

**THE IMPACT OF VOTER EDUCATION ON VOTER PARTICIPATION: THE CASE OF
KAUNDA SQUARE STAGE (1) COMPOUND IN LUSKA.**

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**A FIELD RESEARCH REPORT SUBMITTED TO THE DEPARTMENT OF ADULT
EDUCATION AND EXTENSION STUDIES IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE BACHELORS DEGREE IN ADULT
EDUCATION.**

UNZA

MAY 2011

ACKNOWLEDGEMENT

I wish to thank my research supervisor Mr. Mwansa, P. K. for his support, patience, tolerance, guidance and his time for reading through and correcting my research study to ensure that it was a success.

I also want to thank my wife Edith, my son Nguvulu and my mother Janet Chilombo Mulyata for their support and patience throughout my study.

Finally but not the least, I would also like to thank AVAP, FODEP and CARITAS Zambia for the support they rendered to me during my research study.

DECLARATION

I hereby declare that the work presented in this study for the award of the Bachelors Degree in Adult Education has not been presented wholly or in part for any other study.

Signed -----

Date-----

Approved -----

Date-----

DEDICATION

This study is dedicated to my late Father Mr. J. N. Mulyata who proved to be my source of encouragement and taught me how to work hard and be focused.

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ABSTRACT

For the members of the society to make important and meaningful decisions they should be provided with voter education. Voter education is important as it enables people to understand and practice their civic values, rights and obligations in their daily lives. This type of education also facilitates the development of knowledge, capabilities, competences, values and behaviors of individuals so that they become personally fulfilled and constructive members of the society.

The study's main objective was to determine the impact of voter education on voter participation in Kaunda Square Stage (I) Compound of Lusaka. To carry out this study successfully different literature on Voter Education, Civic Education, Democracy and Reports on Elections was reviewed so as to have a wider understanding of the topic.

A descriptive, non experimental qualitative research method was used. Data was collected from 50 respondents. The sample for this study consisted of Teachers, Traders (shop keepers and marketers) and youths. Random sampling procedure was used in this study. The age for the respondents ranged from 19 years to 49 years. Questionnaires were used to collect data. Data was analyzed manually using a master sheet and a scientific calculator.

The study revealed that 54% of the respondents were provided with voter education while 46% of the respondents were not provided with voter education. Then from the ones that were provided with voter education, 11% were provided with voter education on a monthly basis and 11% were provided with voter education annually and 78% were provided with voter education every after five years. The study further revealed that 82% of the respondents indicated that voter education increases voter participation and should be provided monthly while a paltry 18% indicated that voter education does not increase participation.

CHAPTER ONE

1.1 Introduction

Zambia is one of the countries in Southern Africa. As a country, Zambia is divided into nine provinces and seventy three districts. The districts are further divided into 150 constituencies. The constituencies are represented by Members of Parliament.

Every after five years, Zambia holds general elections. In these general elections, different Political Parties field candidates at Presidential, Parliamentary and Ward levels.

Before the candidates are voted into power, the electorates are provided with Voter Education. Voter education is the education provided to electorates that enables them to qualify and participate meaningfully in the elections by voting. Voter education also enables the electorates to understand and practice their civic values, rights and obligations in their daily lives. Voter education also facilitates the development of knowledge, capabilities, competences or skills, values and behaviors of individuals so that they become personally fulfilled and constructive members of the society.

The Voter education in Zambia is provided by a lot of organizations. Some of the organizations that offer voter education in Zambia are the Electoral Commission of Zambia (ECZ), Foundation for Democratic Process (FODEP), Anti-Voter Apathy (AVAP), Zambia Civic Education Association (ZCEA), Public and Private Media and the church.

This study focused on the impact of voter education on voter participation in Munali Constituency in Lusaka. Although Munali constituency consists of Kalingalinga, Mutendere, University of Zambia, Kaunda Square Stage 1, Kaunda Square Stage 2, Kamanga, Avondale, Chelstone, Chainama and Benny Mwiinga Housing Project popularly known as Presidential Housing Initiative. The study focused on Kaunda Square Stage 1 residential area only.

1.2 Problem Statement

The Electoral Commission of Zambia (ECZ) has recognized that while many achievements have been scored in Voter Education through the production and delivery of messages through posters, fliers, brochures and T-Shirts, there is in general a lack of sufficiently coordinated practices to effectively deliver voter education at district levels. These factors hinder informed decision making and risk reducing the participation in the electoral process which could include low voter turn out in elections and high numbers of spoiled ballot papers. AVAP (2009) says that some of the challenges faced by the Commission in the area of voter education include;

- i) The recruitment of suitable National Voter Educational Committee (NVEC) members to undertake training of District Voter Educational Committee (DVEC) and Voter Education Facilitators, inadequate co-ordination and accountability in the Voter Education implementation.
- ii) Insufficient funding to voter education
- iii) Inadequate Continuous Professional Development (CPD) of the voter education staff.

1.3 Purpose of the Study

The purpose of this study was to find out the extent to which voter education impacts on voter participation.

1.4 Objectives of the Study

The objectives of this study were to:

- i) To find out how often voter education was provided to the electorates.
- ii) Establish the electorates' view towards voter education
- iii) Determine if voter education affected voter turn out
- iv) Find out the types of organizations that offered voter education
- v) Find out how often the electorates participated in voting.

1.5 Hypothesis

A hypothesis is a statement that predicts a relationship between two or more variables. Hypothesis states the expected relationship between the independent and dependent variables. In this study the following hypotheses specified the expected relationship between voter education and voter participation:

The more voter education was provided to the citizens the more the citizens participated in elections.

1.6 Significance of the Study

It was hoped that this study would be of paramount importance to the general public, political parties, the Electoral Commission of Zambia and the Government of the Republic of Zambia. To the electorates, the study would help them to understand the electoral process, enable them to vote meaningfully and in big numbers.

This study may help the Electoral Commission of Zambia, to be effective and efficient in their work.

This study might be helpful also to the Political parties and the Government in reducing on wastage of resources.

1.7 Operational Definitions of Terms

Elections: Simfukwe (1997) defines elections as the democratic methods used by citizens to choose their leaders by casting votes.

General Elections: Ministry of Education (2002) defines general elections as the elections in which the electorates vote simultaneously for their Councilors, Members of Parliament and for the Republican President.

Candidates: The individuals that contest for the positions of Ward Councilors, Member of Parliament and President.

Electorates: The individuals that take part in voting during the elections.

Voter Education: According to the Ministry of Education (2002), voter education is the education provided to the citizens or learners to enable them qualify and participate meaningfully in the elections by voting.

Voter Education Facilitators: The people from Electoral Commission of Zambia and other organizations that provide Voter education to the electorates.

Voter Participation/Voter Turn Out: This refers to the number of electorates that take part in elections by voting.

LIST OF ACRONYMS

ACC: Anti Corruption Commission

AVAP: Anti-Voter Apathy

CDC: Curriculum Development Center

DEC: Drug Enforcement Commission

DVEC: District Voter Education Committee

ECZ: Electoral Commission of Zambia

FODEP: Foundation for Democratic Process

NVEC: National Voter Education Committee

CHAPTER 2

2.0 LITERATURE REVIEW

In most African countries, there is serious political apathy portrayed during elections. More and more people in Africa every day enter the ranks of eligible voters but less and less of these people actually participate in voting. Voting is one of the civic rights and is an important means of exercising influence and bringing about the desired social change. This kind of political disengagement in terms of people's implied ignorance about their civic right to vote and their conviction that politics is not the effective way of doing things both indicate the lack of absence of good, comprehensive and effective civic education. Because of this, a lot of citizens do not participate in voting and so voter participation remains extremely low.

Before 1991, a lot of people were not provided with adequate civic education in Zambia. (FODEP, 2007). It was only after 1991 that a lot of organizations emerged to provide civic education. In this chapter, we covered the following aspects on voter education and voter participation: Concept of civic education, Voter education, Electoral process and Factors that affect Voter participation.

2.1 Concept of Civic Education

Hamwiinga (2002) defines civic education as a subject that relates to human beings and their relationship with the nation, physical, social, political and cultural environment. Civic Education facilitates the development of knowledge, capabilities, competences or skills and values or behaviors of individuals so that learners become personally fulfilled and constructive members of the society. The overall goal of civic education is to enable the learners understand and practice their civic values, rights and obligations in their daily lives. One component of civic education is voter education.

2.2 Voter Education

Voter education is the education given to the electorates to enable them participate meaningfully in the elections by voting. In Zambia, voter education is provided by a lot of organizations such as the media, Forum for Democratic Process (FODEP), Anti-Voter Apathy (AVAP), Zambia Civic Education Association (ZCEA), Electoral Commission of Zambia (ECZ) and many more organizations.

PANOS (2004) says that the evaluation report from the 2001 tripartite elections in Zambia indicated that the electronic media especially radio was the most dependable source of information through which voter education was provided. This was because the cooperating partners and the civic society organizations lay particular stress on the supporting of the training of the community media journalists in specialized reporting such as elections reporting and the cooperating partners supported the community media initiatives that took advantage of the new Information and Communication Technology.

FODEP (2007) reports that much has not been said on the remote areas of Zambia that have no access to radio signals especially those that live in remote rural areas of the country. .Mainly it is the state owned radio stations that offer civic education especially in rural areas. The other radio stations are supposed to be involved so that the information that is dispensed is balanced to enable the citizens to participate in the elections fairly and enable large numbers of people participate in the elections.

FODEP (2007) reports that the Electoral Commission of Zambia (ECZ) also provides intensive publicity in voter education programs. ECZ does this through the National Voter Education Committee (NVEC) and the District Voter Education Committee (DVEC) in all the districts of the country. These committees comprise of the Zambia Police, Ant-Corruption Commission (ACC),

Drug Enforcement Commission (DEC) and the Curriculum Development Centre (CDC). These committees spearhead and spread voter education in all parts of the country. Prior to the 2006 elections, voter education was mainly provided by the NVEC.

Despite putting up all this strategy, the voter educators that the Electoral Commission of Zambia contract face a lot of challenges. The challenges these voter educators face include shortage of man power, lack of transport, inadequate motivation in terms of remuneration and lack of cooperation from members of the public in some areas,

Most of the literature reviewed did not bring out the consequences that arise due to the challenges that the voter educators or facilitators face. Because of the challenges that these voter educators face, it can be pointed out that voter education activities do not always reach a lot of people especially the remote rural areas of the country. This is so because the voter educators are very few. The other effect of these challenges is that the facilitators are very few, and the period for carrying out the voter education exercise is not adequate considering the vast areas that are supposed to be covered. These are some the reasons why voter education is not adequately provided in Zambia.

Simfukwe (1997) also says that Pressure Groups are some of the organizations in Zambia that provide civic education to the citizens. A Pressure Group is a voluntary association of people that share certain aims and who wish to influence the decision of the government. Pressure Groups are sometimes referred to as interest groups or Non-Government Organizations. Pressure groups play an important role as communication links between the government and its citizens who wish to see that political leaders carry out the demands of the people. Pressure groups use a variety of methods to disseminate voter education and these include holding discussions with top political leaders and civil servants, carrying out press campaigns, holding demonstrations, holding seminars in communities on the rights and duties of citizens and writing petitions and advertisements. These activities that are

performed by pressure groups have increased voter participation since 1991 when most of them were formed.

AVAP (2009) states that it has embarked on providing voter education aimed at targeting the young people called the “first time voters”. The programme was initiated in September 2009 at Kabulonga Girls High School and it attracted hundreds of pupils. The Anti-Voter Apathy (AVAP) is doing this because it realizes that the future of the country lays in the hands of the young people hence the need to engage the young people who are fresh with youthful minds. AVAP as the organization that believes that the young people have the ability and capacity to resist bribes and blind voting are the largest pool of the voting population whose number can greatly affect voter participation. This programme has so far been conducted in so many Schools in Lusaka like Kabulonga Girls and Boys, Munali Girls and Boys and Matero Boys and Girls. This programme is expected to encompass 16 targeted Schools. AVAP has the vision of seeing each and every pupil that will be 18 years old to vote in the 2011 tripartite elections.

When this is ensured, voter apathy will be reduced since more youths will participate the voting there by increasing the participation levels in voting.

Commenting on the Chitambo by-elections, AVAP (2009) reported that in the whole process, AVAP did not conduct voter education due to lack of resources. It also reports that the Electoral Commission of Zambia through the District Voter Education Committees did not conduct adequate voter education. The results from the Chitambo by-elections recorded a very low turn out in terms of voter participation.

From this we can see that voter education is directly related to voter participation. So when voter education is carried out extensively, the number of people that participates in voting also increases.

2.3 Electoral Process

In the process of providing Voter Education, the citizens are made to understand the electoral process. FODEP (2007) defines electoral process as the procedures and regulations for holding an election. In the electoral process, the rules and regulations are spelt out entailing what both the contestants and voters are required to do during the elections. This process starts at the electoral legislation up to the announcement of the election results.

Ministry of Education (2002) defines electoral process as a series of interlinked stages of events involved in the selection of representatives through an election. Zambia's electoral process is provided for under the Electoral Act of 1991 of the constitution of Zambia. This Act provides for the institutional framework, the electoral system, procedures for delimiting constituencies, qualifications and requirements for candidates and the process of elections. The Electoral Process in Zambia includes the following: Legislation (Legal Framework), Delimitation of constituencies, wards and polling districts, Voters' education, Voter's Registration, Nomination and registration of political parties and candidates, Election campaign regulation, Polling (Voting), Counting and tabulating of votes, Results and Declaration of winners and finally the verification of results and resolving election related disputes and complaints.

Elections are defined as the way or means by which the people choose and exercise some control over their leaders. In Zambia, the constitution says that the President of Zambia and members of Parliament must be elected by the people. All Zambian citizens who are 18 years of age and above are eligible to vote. So the Electoral Commission of Zambia has the work of seeing that all the electoral rules and procedures are followed. Some of the procedures that are followed in the elections are the registration of voters, nomination of candidates, campaigning, voting and finally announcing of the winners and losers.

However, some of these procedures are not observed. On the registration of voters, more people are left out unregistered. This is so because some people in certain areas fail to register as voters because they fail to obtain the National Registration Cards that are necessary for one to register as a voter. Mainly such people that were left out could be the ones who were not provided with voter education because if voter education is provided to them, they will do all it takes to demand and obtain the national registration cards. Since some do not obtain the National Registration Cards on time, this means that they are technically left out and so they do not participate in voting. Infact a lot of Zambians are very much willing to participate in voting but voter education that should enable them take all the necessary steps needed to become voters and participate in voting is not provided to them and so they do not participate in voting. So at the end of the day, most of the people that are eligible to vote do not become registered as voters and consequently do not participate in voting thereby making voter participation very low. Now if all these problems are avoided and if voter education is provided at the right time and adequately, more citizens would participate in voting.

2.4 Factors that affect Voter Participation

There are so many factors that affect voter participation in a negative way and most of them hinge on lack of voter education. One of these factors is lack of National Registration Cards. FODEP (2007), adds that in Zambia, the issuance of National Registration Cards is problematic and always contributes to low turn out at various voter registration centers. FODEP (2007) cites Livingstone as a town in which many potential voters who intended to register as voters did not have National Registration Cards. This trend is the same even in many other parts of the country including Lusaka. It is possible therefore that many eligible voters are disfranchised because they fail to obtain National Registration Cards. In Zambia, the exercise of issuing out the National Registration Cards has lapses such as no publicized roadmap, lack of information (civic education), poor media coverage publicity in both electronic and the print media. The other reason is that the process of

voter registration is always too short to cater for all who qualify to vote. In most cases, a lot of people are left out and so do not participate in voting. Another reason that affects voter participation is that most citizens have lost confidence in their elected leaders for failing to deliver on their promises and so most of the people do not see the need to vote. The other reason is that some do not participate in voting due to religious beliefs. For example, Jehovah's Witnesses do not participate in voting during the elections. In Zambia, the number of Jehovah's Witnesses is quite significant and if they were voting the voter participation can increase.

In conclusion, we can say that Voter education is very vital and so it should be provided to the citizens. This is so because Voter education opens the minds of the citizenry to examine and analyze governance issues that obtain around them and seek redress through various channels available to them. Voter education also enables the citizens to make informed decisions and vote en masse thereby increasing voter participation.

CHAPTER THREE

3.0 METHODOLOGY

These are steps, procedures and strategies for gathering and analyzing the data in the research investigation. The methodology shows how the research was carried out.

3.1 Research Design

In this study, a descriptive research design was used to describe accurately the facts and features of the prevailing conditions of the alleged problem. Descriptive research design helps the researcher to understand the reality and how people interpret the experiences. This type of design was chosen because it describes phenomena and allows data collection to show the association between the dependent and independent variables.

3.2 Population

The population for the study consisted of Kaunda Square Stage (1) residents. The population of Kaunda Square Stage (1) is approximately more than five thousand. A population is the group of individual people or things that meet the criteria of interest to the researchers.

3.3 Sample

The sample size in this study was 50 as the sample size was not too big to deal with. This sample consisted of Teachers, Traders (shop keepers and marketers) and youths.

3.4 Sampling Procedure

In this study, we used the random sampling. This method is particularly suitable because there are no biases in the process of picking the elements that form a sample; this aspect ensures reliability of results. The other advantage for this sampling procedure is it is not biased.

3.5 Data Collection Instruments

This research study employed the questionnaire as a tool for collecting data from the respondents. For this study, a questionnaire was used to collect data from the respondents. A questionnaire was used because it is reliable to the researcher and it measures what is intended to measure. Validity is also upheld when the questionnaire is used because the same questions were asked to each respondent in the same sequence and it was constructed in such way that there was no ambiguity in the questions.

3.6 Ethical Considerations

During the research, all the respondents remained anonymous as the researcher did not write the respondents names on the questionnaires and they were also assured that the information they gave would be treated with utmost confidentiality.

3.7 Data Analysis

Qualitative data in this study was interpreted by the use of percentages and tables. For qualitative data categories of themes were considered and interpreted accordingly.

CHAPTER 4

4.0 DATA ANALYSIS AND PRESENTATION

This chapter presents findings of the study on the impact of voter education on voter participation (voter turnout) in Kaunda Square Stage 1 Compound of Lusaka.

4.1 Data Analysis

Data analysis is the systematic organization of synthesis of research data and testing of research hypothesis. Data in this study was analyzed by using percentages and tables. The data is presented in an orderly fashion to show the relationships following the collection of data. Frequency counts of each variable will be done and calculated into percentages to standardize the data and present it in tables.

The results of this study were based on the responses from 50 residents of Kaunda Square stage 1 of Lusaka Compound. The completeness of the questionnaires, accuracy and uniformity in the interpretation of questions was checked. It was sorted out, grouped, categorized and put on data master sheet for analysis manually using a scientific calculator. Tables were used to present the findings because they were simple and effective in terms of communicating the results of the study. The tables were arranged according to the questions in the questionnaire.

4.2 Presentation of Findings

Findings were focused on the analysis of responses from 50 respondents. The findings were presented in the tables form.

4.3.1 GENDER OF THE RESPONDENTS

SEX	FREQUENCY	RELATIVE FREQUENCY (%)
Male	31	62
Female	19	38
Total	50	100

62% of the respondents were male while 38% of the respondents were female

4.3.2 Age of the Respondents

AGE (YEARS)	FREQUENCY	RELATIVE FREQUENCY
19-24	8	16
25-29	12	24
30-34	16	32
35-39	8	16
40-44	3	6
44-49	3	6
TOTAL	50	100

The respondents' age was very suitable for this research as it was in this range of age in which people were able to obtain National Registration Cards, Voter' Cards and qualify them to vote.

4.3.3 Respondents who have been provided with Voter Education

RESPONDENTS	FREQUENCY	RELATIVE FREQUENCY (%)
Provided with voter Education	27	54
Not Provided with Voter Education	23	46
Total	50	100

54% of the respondents had been provided with voter education with while 46% of the respondents had never been provided with voter education.

4.3.4 How often the Respondents are provided with Voter Education

PROVISION OF VOTER EDUCATION	FREQUENCY	RELATIVE FREQUENCY (%)
Monthly	3	11
Yearly	3	11
Just before elections	21	78
Total	27	100

In this table it should be noted that the total number of respondents did not remain 50. This is so because the information in this table was based on the respondents who have ever been provided with voter education which was 27.

11% of the respondents indicated that they were provided with voter education every month and 11% on a yearly basis. Then 78% respondents indicated that they had been provided with voter education in the year of elections or every after five years.

4.3.5 How often Respondents want to be provided with Voter education

TIME	FREQUENCY	RELATIVE FREQUENCY (%)
Monthly	25	50
Every after 3 months	6	12
Yearly	12	24
Just before elections	7	14
Total	50	100

In the table above, 50% respondents indicated that they would want to be provided with voter education every month while 12% of the respondents would want to be provided with voter education every after three months. Then 24% of the respondents indicated that they would want to be provided with voter education every year and 14% indicated they would want to be provided with voter education just before the elections.

4.3.6. Language in which Voter Education is provided

LANGUAGE	FREQUENCY	RELATIVE FREQUENCY (%)
English	38	76
Nyanja, Bemba	12	24
Total	50	100

76% of the respondents indicated that English language is used to provide voter education while 24% of the respondents indicated that Nyanja and Bemba are languages are used to provide voter education.

4.3.7 Importance of Voter Education

IMPORTANCE OF VOTER EDUCATION	FREQUENCY	RELATIVE FREQUENCY (%)
Voter Education-important	42	84
Voter Education-not important	8	16
Total	50	100

84% of the respondents indicated that voter education is important while 16% of the respondents indicated that voter education is not important.

4.3.8 Voter Participation

VOTER PARTICIPATION	FREQUENCY	RELATIVE FREQUENCY (%)
Respondents who Participate in Voter Education	41	82
Respondents who do not participate in Voter Education	9	18
Total	50	100

82% of the respondents said that they participate in voter education while 18% do not participate in voter education.

4.3.9 Organizations that offer Voter Education in Kaunda Square Stage 1

ORGANIZATION	FREQUENCY	RELATIVE FREQUENCY
Operation Young Vote	4	8
Media-Radio, TV	4	8
Political Parties	4	8
AVAP	6	12
FODEP	6	12
ECZ	15	30
Never heard of any organization	11	22
Total	50	100

In the table above, 8% of the respondents indicated that Operation Young vote provided voter education while 8% also indicated that they were provided with voter education through radio and Television. Then another 8% of the respondents mentioned Political Parties as organizations that provided voter education to them. AVAP was also mentioned as an organization that provided voter education by 12% respondents while another 12% of the respondents also mentioned FODEP as an organization that offered voter education. 30% of the respondents also mentioned E.C.Z and 22% of the respondents mentioned that they have never heard of any organizations that provided voter education.

4.3.10 Voter Education-Does it make People Vote in big numbers?

VOTER EDUCATION	FREQUENCY	RELATIVE FREQUENCY (%)
Voter Education increases Voter Participation	41	82
Voter Education does not increase voter Participation	9	18
Total	50	100

82% of the respondents answered that voter education leads to an increase in voter participation or voter turnout while 18% respondents answered that voter education does not lead to an increase in voter participation.

CHAPTER 5

DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1.0 DISCUSSION OF FINDINGS

The main purpose of this study was to determine the impact of voter education on voter participation in Kaunda Square Stage 1 compound of Lusaka.

5.1.1 How often Voter Education is provided to the Electorates

In Zambia, voter education is mainly provided by civil society organizations. In most cases these civil society organizations depend on donors for their operation or existence. So when donor funding was not available or inadequate, the organizations failed to provide voter education. Apart from funding, it was also found out that most of the organizations were mainly based in urban areas. So, a lot of people in rural areas were not provided with voter education. This is why voter education is irregular and erratic. The other reason why voter education is irregular is that these organizations do not have a specific time when they receive funding. This makes the organizations not to provide voter education in a systematic manner.

As noted from table 4.3.4, the 78% respondents were provided with voter education in the year of elections implying that they were provided with voter education every after five years when general elections are held. The finding showed that voter education provision in Zambia was erratic and irregular. Then 11% of the respondents indicated that they were provided with voter education on a monthly basis while another 11% also stated that they were provided with voter education once per year.

Only 22% of the respondent (or electorates) were provided with voter education on a yearly and monthly basis. This shows that voter education is not provided on a regular basis in Kaunda Square Stage 1 compound of Lusaka.

5.1.2 Electorates' view towards Voter Education

The other objective for the study was to establish the electorates 'view towards voter education. This research objective sought to determine the extent to which the electorates or respondents in Kaunda Square Stage 1 valued and understood voter education.

The majority of the respondents had the positive and right view towards voter education. This was evident in table 4.3.8 as 84% of the respondents indicated that voter education is very important to them and that voter education leads to high levels of voter participation or voter turn out.

Most of the respondents indicated that voter education is very important because it enables the electorates to know how to vote by following all the required procedures. Other respondents also indicated that voter education is of paramount importance as it equips the electorates with more knowledge and reminds them of their responsibilities and rights about elections.

According to FODEP (2009), voter education is quite a broad term and very important as it enables the electorates to know the date of elections, the symbols for the candidates and also enables the electorates to know how to vote. Voter education also enables the electorates to evaluate the competing candidates and be able to come up with the credible ones who will be able to represent people in their constituency unlike choosing candidates on tribal and regional bases.

Voter education does not only enable the candidates to know what they should do on the day of voting but it also enables them to understand the whole electoral process and challenges the electorates on how to conduct themselves before, during and after the elections. For example, electorates should refrain from all forms of violence in the whole electoral process. When electorates do all this, then it shows that they understand, appreciate and have the right view towards voter education.

5.1.3 Determining whether Voter Education affects Voter Participation or Voter Turn Out

The third objective in this research was to find out whether voter education affects voter turn out.

According to Ministry of Education (2002), Voter participation refers to the number of registered voters who take part in voting. The research revealed that voter education enabled people to be knowledgeable about the whole electoral process. Being knowledgeable about the electoral process makes people to do all it takes to become qualified voters. This involves ensuring that they obtain National Registration Cards, Register as voters, know the date of elections and the polling station. Indeed, when people have all this knowledge, it will enable them to vote in big numbers. So, voter education increases voter turnout.

Table 5.3.1 below shows the 2006 Presidential General Elections Results in Munali Constituency.

2006 PREIDENTIAL ELECTIONS RESULTS (Munali Constituency)	VOTES
Movement for Multi-Party Democracy (MMD)	11,681
Patriotic Front (PF)	25,174
United Party for National Development (UPND)	5,915
Heritage Party (HP)	262
Registered Voters	81,287
Total Cast	43,459
Rejected voted	427
Voter Turn Out	53%

Source: FODEP 2006 Presidential Results

Table 5.3.2 shows the National Results for the 2008 Presidential By Elections.

2008 PRESIDENTIAL ELECTIONS RESULTS	VOTES
Movement for Multi-Party Democracy (MMD)	724,831
Patriotic Front (PF)	680,252
United Party for National Development (UPND)	352,973
Heritage Party (HP)	16,581
Rejected Votes	23,556
Total Cast	1,798,193
Registered Voters	3,941,135
Voter Turn Out	45.0%

Source FODEP 2008 presidential elections results

From the two tables we can see that voter turn out or voter participation has been very low. One of the factors that led to this was lack of voter education to the people.

In table 5.3.2 we saw that less than half of the registered electorates voted (voter turn out was 45%) this is of serious concern and so there should be an urgent need to step up the efforts in providing voter education so that voter turn out is increased.

5.1.4 Organizations that offer Voter Education

The research revealed that some of the organizations that offered voter education were Operation Young Vote, Political Parties, Anti-Voter Apathy (AVAP) and Foundation for Democratic Process (FODEP). Others were the Electoral Commission of Zambia (ECZ), Caritas Zambia, the media and the Ministry of Education.

The research further revealed that it was not all the respondents that regularly participated in voting. FODEP officials cited the following reasons as to why most registered voters do not participate in voting:

- a) Lack of understanding of the electoral process
- b) Citizens' feeling that their vote does not count
- c) Lack of delivery by the elected leaders
- d) Process that qualifies one to vote is cumbersome
- e) Long distances to registration centres and polling centres

The above reasons discourage a lot of people to participate in voting especially in rural areas. So this makes a lot of people not to vote.

5.2 Conclusion

This study sought to find out the impact of voter education on voter participation. The study revealed that voter education was not adequately and not regularly provided to the people as most of the voter education was only provided every after five years. This study reviewed that 46% of the people are not provided with voter education. This was partly due to the fact that most of the organizations that offered voter education depended on donors for funding. The other reason why voter education was not provided to a lot of people was that voter education facilitators were not employed on full time or permanent bases.

The study also revealed that 78% of the respondents were provided with voter education almost every after five years. Consequently, a lot of people did not understand the electoral process and did not appreciate the importance of voting. The situation contributed to low voter participation in the 2008 Presidential elections in which the voter participation was 45% meaning more than half of

the people that registered to vote never voted. It can therefore be argued that high voter participation depended on high voter education.

5.3 Recommendations

In view of the findings of the study, the following recommendations were made:

- a) The Government of the Republic of Zambia should come up with a deliberate policy to train voter education facilitators whose work should just be regularly providing voter education all year round.
- b) Different stakeholders should join hands in supporting the government and civil society organizations in providing voter education
- c) The Ministry of Education should provide Civic education to all schools..
- d) All political parties should participate in providing voter education to the people.
- e) The Government of the Republic of Zambia should also ensure that all media organizations have regular schedules of providing voter education.

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APPENDIX 1

UNIVERSITY OF ZAMBIA

SCHOOL

OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

QUESTIONNAIRE FOR PARTICIPANTS

Dear Respondent,

I am a student at the University of Zambia carrying out a research on the impact of Voter Education on Voter Participation in Kaunda Square Stage I Compound of Lusaka.

I sincerely appeal for your cooperation. The information you will give shall be treated with the highest degree of confidentiality.

INSTRUCTIONS

Answer all the questions to the best of your knowledge

1. Do not write your name
2. To answer the questions tick in the box [✓] or write in the spaces provided.

Please tick the appropriate choice and fill in the spaces provided.

1. Sex

Male []

Female []

2. Age-----years

3. Marital Status

Single []

Married []

4. Have you ever been provided with voter education?

Yes []

No []

5. If yes to question 4, how often are you provided with voter education?

a) Monthly []

b) Yearly []

c) Just before Elections

d) Specify-----

6. How often would you want voter education to be provided to you?

7. In which language is mostly voter education provided to you?

8. Do you easily understand the voter education provided to you?

Yes []

No []

9. Do you think voter education is important to the citizens?

Yes []

No []

If yes, explain-----

10. Which organizations or who provides voter education in your area?

11. Do you participate in voting during elections?

Yes []

No []

12. Do you think voter education make people to vote in big numbers?

Yes []

No []

If yes, explain -----

Thank you very much for your cooperation and please be assured that this information will be treated with utmost confidentiality.

APPENDIX 2

TIME FRAME

ACTIVITY	MONTH									
	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
Submission of Research Topic for approval		√								
Research Proposal writing			√							
Final Proposal writing and Submission of final copy				√						
Data Collection					√					
Data Interpretation and Analysis						√				
Report writing and Submission of first draft of the report							√			
Final Report Writing									√	
Typing ,Binding and Submission of final report										√

APPENDIX 3