector** **2=Parastatal**	|___|	*Orgtype*

1.3	Name of person interviewed: |_____| / |_____| (fill N/A , if respondent wants to remain anonymous) First Name Surname		*name1* *name2*
1.4	Is the respondent, male or female?	**1=Female 2=Male**	|___|	*Sex*
1.5	Age of respondent		|__||__|	*age*
1.6	What is the highest level of education that you have?	**1= GSCE/MSCE** **2= Diploma** **3= Bachelors' Degree** **4= Masters Degree** **5= PhD** **6= (specify)_____**	|___|	*educ*

8.1.1.1.3

8.1.1.1.4   Section 2: Issues and Constraints in Service Delivery

2.1	What policies are you responsible for implementing?	1)_____	|___|	*pol1*
		2)_____	|___|	*pol2*
		3)_____	|___|	*pol3*
2.2 (a)	In your view, what are the most important achievements in delivering your services?. Mention at least 3 priority issues.	*1)*		*ach1*
		2)		*ach2*
		3)		*ach3*
(b)	In your view, what are the most pressing problems in delivering your services?. Mention at least 3 priority issues.	*1)*		*prob1*
		2)		*prob2*
		3)		*prob3*
2.3	What has your institution done to solve the problems stated in Q2.2?	1)	|___|	*inst1*
		2)	|___|	*inst2*
		3)	|___|	*inst3*
2.4	Who do you consult with when deciding what services to provide?			*cons*
	1= Civic Educators 4=Human Rights Org. **2= CBO 5= ACB** **3= FBO 6=Civil Society institutions**	**7=Community/Traditional systems** **8=Other (specify)_____** _____	|___|	

2.4	What problems do you encountered when attempting to deliver services that are required of you?	1)	|___|	*dprob1*
		2)	|___|	*dprob2*
		3)	|___|	*dprob3*
2.5	What have you done to address these problems?	1)	|___|	*aprob1*
		2)	|___|	*aprob2*
		3)	|___|	*aprob3*
2.6	What is your institution planning to address these problems?	1)	|___|	*plan1*
		2)	|___|	*plan2*
		3)	|___|	*plan3*
2.7	Do you get required information from civic educators? **Enter 1=Yes, 2=No**		|___|	*infoce*
2.8	If NO, what are the problems?	1)	|___|	*infopr1*
		2)	|___|	*infopr2*
		3)	|___|	*infopr3*
2.9	From your experience as a policy maker: **Enter 1= mentioned, 0=not mentioned**			
		1=is civic education reaching the general public?	|___|	
		2=is civic education work in communities clearly defined for the different civic educator organisations?	|___|	
2.10a	Is information about the services you provide passed on to the general public?			
2.10b	If **YES**, who is responsible?			
	1= Civic Educators **4=Human Rights Org.** **7=Community/Traditional systems** **2= CBO** **5= ACB** **8=Other (specify)_____** **3= FBO** **6=Civil Society institutions** _____			
2.10c	**If NO, why not?**			
2.10d	**What is your expectation on the role of civil society in implementing government policy**			

8.1.1.1.5   Section 3 Constitutionalism, Democracy and Elections

3.1	(a)	What legislation governs your institution? **1= correct response; 2= incorrect; 9=DK**	|___|	
	(b)	Have you ever seen a copy of the constitution? *Enter 1=Yes, 2=No, 8=NA*	|___|	
	(c)	Have you read the constitution? *Enter 1=Yes, 2=No, 8=NA*	|___|	
3.3	(a) Do you think the constitution is relevant to your job? *Enter 1=Yes, 2=No, 8=NA*		|___|	
	(b) If **YES**, what are the most important sections of the constitution useful to your job? **1= List, 2=can't recall them off the head, 9=DK**			
	(c) If **NO**, why not?			
3.4	What do you do if you are told to do something in your institution that you know goes against the Constitution?	**1=Refuse to do and explain why** **3=Do the work silently** **2=Work under protest** **8=NA**	|___|	
3.5	(a)	Has "Democracy" improved your service delivery to those you are meant to serve? *Enter 1=Yes, 2=No, 8=NA, 9=DK*	|___|	*democ*
	(b)	What is your vision of democracy in Malawi			
	(c)	What are the major challenges of democracy in your sector?			
3.6	(a)	Does your institution consult the public prior to taking policy decisions that will affect them? *Enter 1=Yes, 2=No, 9=DK*	|___|	
	(b) If **YES**, describe the public participation methods that have been very effective	1)	|___|	
		2)	|___|	
		3)	|___|	

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3.7	The following are key democratic principles. To what extent would you say you understand them? **Enter 1=don't understand them, 2=somewhat understand, 3= Understand 4=understand them very well**		|___|	
	(a)	Separation of Powers?	|___|	
	(b)	Rule of law	|___|	
	(c)	Accountability and transparency	|___|	
	(d)	Does a civil servant have any obligation to the general public? **Enter 1=Yes 2=NO 9=DK**	|___|	
	(e)	Explain your response to (d) above		
		1)		
		2)		
		3)		
3.8	Rank for me the most important branch of government in your opinion?	The Executive	|___|	
		The Legislature	|___|	
	Enter 1= most important, 2 =important, 3= least important, 4=equal	The Judiciary	|___|	
3.9	In general in your institution, would you agree or disagree with the following statements? **Enter 1= Agree, 2=Partially agree, 3=Disagree**			
	1= **The members of the community know how decisions are taken by us**		|___|	
	2= **Ordinary people have easy access to us**		|___|	
	3= **There is a mechanism through which people express their views on how we should run**		|___|	
	4= **We respect the Laws of Malawi to the spirit**		|___|	
3.10	From the perspective of your sector, what are the major functions of local government? **Enter 1= mentioned**			
	1	**Making policy and decisions on local governance and development**	|___|	
	2	**Promoting infrastructural and economic development**		
	3	**Promoting local democratic institutions and participation**	|___|	
	4	**Mobilizing local resources for development**	|___|	
	5	**Making bye-laws for the good governance of their area**	|___|	
	6	**Working with the police to maintain peace and security**	|___|	
	7	**Delivering essential local services**	|___|	
3.11	In your opinion, what is the purpose of holding elections? **Enter 1=mentioned, 0=not mentioned**		|___|	
	1= **To choose representatives to hold an office**		|___|	
	2= **To ensure that office holders are acceptable to the majority of the people**		|___|	
	3= **To enable people express their will from time to time**		|___|	
3.12	Where would you *first* go for help, if any of the following happened to you: **Enter 1=police, 2=boss, 3=fellow worker of same sex 4=fellow worker opposite sex, industrial relations court, 6=ombudsman 7=ACB, 8=politician, 9=DK, 10=traditional means**			
	1=If you were sexually harassed at work		|___|	
	2=If you were dismissed without good reason		|___|	
	3=If you were turned down for a promotion on the basis of your race, sex, ethnicity, disability or HIV status		|___|	
	4=If you suspected a colleague had taken a bribe		|___|	
	5=a woman who was denied a top position on the grounds that she is a woman			
	6=a new law that has violated constitutional rights			
	7=you have been unlawfully dismissed in the civil service and the courts have been unable to assist you			
3.13	Which national institutions can people you serve approach when they: **Enter 1=police, 2=boss, 3=fellow worker of same sex 4=fellow worker opposite sex, industrial relations court, 6=ombudsman 7=ACB, 8=politician, 9=DK, 10=yourself**			
	1=Believe that a decision you have taken concerning them is wrong		|___|	
	2=Believe that you have decided against them because of their race, ethnicity, sex, disability or HIV status		|___|	
	3=Believe that a member of your ministry / local government is corrupt		|___|	
	4=Believe that you were rude to them and violated their sense of dignity		|___|	

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8.1.1.1.6 Democratic Institutions

	3.22 Institutions of democracy	3.23 In your opinion, are the institutions effective in their roles?	3.24 In your opinion, how accessible are they to the ordinary person?
		Enter 1=Yes 2=No 8=NA 9=DK	**1=Completely inaccessible, 2=Somewhat inaccessible, 3=Accessible, 4=Very Accessible**
1=	Malawi Police	|___|	|___|
2=	Prisons	|___|	|___|
3=	Magistrate Courts	|___|	|___|
4=	Industrial Relations Court	|___|	|___|
5=	High Court	|___|	|___|
6=	Supreme Court of Appeal	|___|	|___|
7=	Human Rights Commission	|___|	|___|
8=	Electoral Commission	|___|	|___|
9=	Ombudsman	|___|	|___|
10=	Anti-Corruption Bureau	|___|	|___|
11=	Law Commission	|___|	|___|
12=	President	|___|	|___|
13=	Members of Parliament	|___|	|___|
14=	Civil servants	|___|	|___|
15=	Media	|___|	|___|
16=	Traditional structures	|___|	|___|
17=	Faith based organisations	|___|	|___|

Section 4. *Rights based service delivery*

4.1	Mention at least 3 human rights that members of the public have and that you should respect whenever dealing with them. *Enter 1=identifies 3; 2=identifies 2; 3=identifies 1; 4=tries, but identifies none; 9 Does not know what human rights are*	|___|	
4.2	Whose duty is it to protect human rights? **1=mentioned 2=not mentioned**		
		1=the president	|___|
		2=government officials	|___|
		3=chiefs	|___|
		4=citizens	|___|
		5=the courts	|___|
			|___|

4.3 (a)	Have you heard of any of the following international institutions and instruments? *prompt* *Enter 1=Yes, 2=No*		
	1= The International Criminal Court	|___|	*icc*
	2= The International Criminal Tribunals (Rwanda, Sierra Leone etc.)	|___|	*ict*
	3= Convention on the Elimination of all forms Discrimination Against Women (CEDAW)	|___|	*cedaw*
	4= African Commission for Human and People's Rights	|___|	*achpr*
	5= African Charter	|___|	*ac*
	6= International Convention on Civil and Political Rights	|___|	*iccpr*
	7= Universal Declaration of Human Rights (UDHR)	|___|	*udhr*
	8= Convention on the Rights of the Child (CRC)	|___|	*crc*
4.3 (b)	Rank the following statements: *Enter 1=Never, 2=Sometimes, 3=Always*		
	1= Whenever a decision is taken that might affect the public (or a member of the public), they are given a chance to have their say before we take the decision.	|___|	
	2= When taking decisions, we think about what the impact will be on women	|___|	
	3= When taking decisions, we first check that the law governing us allows us to do so.	|___|	
	4= Whenever we take a decision that negatively affects someone, we provide written reasons for that decision	|___|	
4.4	(a) What is the Bill of Rights? **Enter 1=correct, 9=DK**		
	1) List of human rights listed in the constitution	|___|	
	(b) Has having the Bill of Rights improved your service delivery? *Enter 1=Yes, 2=No, 9=DK*	|___|	

4.5	(a)	How many international conventions and human rights instruments has your sector committed itself to		___		
				___		
	(b)	To what extent has each of these been domesticated in national legislation		___		

4.6	From your experience as a policy maker, are human rights a good idea? ***Enter 1=Yes, 2=No, 9=DK*** ***Let the respondent explain***		|___|	
		1=Bad because they protect criminals	|___|	
		2=Bad because there has been more crimes	|___|	
		3=Bad because people do not respect people in authority	|___|	
		4=Good because they ensure democracy	|___|	
		5=Good because they protect us	|___|	
4.7	In your opinion, who is most vulnerable to discrimination (unfair treatment) from the services you deliver?			
		1=a woman **4=someone with HIV/AIDS** **2=someone with a disability** **5= another group (please specify)** **3=a child**	|___|	

Women's Rights

4.8	*(a) Overall, there is a substantial number of senior public officials who do not believe men and women are equal.* ***Enter 1=agree, 2= partially agree 3=disagree, 9=DK***	|___|	
	(b)	What do you understand by the term "women's human rights" **Enter 1=shows understanding 2=shows lack of understanding, 9=DK**	|___|	
	(c)	Do you agree with the statement that when a man and a woman apply for a job with your Ministry / local government and they have the same qualifications and experience, the woman should get the job?	|___|	
	(d)	Should women earn **1=same amount of money, 2=more than or 3=less than men** for doing the same job of equal value	|___|	
4.9	Has having women's human rights protected in the Constitution improved: ***Enter 1=Yes, 2=No, 9=DK***	|___|	
	(a)	The lives of women in your institution	|___|	
	(b)	The lives of women served by your institution	|___|	
	(c)	Women's control of resources in their homes	|___|	
	(d)	Women's participation in politics	|___|	

Child rights

4.10	(a) Should children have special rights? ***Enter 1=agree, 2=disagree, 9=DK***		
	(b) What do you understand by the term 'child rights'? **Enter 1=shows understanding 2=shows lack of understanding, 9=DK**	|___|
4.11	(a)	Should all children go to school?	|___|
	(b)	Should children be taught "civic education" in school	|___|
	(b)	Should children be expected to: 1=Perform reasonable household chores	|___|
		2=Work all day on the farm	|___|
		3=Work for pay	|___|
4.12	Has having human rights protected in the Constitution improved the lives of children	|___|
4.13	Which of the following do you think the government/state has a duty to provide for all citizens? ***Enter 1=Yes, 2=No, 9=DK***	
	1= Help when there is a drought, flood or disaster	|___|
	2= Ensure children are given free primary education	|___|
	3= Ensure people's access to primary health care	|___|
	4= Ensure no discrimination to services based on ethnicity, sex, religion or disability	|___|
	5= Stop corruption	|___|
	6= Ensure development resources are provided fairly and to all in Malawi	|___|
4.14 (a)	To what extent has your ministry/local government done: **Enter 1=Nothing, 2= little, 3=enough, 4=Much more than could be expected of us**	
	1= To reduce poverty in Malawi	|___|
	2= To ensure people with disabilities are provided with equal services	|___|
	3= To ensure those with HIV/Aids are provided with special care	|___|
	4= To make it easy for people with disabilities to visit our offices	|___|

4.14 (b)	5=	To increase the access of all				
			People to:		Women to:	
		1. Basic resources	|___|		|___|	
		2. Education	|___|		|___|	

		3.	Food	|__|			|__|		
		4.	Shelter	|__|			|__|		
		5.	Infrastructure	|__|			|__|		
		6.	Health services	|__|			|__|		
		7.	Employment	|__|			|__|		
4.15	Mention at least one civic education activity that your institution has undertaken in the past 24 months			1)				|__|		
				2)				|__|		
				3)				|__|		

Section 5. *Nation Building*

5.1	Which two of these best describes you? I am a:	1= (mention the name of the person's ethnic group 2=Malawian		3=male 4=female	5=educated 6=Christian / Muslim 7=none	|__|	
5.2	In your opinion, which do you think is the biggest threat to the nation building: **Enter 1=mentioned** **(Show card of these options)**	1=jealousy				|__|	
		2=Ethnic tensions				|__|	
		3=Intolerance towards women				|__|	
		4=Intolerance towards minorities (ethnic minorities, people with disabilities, people with HIV/Aids, and other minorities)				|__|	
		5=HIV/Aids				|__|	
		6=Political intolerance				|__|	
		7=Lack of delivery by government				|__|	
		8=Religious intolerance				|__|	
		10=Corruption				|__|	
5.3	(a) When government or anyone else is recruiting new staff, should the recruits have to disclose their HIV status? **Enter 1=Yes, 2=No , 9=DK**					|__|	
	(b) Should employers employ new recruits who have HIV/AIDS? **Enter 1=Yes, 2=No, 9=DK**					|__|	
5.4	Which of the following acts would you regard as corruption? (**Show List from ACB)**						
5.5	Which of the following staff are more corrupt in your organisation: **Enter 1=Yes, 2=No, 9=DK**						
		1= Senior members of staff				|__|	
		2= Junior members of staff				|__|	
		3= Support staff				|__|	
		4= All of them – there is corruption at all levels				|__|	
		5= None of them – there is no corruption in our ministry / local govt				|__|	
5.6	Which of the following staff are more corrupt: **Enter 1=Yes, 2=No, 9=DK**						
		1= Civil servants who have been employed for less than 12 months				|__|	
		2= More than 12 months				|__|	
5.7	What should you do when people are corrupt? **Enter 1=mentioned**	**1=Report them to Police**				|__|	
		2=Report them to Anti-Corruption Bureau				|__|	
		3=Just leave them				|__|	
		4=Warn them of the malpractice				|__|	
5.8	What should the government do to stop corruption? **Enter 1=mentioned**	**1=Increase in salaries**				|__|	
		2=Better working conditions				|__|	
		3=Improvement in civic education				|__|	
		4=Heavy punishment				|__|	
		5=Christian/Islamic organisations should be involved				|__|	

5.10	Have you or any member of your family been unfairly denied of the following	Because of:			
	Enter 1=Yes, 2=No	**5.11.1 Ethnicity?**	**5.11.2 Region?**	**5.11.3 Religion?**	**5.11.4 Sex?**
	1. A job	|__|	|__|	|__|	|__|
	2. A government payment, loan or pension	|__|	|__|	|__|	|__|
	3. Water services	|__|	|__|	|__|	|__|
	4. Housing	|__|	|__|	|__|	|__|
	5. Land	|__|	|__|	|__|	|__|
	6. Access to court	|__|	|__|	|__|	|__|
	7. Access to a lawyer	|__|	|__|	|__|	|__|

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8. Service from a chief	|__|	|__|	|__|	|__|	
9. Service from the police	|__|	|__|	|__|	|__|	
10. Service from a prison	|__|	|__|	|__|	|__|	

Section 6. *My rights at work*

6.1	Which of the following does your institution have: ***Enter 1=Yes, 2=No, 8=DK***	1=Written job descriptions for all staff – with a copy given to the relevant staff member	|__|	
		2=A policy on sexual harassment at work	|__|	
		3=A policy to actively try to employ women and the disabled (an affirmative action policy)	|__|	
		4=A written grievance procedure, which is shared with all staff	|__|	
		5=A written disciplinary procedure , which is shared with all staff	|__|	
		6=A written procedure manual covering all levels of staff, which is shared with all staff	|__|	
		7=Written guidelines and procedures for new staff members	|__|	
6.2	To what extent is the national Aids policy applied in your institution: **Enter 1=I don't know – I've never heard of it, 2=I don't know – I have heard of it, but never seen it, 3=Not at all applied, 4=Applied a bit, 5=Completely applied**		|__|	

Thank you for participating in this survey!

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Annex F - Sampling Plan for Household Survey

District Name, EA Number and EA Name		Number of Interviews	Actual Location/village
BLANTYRE		**249**	
1.	018 Chigaru	14	From Chikwembere Sch, Henry Masamba, Kaphikamtama,Lime Quarry Boundary
2.	051 Kuntaja	15	From Mitsidi Sch.Westwards To DR Borgsterns Farm,And Pensulo Village
3.	011 Somba	18	From Mpemba Sch.BCFC Stn Lines,Kalitsiro,Somba,Mtelera, Jiya Vgs
4.	051 Somba	14	CK -Bt Boundary;From Madziabango Sch.Chepuka,Zonsezi, Ncembere Vg
5.	016 South Lunzu Ward	19	Nanthoko, Kirk Range Pvt Sch,Up To Area 7B-Lunzu R. West Boundary
6.	006 Mapanga Ward	18	Motel 84 Area,Singano To January Vgs,Chisenjele Farm,Mwalija,Liwenga Farm
7.	001 Nkolokoti Ward	44	
8.	013 Ndirande South	24	
9.	028 Ndirande South	34	
10.	010 Namiyango	19	Naizi School; To MACOHA Weaving Fac.To Clinic, Gomanjila Area.
11.	007 Limbe East	15	Namatapa C,From Namatapa R, Westwards,B4 Maternity Clinic
12.	009 Misesa	17	Blair Kapeni,Mselemu, Misesa D;Boundary Water Kiosk
MWANZA		**105**	
1.	008 Mlauli	5	Rabson B. Press Agriculture Estate
2.	017 Mlauli	15	Tulonkhondo Health Centre - Futsa School
3.	020 Mlauli	15	Mwembezi School Chaponda
4.	004 Nthache	9	Mtsamika School - Kasuza B
5.	008 Nthache	8	Milore- Mtandamawa Market
6.	028 Nthache	14	Tsegulani B. Muwale Market
7.	702 Mwanza Boma	21	Liwonde B. Chikolosa A The Other Side Of Mwanza Hotel
8.	706 Mwanza Boma	17	Mphande School Down To Prison Lines
THYOLO		**237**	
1.	018 Mbawela	12	
2.	024 Mbawela	21	
3.	026 Changata	15	East Of Mikulungu Sch;Makawa,Mamela,Saleys Vgs.
4.	018 Kuthemule	16	East Of Nchenga Sch:Chakholoma Vg,Church;Zangaphee,Mgonela
5.	024 Kuthemule	16	From Malamulo Sec Sch To Mapingo Estate,Mapingo Sch; Clinic Up To Lingoni Falls HEP Stn.
6.	012 Kapichi	14	Mikate Sch.Mikatee Vg,
7.	017 Kapichi	12	Khonjeni Sch,Mganiza Vg,Boundary Khonjeni R.
8.	032 Kapichi	13	Khave Sch.Shalla Up To Nazitule R.

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9.	022 Chilamwera	17	B4 Chipironi Blkt Factory:Mboma Estate & Tea Factory, Malepasi Lines
10.	006 Chimaliro	12	Phalula Vgs.-From Mtn View Sec Sch Thru Namatunu TC.-,
11.	012 Bvumbwe	13	Around Mikkolongwe Hill;Makwinja,Mpaso Vgs
12.	029 Bvumbwe	19	From Bvumbwe TC-William 1 & 2 Vgs
13.	056 Bvumbwe	20	Kankhomba Vg,Btn Sambazukulu Njoka & Mithuthu Rivers
14.	011 Thomasi	24	Chizunga Estate, Chinthebe 1 Vg.
15.	701 Thyolo Boma	13	Satemwa Dairy, Planters Tea Agents, Mphinji DEC, Thyolo TC-Boundary
MULANJE	**161**		
1.	003 Mabuka	17	Esperanza Estate
2.	022 Mabuka	14	Mikundi A
3.	120 Mabuka	17	Makala TC
4.	019 Laston Njema	17	Laston A Church
5.	037 Laston Njema	13	Msuwadzi Tea Reaerch Station
6.	046 Laston Njema	11	Chisambo School
7.	033 Nkanda	18	Namatunu
1.	057 Nkanda	16	Muhowa B
2.	075 Nkanda	12	Chikuli School
3.	007 Juma	12	Kamwendo Trading Centre
4.	021 Juma	14	Juma
PHALOMBE	**149**		
1.	002 Mkumba	13	Mambo
2.	012 Mkumba	15	Phutheya
3.	032 Mkumba	16	Namalawe/Vh Lungadzi
4.	038 Mkumba	15	Phaloni Sch
5.	160 Mkumba	27	Chimtenga
6.	161 Mkumba	12	Milambo/VH Nyambalo
7.	062 Nazombe	12	Khulambe B
8.	073 Nazombe	6	Mchenga A
9.	802 Nazombe	15	
10.	807 Nazombe	17	Thomu
CHIKWAWA	**197**		
1.	017 Ngabu	23	Gaffar New Farm
2.	023 Ngabu	12	Alumenda Sucoma Estate
3.	039 Ngabu	18	Kalulu
4.	045 Ngabu	26	Njuzi
5.	081 Ngabu	19	
6.	062 Chapananga	18	Chauwa
7.	003 Katunga	30	Mfera Sch
8.	006 Kasisi	5	Gogo
9.	010 Kasisi	30	Mwambezi Fisheries Staff House

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10.	041 Makuwira	16	
NSANJE		**105**	
1.	006 Chimombo	13	Nyamizinga
2.	006 Mlolo	14	Buleya
3.	017 Tengani	14	Chikhao
4.	801 Mbenje	17	Chapasuka
5.	806 Mbenje	11	
6.	809 Mbenje	14	Kadamera
7.	004 Malemia	21	Chingwe
BALAKA		**31**	
1.	122 Msamala	19	Zidyana
2.	707 Balaka Town	13	Balaka PVT Sec School
ZOMBA		**211**	
1. 023 Kuntumanji		14	Gadabwali
2. 045 Kuntumanji		19	Matawale
3. 086 Mwambo		19	Ramsey 2
4. 038 Chikowi		20	Kuntamba Mosque
5. 064 Mbiza		16	
6. 088 Mbiza		17	
7. 809 Mbiza		15	
8. 068 Mlumbe		12	Kusangala
9. 070 Mlumbe		16	Zobwe
10. 112 Mlumbe		15	Munyembete Farm
11. 125 Mlumbe		16	Mtokoma
12. 001 Chikamveka		15	Old Naisi
13. 003 Likangala Central		17	Sadzi Rural Low Cost

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Central Region

District Name, EA Number and EA Name	Number of Interviews	Actual Location/village
DEDZA	**177**	
1. 049 Pemba	16	
2. 002 Chilikomwendo	15	Kanyumbu B
3. 025 Chilikomwendo	17	Chidewere Sch
4. 069 Kaphuka	21	Njuchi
5. 082 Kaphuka	20	Mthenga
6. 034 Kasumbu	26	Maketa Sch
7. 044 Kasumbu	12	Kaboola
8. 902 Kasumbu	8	Simon Chisale
9. 023 Kachindamoto	17	Tembetembe
10. 056 Kachindamoto	13	Kazembe A
11. 009 Kamenya Gwaza	13	
DOWA	**173**	
1. 023 Dzoole	22	Dzosaiwalika Farm
2. 005 Chakhaza	40	Bowe Admarc
3. 008 Chakhaza	13	Kachala
4. 023 Chakhaza	16	Chikumbo/Inje
5. 802 Chakhaza	18	Bua TC
6. 024 Kayembe	26	Kayembe School
7. 015 Chiwere	19	Chinguwo B
8. 036 Msakambewa	19	Chiwale
KASUNGU	**232**	
1. 024 Kaluluma	17	Kanakuliwa
2. 005 Simlemba	17	Magonera Farm
3. 002 M'nyanja	10	Mpasadzi Scheme Blocks
4. 012 Kaomba	21	Chiphaso Mission
5. 004 Lukwa	29	Muomba Estate
6. 009 Lukwa	24	Mkanakufa Farm
7. 014 Chulu	21	Gwali-Gwali
8. 024 Chulu	37	Jembe Farm
9. 026 Chulu	27	Chimbwadzi Estate
10. 028 Santhe	29	Kantimbo Sch
MCHINJI	**92**	
1. 004 Mavwere	25	Tikhalenawo Wolakwandine Farm Vhmfukwa
2. 060 Mavwere	14	
3. 061 Mavwere	10	
4. 047 Nduwa	17	Mzimu Farm Vh Matimba

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5.	039 Mkanda	1	Luwerezi Estate Vh Mkanda
6.	021 Dambe	24	Mpini Estate Chimkokomo Farm
NTCHEU		**168**	
1.	049 Phambala	12	Bamba/ Matchereza
2.	027 Mpando	27	Symon Mpando 2
3.	059 Makwangwala	15	Livilidzi Estate
4.	032 Njolomole	13	Chikapa Trad Court
5.	033 Njolomole	14	Gowa Mission
6.	001 Chakhumbila	27	Fosa SCH
7.	002 Masasa	22	Mchochoma/SC Kamenyagwaza
8.	014 Masasa	15	
9.	701 Ntcheu Boma	22	
NTCHISI		**93**	
1.	003 Kasakula	17	Chileka Mt
2.	022 Kalumo	17	Kalulu Sch
3.	006 Nthondo	21	Chikhala Sch
4.	004 Chilooko	15	Kabvulala A
5.	701 Ntchisi Boma	24	Chiwembe Location
SALIMA		**132**	
1.	013 Karonga	22	Chipunza,Khongwe,Chembe Vgs(E)-Miseche R.(W),Namachete R,(N)
2.	033 Karonga	10	*Katanda Sch.*,Akumgozi,Kalebe,Mvululu Vgs.
3.	006 Ndindi	13	Lifidzi R,(N), Magumbwa, Kamtumbidza Vgs ,East Of Mchoka Sch
4.	801 Kambalame	6	Ngodzi TC.Post Of. X-Road Eastward To Kwaluwalu
5.	905 Kambalame	5	Mpitilira Sch. Towards Forest Reserve(E)
6.	006 Khombeza	8	Kambanga Vg,Kadzanja, Chifundo, Kadziyo, Chandiwo Estates
7.	023 Khombeza	15	Chimonjo Rural Housing South.(Chikho,Mpanje Vgs)
8.	715 Salima Township	28	
9.	716 Salima Township	23	

NKHOTAKOTA		**91**	
1.	016 Malenga Chanzi	22	Mpondanjobvu Estate Tandwe A Anglican Church
2.	001 Mwadzama	38	Tikondwe Farm Down To Kayoyo Estate
3.	026 Mwadzama	16	Pembala A South Vh Khongolo
4.	702 Nkhotakota Boma	15	MAKUTA III (A)
LILONGWE		**537**	
1.	001 Area 5	4	Maula Parish Area
2.	019 Area 7	22	Kawale-Lower Police Lines
3.	004 Area 18	17	18A North Salima Road Around Chejika Pvt School
4.	018 Area 21	22	South Chilinde Parish
5.	010 Area 22	25	Along Chidzanja Road

6.	023 Area 23	37	East Tsabango Water Tank
7.	002 Area 44	48	Kauma A
8.	001 Area 47	22	Sector 3-5
9.	006 Area 49	35	Gulliver Lines Around Private Clinic
10.	021 Area 57	17	
11.	023 Area 57	25	
12.	011 Chadza	15	Jhanas Farm Lipandwe VH Namakho
13.	035 Chadza	21	East Bunda LEA School
14.	008 Kalolo	16	Sosola A VH Luwinga
15.	038 Kalolo	18	Namitete Mission- Namitete Tech School
16.	060 Chiseka	20	Chiseka School
17.	124 Chiseka	19	Chazondoka VH Chiwale - Mtengoumodzi
18.	017 Mazengera	15	South Mtsiliza V H Mziza Down To Kathumba Dip Tank
19.	025 Mazengera	11	Khokwa Wansambo V H Khokwa II
20.	050 Mazengera	13	Chimwankhuku Kachembe V H Mtonda
21.	073 Mazengera	17	Gomba V H Chauwa And South Of Chauwa School
22.	020 Chitekwere	17	South Chimbalanga Dip Tank V H Chimbalanga
23.	019 Khongoni	18	
24.	009 Chimutu	13	South Kamphata VH Zungulila -
25.	027 Chimutu	12	Chaseka VH Njewa
26.	040 Malili	21	VH Makanga- Kawinuwinu A
27.	020 Kabudula	19	Mulenga A - Katema B V H KATEMA

Northern Region

District Name, EA Number and EA Name	Number of Interviews	Actual Location/village
MZIMBA	**200**	
1. 036 Mtwalo	18	Chimonechi Moyo
2. 031 Kampingo Sibande	25	Wozi School
3. 007 Mzikubola	16	Thanthe School
4. 003 Khosologwaza Jere	20	Unyolo MCDE
5. 005 Mpherembe	33	Thunduwike School
6. 708 Mzimba Boma	38	MHC Lines B
7. 008 Lipaso	16	Mzuzu Sec School
8. 003 Zolozoro	17	Katawa
9. 011 Chiputula	19	Chiputula J
KARONGA	**111**	
1. 001 Kyungu	4	Kalembo Hills
2. 003 Kyungu	11	Marko Mwenechilanga
3. 032 Kyungu	20	Lupumbe Agric Station

4. 801 Mwiran'gombe	14	
5. 702 Karonga Town	30	Rukuru Sch
6. 714 Karonga Town	32	National Bank / Stanbic Bank
CHITIPA	**28**	
1. 005 Nthalire	13	Lukoma Ngomba
2. 003 Kameme	16	Chiwanga Sch
NKHATA BAY	**56**	
1. 011 Kabunduli	31	Chihami Sch
2. 003 Musisya	26	Sangano J P Sch
RUMPHI	**74**	
1. 012 Chikulamayembe	26	Mtembekenge Estate
2. 038 Chikulamayembe	15	Vinyoronyoro Farm
3. 001 Mwankhunikira	14	Matipa/Chikoko
4. 810 Katumbi	18	
LIKOMA	**-**	
3.		
4.		

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Annex G - Detailed sampling plan

Southern Region

District Name, EA Number and EA Name	Number of Interviews	Females		Males	
a. MANGOCHI	**200**	**104**		**96**	
		10	94	10	86
		<16	adults	<16	adults
1. 053 Chimwala	11		6		5
2. 012 Nankumba	17	2	7	2	6
3. 030 Nankumba	14		7		7
4. 059 Nankumba	21	2	9	2	8
5. 015 Bwana Nyambi	15		8		7
6. 039 Bwana Nyambi	17	2	7	2	6
7. 049 Chowe	11		6		5
8. 063 Chowe	16		8		8
9. 074 Chowe	11		6		5
10. 023 Katuli	13		7		6
11. 001 Makanjila	21	2	9	2	8
12. 801 Makanjila	19	2	8	2	7
13. 010 Namwabvi	14		7		7
b. MACHINGA	**111**	**58**		**53**	
		6	52	5	48
		<16	adults	<16	adults
1. 007 Liwonde	16	2	6	2	6
2. 028 Kawinga	15		8		7
3. 059 Kawinga	12		6		6
4. 006 Mlomba	16	2	6	1	7
5. 010 Chitowe	15		8		7
6. 006 Ngokwe	15		8		7
7. 701 Machinga Boma	20	2	8	2	8
c. CHIRADZULU	**79**	**41**		**38**	
		4	37	3	35
		<16	adults	<16	adults
1. 010 Mpama	17	2	7	1	7
2. 033 Mpama	14		7		7
3. 019 Likoswe	19	2	8		9
4. 061 Kadewere	14		7		7
5. 020 Nchema	15		8	2	5

District Name, EA Number and EA Name	Number of Interviews	Females		Males	
d. BLANTYRE	**249**	**130**		**119**	
		13	**117**	**12**	**107**
		<16	**adults**	**<16**	**adults**
13. 018 Chigaru	14	2	5	1	6
14. 051 Kuntaja	15	2	6	1	6
15. 011 Somba	18	2	7	1	8
16. 051 Somba	14		7		7
17. 016 South Lunzu Ward	19		10	2	7
18. 006 Mapanga Ward	18		9		9
19. 001 Nkolokoti Ward	44	4	19	5	16
20. 013 Ndirande South	24		12		12
21. 028 Ndirande South	34	3	15	2	14
22. 010 Namiyango	19		10		9
23. 007 Limbe East	15		8		7
24. 009 Misesa	17		9		8
e. MWANZA and NENO	**105**	**55**		**50**	
		5	**50**	**5**	**45**
		<16	**adults**	**<16**	**adults**
9. 008 Mlauli	5		3		2
10. 017 Mlauli	15	2	6	2	5
11. 020 Mlauli	15		8		7
12. 004 Nthache	9				4
13. 008 Nthache	8		4		4
14. 028 Nthache	14	1	6	1	6
15. 702 Mwanza Boma	21	2	9	2	8
16. 706 Mwanza Boma	17		9		8
f. THYOLO	**237**	**123**		**114**	
g.		**12**	**111**	**11**	**103**
		<16	**adults**	**<16**	**adults**
16. 018 Mbawela	12		6		6
17. 024 Mbawela	21	3	8	2	8
18. 026 Changata	15		8		7
19. 018 Kuthemule	16	1	7	1	7
20. 024 Kuthemule	16	1	7	1	7
21. 012 Kapichi	14		7		7
22. 017 Kapichi	12		6		6
23. 032 Kapichi	13		7		6
24. 022 Chilamwera	17	2	7	1	7
25. 006 Chimaliro	12		6		6
26. 012 Bvumbwe	13		7		6
27. 029 Bvumbwe	19	1	9	2	7
28. 056 Bvumbwe	20	2	8	2	8

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29. 011 Thomasi	24	2	10	2	10
30. 701 Thyolo Boma	13		7		6

District Name, EA Number and EA Name	Number of Interviews	Females		Males	
h. MULANJE	**161**	**84**		**77**	
i.		**8**	**76**	**7**	**70**
		<16	**adults**	**<16**	**adults**
8. 003 Mabuka	17	2	7	2	6
9. 022 Mabuka	14		7		7
10. 120 Mabuka	17		9		8
11. 019 Laston Njema	17		9		8
12. 037 Laston Njema	13	2	5	1	5
13. 046 Laston Njema	11		6		5
14. 033 Nkanda	18	2	7	2	7
5. 057 Nkanda	16		6		6
6. 075 Nkanda	12		6		6
7. 007 Juma	12		6		6
8. 021 Juma	14		7		7
j. PHALOMBE	**149**	**77**		**72**	
k.		**8**	**69**	**7**	**65**
		<16	**adults**	**<16**	**adults**
11. 002 Mkumba	13		7		6
12. 012 Mkumba	15		8		7
13. 032 Mkumba	16	2	6	2	6
14. 038 Mkumba	15		8		7
15. 160 Mkumba	27	3	11	2	11
16. 161 Mkumba	12		6		6
17. 062 Nazombe	12		6		6
18. 073 Nazombe	6		3		3
19. 802 Nazombe	15	1	7	1	6
20. 807 Nazombe	17	2	7	2	6
l. CHIKWAWA	**197**	**102**		**95**	
		10	**92**	**9**	**86**
		<16	**adults**	**<16**	**adults**
11. 017 Ngabu	23	2	10	2	9
12. 023 Ngabu	12		6		6
13. 039 Ngabu	18		9		9
14. 045 Ngabu	26	2	12	2	10
15. 081 Ngabu	19		10		9
16. 062 Chapananga	18		9		9
17. 003 Katunga	30	3	13	2	12
18. 006 Kasisi	5		3		2

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19. 010 Kasisi	30	3	13	3	11
20. 041 Makuwira	16		8		8

District Name, EA Number and EA Name	Number of Interviews	Females		Males	
m.NSANJE	**105**	**55**		**50**	
		6		4	
		<16	adults	<16	adults
8. 006 Chimombo	13		7		6
9. 006 Mlolo	14		7		7
10. 017 Tengani	14		7		7
11. 801 Mbenje	17	3	6	2	6
12. 806 Mbenje	11		6		5
13. 809 Mbenje	14		7		7
14. 004 Malemia	21	3	8	2	8
n. BALAKA	**31**	**16**		**15**	
		2	15	1	14
		<16	adults	<16	adults
3. 122 Msamala	19	2		1	
4. 707 Balaka Town	13				
o. ZOMBA	**211**	**110**		**101**	
		11	99	10	91
		<16	adults	<16	adults
14. 023 Kuntumanji	14		7		7
15. 045 Kuntumanji	19	2	8	2	7
16. 086 Mwambo	19	2	8	2	7
17. 038 Chikowi	20	3	7	2	8
18. 064 Mbiza	16		8		8
19. 088 Mbiza	17	2	7	2	6
20. 809 Mbiza	15		8		7
21. 068 Mlumbe	12		6		6
22. 070 Mlumbe	16		8		8
23. 112 Mlumbe	15		8		7
24. 125 Mlumbe	16		8		8
25. 001 Chikamveka	15		8		7
26. 003 Likangala Central	17	2	7	2	6

3.   Central Region

District Name, EA Number and EA Name	Number of Interviews	Females		Males	
		<16	adults	<16	adults
a. DEDZA	**177**	**92**		**85**	

		<16	adults	<16	adults
12. 049 Pemba	16	1	7	1	7
13. 002 Chilikomwendo	15	1	7	1	6
14. 025 Chilikomwendo	17	1	8	1	7
15. 069 Kaphuka	21	2	9	1	9
16. 082 Kaphuka	20	2	8	2	8
17. 034 Kasumbu	26	2	12	2	10
18. 044 Kasumbu	12		6		6
19. 902 Kasumbu	8		4		4
20. 023 Kachindamoto	17	1	8	1	7
21. 056 Kachindamoto	13		7		6
22. 009 Kamenya Gwaza	13		7		6
b. DOWA	**173**	**90**		**83**	
		<16	adults	<16	adults
9. 023 Dzoole	22	1	10	1	10
10. 005 Chakhaza	40	1	18	3	16
11. 008 Chakhaza	13	0	0	0	6
12. 023 Chakhaza	16	0	8	0	8
13. 802 Chakhaza	18	1	8	1	8
14. 024 Kayembe	26	2	12	1	11
15. 015 Chiwere	19	1	9	1	8
16. 036 Msakambewa	19	1	9	`1	8
c. KASUNGU	**232**	**121**		**111**	
		<16	adults	<16	adults
11. 024 Kaluluma	17	0	9	0	8
12. 005 Simlemba	17	0	9	0	8
13. 002 M'nyanja	10	0	5	0	5
14. 012 Kaomba	21	0	11	0	10
15. 004 Lukwa	29	3	12	2	12
16. 009 Lukwa	24	1	11	1	11
17. 014 Chulu	21	0	11	0	10
18. 024 Chulu	37	3	16	3	15
19. 026 Chulu	27	2	12	2	11
20. 028 Santhe	29	3	12	3	11
d. MCHINJI	**92**	**48**		**44**	
		<16	adults	<16	adults
7. 004 Mavwere	25	2	11	2	10
8. 060 Mavwere	14	0	7	0	7
9. 061 Mavwere	10	0	5	0	5
10. 047 Nduwa	17	1	8	1	7
11. 039 Mkanda	1	0	1	0	0
12. 021 Dambe	24	2	10	1	11

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e. NTCHEU	168	87		81	
		<16	adults	<16	adults
10. 049 Phambala	12		6		6
11. 027 Mpando	27	2	12	1	12
12. 059 Makwangwala	15	1	7	1	6
13. 032 Njolomole	13		7		6
14. 033 Njolomole	14	1	6	1	6
15. 001 Chakhumbila	27	2	12	2	11
16. 002 Masasa	22	1	10	1	10
17. 014 Masasa	15	1	7	1	6
18. 701 Ntcheu Boma	22	1	10	1	10
f. NTCHISI	93	48		45	
		<16	adults	<16	adults
6. 003 Kasakula	17	1	8	1	7
7. 022 Kalumo	17	1	8	1	7
8. 006 Nthondo	21	1	10	1	9
9. 004 Chilooko	15	1	7	1	6
10. 701 Ntchisi Boma	24	1	11	1	11
g. SALIMA	132	69		63	
		<16	adults	<16	adults
10. 013 Karonga	22	2	9	2	9
11. 033 Karonga	10		5		5
12. 006 Ndindi	13		7		6
13. 801 Kambalame	6		3		3
14. 905 Kambalame	5		3		2
15. 006 Khombeza	8		4		4
16. 023 Khombeza	15	1	7	1	6
17. 715 Salima Township	28	2	13	2	11
18. 716 Salima Township	23	2	10	1	10

District Name, EA Number and EA Name	Number of Interviews	Females		Males	
h. NKHOTAKOTA	91	47		44	
		<16	adults	<16	adults
5. 016 Malenga Chanzi	22	2	9	1	10
6. 001 Mwadzama	38	3	17	3	15
7. 026 Mwadzama	16		8		8
8. 702 Nkhotakota Boma	15		8		7
i. LILONGWE	537	279		258	
		<16	adults	<16	adults
28. 001 Area 5	4		2		2
29. 019 Area 7	22	2	9	2	9

30. 004 Area 18	17		9		8
31. 018 Area 21	22	2	9	2	9
32. 010 Area 22	25		13		12
33. 023 Area 23	37	4	15	3	15
34. 002 Area 44	48	5	20	5	18
35. 001 Area 47	22		11		11
36. 006 Area 49	35	4	14	3	14
37. 021 Area 57	17		9		8
38. 023 Area 57	25	3	10	3	9
39. 011 Chadza	15		8		7
40. 035 Chadza	21	1	10	1	9
41. 008 Kalolo	16		8		8
42. 038 Kalolo	18		9		9
43. 060 Chiseka	20	2	8	2	8
44. 124 Chiseka	19		10		9
45. 017 Mazengera	15		8		7
46. 025 Mazengera	11		6		5
47. 050 Mazengera	13		7		6
48. 073 Mazengera	17		9		8
49. 020 Chitekwere	17		9		8
50. 019 Khongoni	18	1	8	1	8
51. 009 Chimutu	13		7		6
52. 027 Chimutu	12		6		6
53. 040 Malili	21	2	9	2	8
54. 020 Kabudula	19	2	8	2	7

4.   Northern Region

District Name, EA Number and EA Name	Number of Interviews	Females		Males	
		104		96	
a. MZIMBA	200	10		9	
		<16	adults	<16	adults
10. 036 Mtwalo	18	1	8	1	8
11. 031 Kampingo Sibande	25	2	11	2	10
12. 007 Mzikubola	16		8		8
13. 003 Khosologwaza Jere	20	1	9	1	9
14. 005 Mpherembe	33	2	15	2	14
15. 708 Mzimba Boma	38	3	17	3	16
16. 008 Lipaso	16		8		8
17. 003 Zolozoro	17		9		8
011 Chiputula	19	1	9	1	8
b. KARONGA	111	58		53	
		<16	adults	<16	adults
7. 001 Kyungu	4		2		2
8. 003 Kyungu	11		6		5
9. 032 Kyungu	20	2	8	1	9

10. 801 Mwiran'gombe	14			7		7	
11. 702 Karonga Town	30	2		14	2	12	
12. 714 Karonga Town	32	2		15	2	13	
c. CHITIPA	**28**	**15**		**14**			
		<16	**adults**	**<16**	**adults**		
5. 005 Nthalire	13	1	6	1	5		
6. 003 Kameme	16	1	7	1	7		
d. NKHATA BAY	**56**	**29**		**27**			
		<16	**adults**	**<16**	**adults**		
5. 011 Kabunduli	31	2	14	2	13		
6. 003 Musisya	26	1	13	1	11		
a. RUMPHI	**74**	**38**		**36**			
		<16	**adults**	**<16**	**adults**		
5. 012 Chikulamayembe	26	2	12	2	10		
6. 038 Chikulamayembe	15	2	6	1	6		
7. 001 Mwankhunikira	14		7		7		
8. 810 Katumbi	18	2	7	1	8		
b. LIKOMA	**-**	**5**		**5**			
		<16	**adults**	**<16**	**adults**		

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Annex H - List of Supervisors and Research Assistants

List of Supervisors and Research Assistants

	Supervisor 01 (S01) Chimwenje Simwaka (Household)	Supervisor (S02) Gogho Chinkhumba (Household)	Supervisor 04 (S04) Harry Mkamanga (Household)	Supervisor 05 (S05) Ndaziona Mdulamizu Public Officials and Civic Educators
	S01	**S02**	**S04**	SO5
1	**019-William** Nkaonja	**026-Abel** Kavuta	**018-Dominic** Phiri	037-Mercy Chimpokosera
2	**020-Lumbani** Nkhoma	**031-Virginia** Chisale	028-Symon Goliati	043-Amos Bemeyani
3	**035-Chifundo** Manyungwa	**005-Felix** Kalonga	**001-Jimmy** Kazembe	051-Memory Chipyola
4	**015-Pheristas** Chipalanjira	**022-Thwango** Ndalama	**017-Atupele** Mwenifumbo	053-Doris Nazonse
5	**025-Malan** Nyirenda	**023-Alifeyo** Nyasulu	**016-Chimwemwe** Msampha	011-Nancy Chawawa
6	**033-Kaulungu** Simwaka	**029-Deliwe** Mangani	**004-Kuleza** Mlia	050-William Nyirenda
7	**030-Annie** Juma	**002-Winnie** Seunda	**003-Kissa** Mwalwimba	
8	**013-Margret** Msampha	**009-Mirriam** Nyirenda	**034-Tisungeni** Zimpita	
9	**008-Diana** Chanika	**005-Chiletso Makata**		

	Data Entry Officers
1	055-Thokozani Hatahata
2	056-Tijepani Gondwe
3	057-Peter Mariani
4	058-Judith Katuya
5	059-Moses Zgambo
6	060-Mbachi Ngulube
7	061-Loveness Ndaziona
8	062-Moses Zgambo

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Annex I - Focus Group Discussion Attendees - National Institutions

Lilongwe – 25 November 2005

Name	Institution	Position	No. of years	Tel	Address
Thandie Nkhovole	Malawi Electoral Commission	Head of Civic and Voter Education and	3	08875809

01622033 | P/Bag 113, Blantyre |
| B P Nkhoma | National Compensation Tribunal | Tribunal Administrator | 1 ½ | 0360475 | P/Bag 4, Maselema, Blantyre 8 |
| Fastone Sabwera | Office of the Ombudsman | Principle Research and Civic Education Officer | 5 | 01774899

08898996 | P/Bag 348 Lilongwe, 3 |
| Bright P J Chimatiro | Anti-Corruption Bureau | Public Education Officer | 4 | 01757844

09311911 | P O Box 2437, Lilongwe |
| Julius K Munthali | Anti-Corruption Bureau | Senior Training Officer | 6 | 01757844 | P O Box 2437, Lilongwe |
| Henry Macheso | Malawi Law Commission | Administrative Officer | 2 | 01772822

09951257 | P/Bag 273 Lilongwe |

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Annex J - Focus Group Discussion Attendees - Parliamentarians

Lilongwe – 24 November 2005

Name	Party	Constituency	No. of years	Tel	Address
Peter R Gonani	Independent	Zomba Lhisi	1 ½	08833794	Box 20, Zomba 01525884
Folger G nYIRONGO	People's Progressive Movement	Mzimba Luwerezi	1 ½	08857081 09379216	P O Box 30211, Lilongwe 3
Lilian Patel	United Democratic Front	Mangochi South	11 ½	08835738	P O Box 338, Mangochi
J V Gola	United Democratic Front	Ntchewu Central	1 ½	09917732	Box 100 Ntchweu
Assan Lipande	Independent	Ntchewu North	1 ½	09927417	Box 62, Mlangeni, Ntchewu
Jean M Sendeza	MCP	Lilongwe South West	1 ½	09922978 01770369	Box 31180, Lilongwe 3
Frank Chidzaye Kuseni	MCP	Dowa East (Mvera)	1 ½	08354509 09330420	P O Box 118, Mvera
Loveness Gondwe	Aford	Mzimba West	6 ½	08552417 98332405	P O Box 40508Kanengo
A J Mbowani	MCP	Nkhotakota South	1 ½	09933453	P O Box 375, Lilongwe
Aaron M Sangala	Independent / DPP	Blantyre Malabada	1 ½	08205213	P O Box 1360, Blantyre

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Annex K - Focus Group Discussion Attendees – Disabled people

Name	Organisation	Address
John Chiutsi	MADISA	Box 90143 Tel: 01665030
Glyphyns Machaka	MADISA	Box 90143 Tel: 01665030
Lonnie Salama	Parents of Disabled Children Association of Malawi	Box 80103, Blantyre 8 Cell: 08896499
Hanneck Mdoka	Parents of Disabled Children Association of Malawi	Box 80103, Blantyre 8
Amos Malizani	Parents of Disabled Children Association of Malawi	Box 80103, Blantyre 8
Maria Phalula	Association of the Physically Disabled of Malawi	08857100
Charles Khaula	Association of the Physically Disabled of Malawi	09928573
Chimwemwe Massah	Albino Association of Malawi	08320708
Nitta Hanjahanja	Disabled Women in Development	08329962
Sigere Kasasi	Disabled Women in Development	Box 2284, Blantyre
G. Chiwaula	Executive Director, Federation of Disability	

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Annex L - Feedback Workshop Report

Stakeholders / Reference Group

Feedback workshop

19 January 2006

1.   Introduction
In line with the consultant's terms of reference, a meeting was convened by DCP on 19 February for the consultants (in particular, Greg Moran, Paul Nkhoma and Tobias Chirwa) to present the Draft Final Report and its main findings to members of the Reference Group and other stakeholders and to obtain comments, recommendations and suggestions for dissemination. To this end, DCP circulated the report to all invitees approximately two weeks prior to the meeting.

2.   Participants
- Mr. Greg Moran - Greg Moran and Associates / COWI
- Mr. Paul Nkhoma - Millennium Consulting Group
- Dr. Tobias Chirwa - Millennium Consulting Group
- Mrs. D. E. Kaluluma - Office of the President and Cabinet
- Mr. Mgeme Kalilani - Malawi Television
- Mr. Marvin Hanke - Story Workshop Educational Trust
- Mrs. Lusungu Dzinkambani - Development Broadcasting Unit
- Mr. Taweni Kalua - Malawi Broadcasting Corporation
- Mr. Munday Makoko - UNDP
- Mrs. E. Chanika - Civil Liberties Committee
- Mr. Fred Yiwombe - Malawi CARER
- Ms. Priscilla Sagawa - Church and Society, CCAP Blantyre Synod
- Mr. Peter Ngulube Chinoko - CCJP Lilongwe Diocese
- Mr. Bright P. S. Chimatiro - Anti-Corruption Bureau
- Ms. Tamala Andsen - Body of Case Handling Institutions
- Mr. Fenwick Kamanga - Anti-Corruption Bureau
- Mrs. Kettie Chisi Nthara - Industrial Relations Court
- Mr. A. V. Nanthuru - Malawi Electoral Commission
- Mr. Jacob Nkhambule - Church and Society, CCAP Livingstonia Synod
- Mr. MacBain Mkandawire - Youth Net and Counselling
- Mr. Fastone Sabwera - Office of the Ombudsman
- Mrs. Sophia Nthenda - Public Affairs Committee
- Mrs. Seodi White - Women and Law in Southern Africa
- Mr. Amani Mussa - Democracy Consolidation Programme
- Mr. Martin Phiri - Democracy Consolidation Programme

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- Mrs. Georgina Chikoko - Democracy Consolidation Programme
- Mrs. Grace Varela - Democracy Consolidation Programme

3. Agenda
- Welcome and introductions (Mr Amani Mussa)
- Background to the project (Greg Moran)
- Methodology (Paul Nkhoma)
- Implementation of the Survey (Paul Nkhoma)
- Results and analysis (Greg Moran and discussion)
- Recommendations (Greg Moran and discussion)
- Dissemination and GIS (Greg Moran and discussion)
- The way forward (Greg Moran)
- Thanks and Closure (Mr Amani Mussa).

4. Discussion
After the welcome and introductions, the consultants provided an overview of the project, its background, methodology and implementation. The results and analysis were presented and discussed by the meeting. Generally, the report was favourably received. A few comments and concerns were raised and these have been incorporated into the Final Report where appropriate.

Participants were then asked for any recommendations. None were forthcoming. They were then asked for suggestions on how the report should be disseminated and their suggestions have been incorporated into the Final Report in the appropriate chapter.

After explaining the process of finalising the written version of the report and the GIS programme and training, the consultants thanked DCP for the opportunity of participating in the survey. Mr Amani Mussa then thanked participants for attending and closed the workshop.

Annex M - Civil Society Organisations Interviewed

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Annex M - Civil Society Organisation Interviewed

Serial	Name of Organisation	Location	Name of Person Interviewed	Organisation Type
1	Apatsa Institute and Development Agency	Nathenje	Laelo Golden	Community Based Organisation
			Christopher Sandifore	Community Based Organisation
			Harry Richard	Community Based Organisation
2	Association for Rural Community Development	Falls	Blessings Sabawo	NGO
			Victoria Chilowa	NGO
3	Association For The Employment Women	Chitawira	Living Kalimanjira	NGO
			Maxwell Matewere	NGO
			Lusako Phambana	NGO
4	Association of sumi		Sheik Rahid Wasiki	Religious - Islam
5	Bwanje Environment And Rural Development	Bwanje	Innocent Kalulu	Community Based Organisation
			Francis Mkungula	NGO
			Edith Gama	NGO
6	CPAR	Pizzaland	Jean Chitule	NGO
7	CCJP Mzuzu	Chikangawa Road	John Chawinga	Religious - Christian
8	Center for Advancement and Development of Youth and Children	Mponela	Vaileti Banda	NGO
			Elizabeth Sulaji	NGO
			Godfrey Tobias	Community Based Organisation
			Dezimond Mgango	NGO
9	Chidothe CBO	Mponela	Mrs Prisca Kanthenga	Community Based Organisation
		Mponela	Mrs Jessie Mtukula	Community Based Organisation
10	Children of the Nation	Mchinji Road	Mrs Lungu	Religious - Christian
			Thoni Mambo	Religious - Christian
			Kebass Agbermodji	Religious - Christian
11	Chimembe Opharn Care Centre	Chimembe	Sonia Chumachiyenda	Community Based Organisation
			Thokozani Ndau	Community Based Organisation
			Redson Bwande	Community Based Organisation
12	Chodothi OVC	Mponela	Filipina Lungu	Community Based Organisation
13	Christian orphan outreach Mission	Geldec	Marcia Kondowe	Religious - Non denominational
			Evelyn Jesman	Religious - Non denominational
			Sakina Katola	NGO
14	Christian Service Committee	HHI	Rankin Mwamad	Religious - Non denominational
			Evelyn Chitosi	Religious - Non denominational
			Mabvuto Mhango	Religious - Non denominational
15	Church and Society Blantyre Synod	HHI	Billy Mayaya	Religious - Christian
			Priscilla Sagawa	Religious - Christian
16	Citizen network for foreign affairs	Kamuzu procession road	Phyness Thembulembu	NGO
			Richard Chapwweteka	NGO
17	Civil Liberties Committees (CILIC)	Hendreson Street Development House	E. Chanika	NGO
			Felix chikalila	NGO
			Khama Moyo	NGO
18	Community Health And Environmental Care Trust	Nathenje	Anne Mbewe	Community Based Organisation
			Allena Amosi	NGO
			Kelvin Sambani	Community Based Organisation
19	Creative Centre for Community Mobilisation (Creccom)	MULUNGUZI EAST-OFF M3 ROAD NEAR LUTHERAN CHURCH	George jobe	NGO
			Ernest Pemba	NGO
			Zikani Kaunda	NGO
20	CTPAR	Old town	Anthony Soko	NGO
21	DALISTO TRUST	Biwi	Simon Tembo	Religious - Christian
			Thomas Husbands	Religious - Christian
			Limon Abel	Religious - Christian
22	Development Aid from People to People (DAPP)	Ginnery Corner	Lisbeth Thomsen	NGO
			Molly Chirambo	NGO
23	Dignitas Internation	Old Naisi		NGO
			Bruno Jameson	NGO
24	Disabled Womed in Development	Chipembere	Sigere Kasasi	NGO
			Sigere Kasasi	NGO
			Virginia nyau	NGO
25	ECLOF	INDEPENDENCE DRIVE	Juliana Nthenda	Religious - Christian
			Hanneck Ricky Dula	Religious - Non denominational
26	European Coalition of positive people	Chitakale	Henry Kalanzi	NGO
			Bendict Chamasowa	NGO
27	Family Planning Association of Malawi	Area 14	Mathias Chatuluka	NGO
28	Feed the Children	Magalasi	Billy Dengaliro	NGO
			Joice Kasamba	NGO
			Lynot Novahiwa Masuku	NGO
29	Foundation for Sustainable Agriculture (FOSA)	Near Limbe Depot Police	Hyson Chipojola	Community Based Organisation
			Peter K. Mtambo	Community Based Organisation
			Obrey Chatata	Community Based Organisation
30	Friends of Mulanje	Chitakale	Justina Kalulu	NGO
			Seluwa Batson	Community Based Organisation
			Fostino Kaswada	NGO
31	Friends of Orphans	Sumaritan Trust Complex along Chikwawa	Mr Waka	Community Based Organisation
			Mr R S Chiwaya	Community Based Organisation
32	God Son And Holy Spirit	Kanjedza	Ndidza Mbvundula	Religious - Christian
			George Wilfred Libvuwo	Religious - Christian
33	Grace Farming Development Programme	Namwera	Stella sandy (nee nkhomanya)	Religious - Christian
			Lyson Daud	Religious - Christian
			Evelyne Chirwa	NGO
			Evelyne Chirwa	NGO
34	Hope for the Elderly	Nathenje	Thomas Mbewe	NGO
			Linda Mandalawe	Community Based Organisation
			Sarah Kapatamoyo	NGO
35	Inter aid Youth Aids Project (Baseda)	Nathenje	Tamanda Nthala	NGO
36	Inter aide-Mitundu Youth centre	Nathenje		NGO
			Jamison Manyoni	NGO
			George Kawaza	NGO
			Davie Sakwata	NGO
			Bettie Machira	NGO
			Loveness Nsanyama	NGO
37	INTERNATIONAL EYE FOUNDATION	NAMIWAWA	Dr Geoffrey Ezepue	NGO
38	Islamic asalam boys socondary school	Mangochi road	E.A Muhammad	Religious - Islam
39	John Hopkins		Grory Mkandawire	NGO
40	Kamphata Youth NGO	kamphata	Francis Joshhua	NGO
			Lamuel Chiphazi	NGO
41	Kanengo AIDS Support Organisation	Area 25	Jenipher Chiweyu	NGO
			Jenipher Chiweyu	NGO
			Richard Yohane	Community Based Organisation
42	Kindle Orphan Outreach	Nanjoka	Chery1 Barr	NGO
			hestings Mbewa	Religious - Christian
			Rev. t Mbeleko	Religious - Christian
43	Lilongwe Inter-AidAgricuture	Nathenje	Aubley Mhanda	NGO
			Isaac Msiska	NGO

No	Organisation	Location	Contact	Type
44	Lilongwe Thunga CBO And Orphan	Along Mitundu Road	Mrs Sara Chifulatila	Community Based Organisation
45	Lunzi Community Based Organisation	Mitundu	Lydia Moticale	Community Based Organisation
			Lester Chikumba	Community Based Organisation
			Blyton Jamali	Community Based Organisation
46	Malawi Childrens Village	Balaka town	Mrs Faith Sibale	NGO
			Peter Gwetsa	Community Based Organisation
			Mrs Florence Mndala	Community Based Organisation
47	MANASO	GLYN JONES ROAD	Ndaona Muyaya	NGO
			Akuzike Tasowana	NGO
48	Manja Othandiza	Indipendence Drive	Cyrus Kaponda	NGO
49	Maphunziro Foundation	Malula village-Opposite lime factory	Harold Kachepatsonga	Community Based Organisation
			Hawkings Chiwaya	Community Based Organisation
			Tomy Navilembo	Community Based Organisation
50	Mchesi Home based and orphan care		Dorothy Kansautso	Religious - Islam
			Ruth M Banda	Religious - Islam
51	Media Training Project Africa	High Way	Ben Michael Mankhamba	NGO
			Thomas Chibambo	NGO
52	Medicins Sans Frontiers	Chiradzulu	Martin Msukwa	NGO
			Esnart Mbandambanda	NGO
53	Milanzi community initiative for development	Mponela	Darlington Harawa	NGO
			Grace Phiri	Community Based Organisation
			Hendreson Jere	Community Based Organisation
54	Miqlat Malawi	Kanjedza	Clement Shema	Religious - Christian
			Rev Gidion Manda	Religious - Christian
			Connex Kalinde	Religious - Christian
55	Mitundu Youth Organisation	Mitundu	Ida Mphakati	Community Based Organisation
			Collins Mwale	Community Based Organisation
			Geofry Kalasa	Community Based Organisation
56	Movinmondo	Mangochi	P R Mpanda	NGO
57	Mponela Aids information and councelling	Mponela	Chicco Chimpikiso	NGO
			Jean Damaso	NGO
			Suzen Kasita	NGO
58	Mtendere Kwa Amayi		Fatuma Issah	Community Based Organisation
			Fatuma Issa	Community Based Organisation
59	MUNAZAMAT (MDI)	Mpingwi	Jassim Zakali Ngosa	Religious - Islam
60	Munazzamat Al-Dawa Al-Islamia Malawi Mission	Mangochi Road	AMRAH. RF Banda	Religious - Islam
61	Mzuzu Crime Prevention Forum	Old education building behind regional	Falesi Njunga	Community Based Organisation
62	Mzuzu Youth Forum for Crime Prevention	Mzuzu Old Town	Bravious Chapela	Community Based Organisation
			Lackson Sumaili	Community Based Organisation
63	Mzuzu Youth Friendly	Mzuzu Central Hospital	Mrs E Chinula	Community Based Organisation
64	National Women's Lobby and Rights Group	Henderson Street	Faustace Chirwa	NGO
65	Network of Organisations working with vulnerable and orphan children		Josephine Nyirongo	NGO
66	Nichesi Home Basic Care	Nichesi	Dickson Kambanje	Religious - Christian
67	NKhoma Synod Development and Relief Department	Nkhoma	Mrs Mhanda	Religious - Christian
68	Nkhoma Synod Youth Department	Msokhamanja Secondary School	Reverand Kachipapa	Religious - Christian
69	Nkhoma Synod-Church And Society	Old Town	Rev Chiphiko	Religious - Non denominational
70	NOOR		Kondwani Munthali	Religious - Islam
			Patuma Nkuta	Religious - Islam
			Mrs Kasamu	Religious - Islam
71	One in Christ Ministry	Lukwenu	Chimwemwe Stefano	NGO
			Kanthunzi mangwejani	NGO
72	Orpha Training Centre Foundation	Trade Fair	Jonathan Mapemba	NGO
73	Project Hope	Kanjedza	Collins Namathawa	NGO
			Bernard Bvunguti	NGO
			Timothy Eliam Kachule	NGO
74	Rosedale Youth Organisation	Mzirawaingwa	Thomson Mtegha	Community Based Organisation
			Anne Nyirenda	Community Based Organisation
			Andrew Tembo	Community Based Organisation
75	SCOM	Chilinde 1	Ellen Napala	Religious - Christian
			Dunken Chiyani	Religious - Christian
			Patric Kaudzu	Religious - Christian
76	Soniso Aids Fighter Organisation	Chilimba Township	L.K. Phiri	NGO
			Mrs Maloya Banda	Community Based Organisation
77	St Peters Youth Organisation	Area 23	Gilbert Gibson	Community Based Organisation
			Paul Chanza	Community Based Organisation
78	Sue Ryder Foundation	Balaka	Levi Mihowa	NGO
			Edward Ngoma	NGO
			Duze Mkandawire	NGO
79	Thawale CBO	Masula	Andrea James	Community Based Organisation
			Emma Chigamula	Community Based Organisation
			Amosi Dumbo	Community Based Organisation
80	Thunga CBO and Orphan Care	Along Mitundu Road	Weld Chazima	Community Based Organisation
			samuel samva	Community Based Organisation
81	Tilelane Orphan Care	Area 23	Chrissy Jamu	Community Based Organisation
			Eluby Santo	Community Based Organisation
82	Training Support For Partners	Area 11	Mr Sakunda	NGO
			Kafakoma	NGO
83	Womens Lobby	Municipality	Victor Mphande	NGO
84	Womens Microfinance Bank	Trade Fair Stand 67A	Hastings Chunga	NGO
85	Womens Voice	Magalasi	Gwen Munthali	NGO
			Ben Nyirenda	NGO
86	Word Alive Ministries International	Mitundu	Charles Kalonga	Religious - Christian
			Gerald Robeni	Religious - Christian
87	Work For Rular Health	Nkhoma	Kezia Kwanjana	NGO
			Micheal Kalawa	NGO
			Elita Arnoni	NGO
88	World Alive Councelling and Care	Blantyre Market	Phoeb Nyasulu	Religious - Christian
			George Kukhala	Religious - Christian
			Phoeb Nyasulu	Religious - Christian
89	World Arrive I.C.O.C.A	Mitundu	Richard Chilinda	Religious - Christian
90	World Assembly Muslim Youth	PA Zero	Shehs Jamali	Religious - Islam
			Abu naliwa	Religious - Islam
91	Wovwiri Networking Community based organisation	old education building - Mzuzu	Sphiwe Mkandawire	Community Based Organisation
			Ireen Munthali	Community Based Organisation
			Dennis Thindwa	Community Based Organisation
92	Youth Alliance Social and Economic Development (YASED)	Area 18B	Pirilani Gada	NGO
			Marifa Molilima	NGO
93	Young Women Christian Association of Malawi	Ginnery Corner; behind Kabula Pharmacy	Jean Chikumbanje	Religious - Christian
94	Youth Alive	Opposite ST Jones Nursing College	Peter Mwaipapi	Religious - Christian
			Angella Munthali	Community Based Organisation
			George Kaunda	Community Based Organisation
95	Youth Friendly Organisation	Mzuzu Central Hospital	Clement Mtika	Community Based Organisation
96	Youth Net and Counselling	Kazembe near Likangala Sec. Schl	Edina Ndhlovu (Mrs)	NGO
			Masozi mkandawire	NGO
			Thom chiramb	NGO