

THE IMPACT OF VOTER AND CIVIC EDUCATION ON VOTER TURNOUT
FOR THE PERIOD 2000 to 2013: A CASE OF MANICALAND PROVINCE IN
ZIMBABWE

BY

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ABSTRACT

This study investigated the impact of voter and civic education on voter turnout, in Manicaland province in Zimbabwe for, the period 2000 to 2013. This was in a bid to suggest ways on how voter and civic education can be used as tools to increase voter turnout. The descriptive survey design, using qualitative and quantitative methods was used as a methodology. Questionnaires and interviews were used as instruments to collect data. Documentary review was also used to provide information on voter and civic education. The study used a sample of seventy four(74) respondents, comprising of eight(8) Zimbabwe Electoral Commission officials, five(5) Civic organisation officials, fourteen(14) Ministry of Education officials, twenty one (21) members of the electorate, twelve(12) members of parliament and councillors and fourteen(14) advanced level students. Purposive, convenient and random sampling was used in this study. The data collected was presented in tabular form, bar graphs and pie charts. The results showed that, voter and civic education had an impact on voter turnout in Zimbabwe, Manicaland province, where the voter turnout has been below fifty percent of the potential voters in the province. There has been low turnout since 2000 which has been below fifty percent. It was established that, organisations that provided civic and voter education faced challenges of shortage of resources and lack of clear policy on and civic education. The study recommends that, voter and civic education should be conducted on a continuous basis and that it be part of the education curriculum. It is also recommended that, ZEC should continuously engage stakeholders to map out strategies for imparting effective voter and civic education. Finally, it is recommended that, the government should avail adequate resource to conduct voter and civic education programmes. Further studies should be carried out to find out ways the voter and civic education can improve voter turnout in Manicaland province.

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DECLARATION

This Dissertation is my original except where sources have been acknowledged. The work has never been submitted, nor will ever be, to another University in the awarding of degree

STUDENT-----
SIGNATURE

DATE-----

SUPERVISOR-----
SIGNATURE

DATE-----

DEDICATION

This research is dedicated to my lovely wife Christine, my daughter Takudzwa Juliet and my son Vitalis.

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I would like to acknowledge the assistance received from the following people who made this research project a success:

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CHAPTER 1

1.0 Introduction

This chapter discusses the background to the study, the statement of the problem, purpose and objectives of the study; research questions/sub problems, hypothesis, and significance of the study, assumptions, definition of terms, delimitations and limitations of the study. The chapter ends up with the summary and organisation of the research project. The chapter gives direction to the whole study

1.1 Background to the Study

In Zimbabwe, voter and civic education programmes have been conducted with the aim of encouraging the electorate to exercise their voting rights (Electoral Act Chapter2:13). It appears that, some of the citizens do not know their voting rights.

Research by the International Institute for Democracy and Electoral Assistance (IIDEA, 2009) has revealed that, internationally voter participation rates are falling. Research data indicate that, participation rates around the world rose steadily between 1945 and 1990 (IIDEA, 2009). Since 1990 the participation rate has fallen to below fifty percent of the voter age population (VAP). In a number of democracies, like United Kingdom, Ireland, Netherlands, Japan and Portugal, studies have shown that, participation rates record lows in most recent elections (IIDEA, 2009).

Voter turnover statistics in Zimbabwe, for the period 2000 to 2013 indicate that, the turnout has been below fifty percent, since year 2000. According to International Institute for Democracy and Electoral Assistance, in Zimbabwe, year 1995 had voter turnout of 25 percent, year 2000 a voter turnout of 43 percent, 2005 a turnout of 48 percent and year 2008 elections recorded a voter turnout of 45,5percent, while in 2013 the voter turnout was 48.5%. According to the Condorcet's theorem, the more people participate in voting, the more likely that the decision will be reached and in theory, democracy functions best when more people participate in the democratic processes like elections.

The researcher was motivated to carry out this study after analysing the voting trends internationally and in the country, since the year 1995 and 2000, respectively. A number of people were turned away on the day of nomination and voting, during the harmonised elections in Zimbabwe. (African Union Observer Mission Report, 2013).

Manicaland is one of the ten provinces in Zimbabwe established in terms of the Provincial Councils and Administrators Act (Chapter29:11). It is situated in the eastern part of the country, popularly known as the eastern highlands. The province shares the eastern border with Mozambique, southern border with Masvingo province, and the western and eastern borders with Mashonaland east province. It covers a geographical area of 36456 square kilometres. The province is divided into seven rural district councils and has three town councils which are, Mutare City Council, Chipinge Town Council and Rusape Town Council. The seven district councils are Buhera, Chimanimani, Chipinge, Mutasa, Mutare, Nyanga and Makoni.

The 2012 census for Manicaland province enumerated a total population of 1755000, which stood at 13.5% of the country's population (Zimstat Report2013). According to the 2008 Delimitation Report, Manicaland province was delimited into twenty six (26) national assembly constituencies, six (6) senatorial constituencies and two hundred and sixty (260) wards. The delimitation of a country into wards and constituencies could allow for a fair distribution of voters in the country.

These above mentioned demarcations were partly meant to facilitate the voting processes of the people of different backgrounds, affiliations and cultures, which was not the case during the colonial era when most Africans were not allowed to vote, because of lack of education and property (Constitution of Zimbabwe Amendment No,20 ;2013). In terms of the Electoral Act (Chapter: 2.13), wards and constituencies are based on the number of registered voters in the area.

The voter education is a programme which is carried out by government and civic organisations to educate people about their civic and democratic rights. In terms of the Zimbabwean Constitution, Zimbabwe Electoral Commission (ZEC) is an electoral management body, established in terms of section 100B of the Constitution of Zimbabwe, to carry out the mandate of educating people on the importance of registering people as voters. The law also allows civic organisations to carry out voter education on the authority of ZEC.

The elections in Zimbabwe are held after every five years. Prior to 2004 electoral reforms, there were four bodies which were charged with the mandate of conducting

elections in the country (Constitution No 20, 2013). These were; the Delimitation Commission, The Electoral Supervisory Commission, The Registrar General and The Election Directorate. Besides the lack of coordination of these four bodies, there was less emphasis on voter and civic education that was necessary for ordinary persons to know and be influenced to exercise their voting rights.

The electoral reforms of 2004 gave birth to Zimbabwe Electoral Commission (ZEC), which took over all the above mentioned functions, including voter education. This was the area the researcher focused on in his study, after observing that, there has been a low voter turnout, although voter education was carried out before every election.

In every election, voter and civic education are necessary to ensure that all constituents—men and women alike—understand their rights, their political system, the contests they are being asked to decide, and how and where to vote (Print et al,2009). For an election to be successful and democratic, voters must understand their rights and responsibilities, and must be sufficiently knowledgeable and well informed to cast ballots that are legally valid, and to participate meaningfully in the voting process.

Prior to 2000, in Zimbabwe, civic education has been left to the civic organisations and the government seemed not to play an active role. The principle objective of

civic education is to teach civic literacy, which can be defined as a knowledge and understanding of the basic principles of government (Print et. al.2009).

The purpose of this study was to explore the effects of voter and civic education on voter turnout, during the elections. This was done in a bid to suggest effective ways Zimbabwe Electoral Commission (ZEC), the government and the civic organisations can employ to enhance democratic participation, during elections, in Manicaland province.

1.2 Statement of the Problem

The Zimbabwe Electoral Commission (ZEC) and civic organisations in Zimbabwe are slow in educating people on the importance of voting, during elections. According to the AU Observer Mission Report (2013), a number of people were turned away on the day of nomination and voting during the harmonised elections in Zimbabwe. People were turned away due to failure to produce the required documents and failure to report at the right wards and constituencies on the day of nomination or election (SADC Observer Mission Report, 2013). Lack of education was cited as the major contributing factor to the high figures of voters turned away.

There were less recorded voters over the years in relation to the potential voters. There has been low voter turnout during elections from 1990 in Manicaland province, with the least voter turnout recorded in 1995 of 25% and a voter turnout of 49.5% in 2013, which was only 4% higher than 45.5% of 2008 elections. Low voter turnout limits the democratic participation of many people in the elections.

Democracy functions best when more people participate in the democratic processes like voting.

1.3 Research Objectives

This study wanted to achieve the following objectives:

1.3.1 To evaluate the nature of voter and civic education given to the people in Zimbabwe

1.3.2 To assess the challenges ZEC, the government and civic organisations face in imparting voter and civic education.

1.3.3 To establish strategies that ZEC and civic organisations use in imparting voter and civic education to the electorate.

1.3.4 To suggest effective ways ZEC, the government and civic organisations could employ in imparting voter and civic education to the people.

1.4 Research Questions/Sub-Problems

To answer the problem, the following research questions had to be answered:

1.4.1 What is the nature of voter and civic education given to people in Zimbabwe?

1.4.2 Which are the challenges ZEC, government and civic organisations face in imparting voter and civic education?

1.4.3 What strategies are used by ZEC, government and civic organisations in imparting voter and civic education to the people?

1.4.4 What are the effective ways ZEC, government and civic organisations can use in imparting voter and civic education?

1.5 Significance of the Study

The research findings could give deeper insights to people into the importance of voter and civic education as a tool that could enhance democratic election. Through voter and civic education, many citizens in Zimbabwe could be empowered and motivated to participate in the democratic processes. The research findings will also reveal strategies and ideas that might influence policy, regarding elections, voter and civic education.

The research findings could persuade the government to come up with contextual electoral reforms which could promote voter education, so as to strengthen democracy in the country.

The research findings could add to the body of knowledge on the role of voter and civic education on voter turnout.

1.6 Assumptions

The study was based on the following assumptions;

- 1 Authority from Zimbabwe Electoral Commission (ZEC) would be given to carry out this research.
- 2 The respondents would cooperate in reporting the truth about voter turnout during elections.
- 3 There would be no political disturbances during the period of carrying out this research.
- 4 People like to learn about their voting rights and their responsibilities.

1.7 Scope /Delimitations of the study

The study was confined to Manicaland province in Zimbabwe because it has both rural and urban setup which gives a fair representation of the population under study. The subjects of the study included 750 000 voters,38 ZEC employees,15 members of the civic society organisations,3500secondary school children,150 school officials, 26 members of parliament and260 councillors.

The study mainly concentrated in wards, constituencies, secondary schools, government department and civic organisations operating in Zimbabwe, Manicaland province.

1.8 Limitations of the Study

The findings of this research were likely to be affected by the following constraints.

The researcher took various precautions in case of the constraints

a) This researcher had limited funds to carry out this research .To overcome this problem; the researcher borrowed money from friends and relatives.

b) Some of the respondents were reluctant to give information fearing victimisation.

This was solved by carefully explaining the purpose of the study to the respondents and that their responses were going be treated as highly confidential.

c) The researcher was a fulltime employee who had limited time for the research.

This was overcome by working during the nights, public holidays and take leave to conduct the research.

1.9 Concepts/Definition of Terms

These concepts should be understood within the context of this study;

1.10.1 Education: This refers to the process or action of teaching the citizens on the voting, their rights and responsibilities

1.10.2 Civic education: Civic education is political education that cultivates the virtues, knowledge and skills necessary for political participation.

1.10.3 Voter education: This is the dissemination of information, materials and programmes designed to inform voters about the specifics and mechanics of voting process for a particular election.

1.10.4 Voter turnout: This refers to a measure of citizen participation in politics. It is usually expressed as a percentage of voters who cast a vote at an election.

1.10.5 Voting: This means an aggregating of individuals' preferences into collective decision in an election.

1.10 Summary

In this chapter the researcher started by looking at the background to the study, statement of the problem, the purpose and objectives to the study, research questions, significance of the study, assumptions, definition of terms, delimitation and limitations of the study were discussed before the summary. The chapter also gave direction to the whole study.

Chapter two discusses related literature to the study and chapter three deals with the research methodology. Chapter four presents, analyses, interprets and discusses data

collected. Chapter five gives a summary of the whole project, conclusions and recommendations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

This chapter reviews related literature on the impact of voter and civic education on voter turnout. The review of related literature enabled the researcher to bridge the knowledge gaps of the previous works carried out. The researcher was able to evaluate and identify the gaps in the exiting knowledge and the methodology that were used. Through the review of related literature, the researcher was able to single out major concepts related to this study, such as voter education, civic education, voter turnout, democracy and governance.

For the better comprehension of the discussion the chapter is arranged according to the following themes: The nature of voter and civic education given to people in Zimbabwe, with specific reference to Manicaland province in Zimbabwe; Voter turnout-the concept, issues and determinants; Strategies used and their measurement for voter turnout; Challenges the Electoral Commission, civic organisations and government face in imparting voter and civic education; Electoral reforms and voter turnout and case studies. The chapter ends up with a summary.

2.1 Conceptual/Theoretical Framework

Studies, such as Vergne(2009), portray an assumption that, voters are educated and knowledgeable about civic education for them to exercise to exercise their right to vote during elections. This assumption can mislead people in assessing the power of

citizens in voting. Through voter and civic education citizens are informed, so that they make the choice of wanting to vote or not wanting to vote (Fedderon and Posendorfer, 1996). The people need to be knowledgeable about voting for them to make an informed decision on whether to vote or not to vote (Matsusaka, 1995). The rational approach and information theory are applied in this research. The two theories complement each other in pointing out the need for voters to be educated and informed before they can vote (Vergne, 2009).

Matsusaka (1995) incorporated the idea of limited information in a theory of voter turnout. Starting from the assumption that people have a natural predisposition to vote, he argues that the probability of turning out to vote increases with the individual's level of information. The reason is that the value of changing election outcome is higher when a voter is more confident that he or she is voting for the right candidate (Matsusaka, 1995:93). According to Larcinese (2000), the ideological preference of a voter influences the decision to acquire information.

Information based models help to explain why some people have a high likelihood of showing up at the polls and why the turnout is higher in some elections than in other elections. Palfrey and Poole (1987) state that, there is a positive correlation between the amount of information a person has and the probability of voting.

Rational theory states that people vote if the benefits of voting exceed the cost. A general tenet of the rational choice theory of political participation, where individuals weigh the relative costs and benefits of participation, implies that increasing barriers to voting leads to decreased voter turnout (Leighley, 1995). Gomez (2008) notes this implication remains valid even within the other two major political participation frameworks. Findings in several non-voter identification related studies provide support to the assertion that increasing or decreasing the costs of voting will impact turnout. For instance, even non-regulatory related costs have been shown to impact turnout, resulting in decreased voter turnout (Gomez et al., 2007).

One of the functions of the state, besides the maintenance of law and order, is to educate and inform its people so that they are kept informed and have knowledge enough, to make the right and appropriate decisions, in this case, whether to vote or not (Constitution of Zimbabwe, No 20, 2012). This should not only be based on the assumptions that, people are rational to make choices or decisions. A human mind is limited hence the need to educate and inform him or her of what is involved and the expectations of voting.

The researcher predicts that, voter and civic education can foster voter turnout in Zimbabwe.

2.2 Nature of voter and Civic Education in Zimbabwe

2.2.1 Voter Education, Its Nature in Zimbabwe

Voter and civic education are specialised education programmes given to the people so that they appreciate the importance of voting during elections (Electoral Act Chapter 2:13). The type of education means any course or programme of instruction on electoral law and procedures aimed at voters generally, and not offered as part of a course in law or civics or any other subject for a student at an educational institution. Voter and civic education, if effectively imparted, can increase voter turnout in Zimbabwe and Manicaland province in particular.

Studies carried out by the International Institute for Democracy and Electoral Assistance have revealed that, voter education can sensitise the electorate on the importance of participating in the elections (IIDEA, 2012). In Zimbabwe, voter education is a function carried out by an independent election management board which is expected to ensure that, the electorate is provided with adequate, accurate and unbiased voter education. Civic organisations and some individuals can assist the election management board (EMB) to carry out voter education but the materials they use need to be approved by the EMB.

2.2.2 Concept of Civic Education, Importance and Approaches

Education is the process through which one takes in and builds knowledge of the aspects of life so that they may live one's life more effectively as an active participant in society (Kanaev, 2000; 17). Civic education is also taken as the

specialised aspect of general life education or education in citizenship which enables citizens to be conscious political players in the country's governance.

The principle objective of civic education is to teach civic literacy, which can be defined as a knowledge and understanding of the basic principles of government (Niemi , 1998:7). It also aims at imparting a basic familiarity with prevailing social values and norms, as well as understanding of a person's fundamental rights and responsibilities (Print et al. 2009). Civic education can also build on increased competence and strengthened values, to foster greater participation in local politics (Finkel, 2009). Low voter turnout in Zimbabwe could be as a result of lack of voter and civic education.

Studies conducted in United States of America have shown that, an individual's likelihood of voting increases with higher levels of knowledge and interest in politics. In addition to enhancing these variables, civic education can foster values and attitudes that encourage political participation, while increasing the motivation to vote (Finkel, 2012). People in Zimbabwe and Manicaland province in particular, seem to lack knowledge on the importance of voting, as evidenced by the low voter turnout since year 1990.

Several studies carried out in Canada have revealed a strong correlation between political attentiveness and youth voter turnout (Blais, 2011)). The declining civic duty and the positive relationship between political attentiveness and voter turnout

constituted one of the most robust findings in these studies. From this, it has been concluded that, a successful civic education programme that increases political attentiveness is likely to have a positive impact on voter turnout(Ibid).

Forms of civic education are wide-ranging, including courses on government and civics as well as experiential activities offered by schools or community organizations (Branson, 1998). In countries like America, Australia and Britain, some schools offer traditional civics courses that teach students the basics of democracy and government (IIDEA, 1998). Others have implemented hybrid curricula that aim at both practical and theoretical or historical events. These programmes typically aim at equipping students with the civic skills necessary to be active participants in society, seeking to show students the relevance of government and elections in their lives, as they develop their civic identities (Finkel, 2005).). Young people in Zimbabwe can be empowered, through civic education this could see the figure of voter turnout increasing during the elections.

Kanaev(2000) posits that, civic education may also involve “exposing students to central and political traditions of the nation”, and teaching them “moral sentiments”. It is also argued that, as a more personal type of civic knowledge, knowing one’s rights is the first step, or a prerequisite for participation (Ruita, 2007). There are three approaches to Civic Education which include: the history-curricular approach; government-curricular approach and the voter training and mentoring approach (National Alliance of Civic Education, 2007).

a)The History-Curricular Approach: This approach stresses the importance of knowing and respecting one's nation's social and political history, using documents such as, the Declaration of Independence, the changing of government, the Constitutions and the visions of freedom that a society has been founded upon.

b)The Government-Curricular Approach: This approach proposes that, every student from elementary level of education takes at least a one semester civics course that focuses on teaching students the structure of government, the law-making process, campaigns, elections, public policy and current events.

c)The Voter Training and Mentoring Approach: The approach emphasizes the need to make voting the focus of efforts in a democratic setting, with education and training directed at the actual process of voting and the issues surrounding elections. This approach states that, the real impediment to voting is lack of understanding of how the process works.

As Alexis de Toqueville (1969) points out that, each new generation is a new people that must acquire the knowledge, learn the skills, and develop the dispositions or traits of private and public character that secure a constitutional democracy. Those dispositions must be fostered and nurtured by word and study and by the power of example.

Democracies are sustained and or sustainable by citizens who have the requisite knowledge, skills, and dispositions. It is imperative therefore that, educators,

policymakers, and members of civil society make case and ask for the support of civic education from all segments of society and from the widest range of government institutions for promotion of understanding of democratic ideals, to enhance required citizen participation (Branson, 1998).

2.3 Voter Turnout-the Concept, Issues and Determinants

In recognizing the importance of citizen participation to democracy it seems fair to say that, turnout plays an important role in democratic consolidation(Dahl 1971). Unsurprisingly, political scientists have long been concerned with discovering turnout's determinants. The term voter turnout is used interchangeably with electoral or voter participation, Voter Turnout refers to the number of eligible electors who have actually visited the polling station on election day with the intent of casting a ballot (IIDEA,2009).

Generally, turnout is determined by a function of variables that operate at three levels, the national, the district, and the individual level. Several comparative studies have focused on national level determinants, most commonly the electoral rule and compulsory voting, to account for variation in turnout across countries. The laws in Zimbabwe do not compel people to vote, but in countries like, Canada and Australia, the law compels people to vote (Finkel 2009).

When individual determinants of turnout have been engaged, it has typically been with a case or, sample of cases, from the advanced industrial democracies. This has left major aspects of turnout unexplored within the comparative literature. To date, the comparative literature has not thoroughly engaged the developing world and Africa, Zimbabwe included to test turnout's determinants in the context of recently established democracies.

Voter turnout is usually expressed as the percentage of voters who cast a vote at an election (IIDEA, 2012). This total number of voters includes those who cast blank or invalid votes, as they still participate. The pool of eligible voters can be defined in different ways. The International Institute for Democracy and Electoral Assistance (2012) uses two measures: the number of registered voters and estimated voting age population (VAP). Voter age population includes those aged eighteen years and above who may be registered or not on the voter roll (Electoral Act, Chapter; 2:13). The voter turnout in Zimbabwe is calculated using the eligible registered voter population not the voter age population (VAP) which includes some people who might not be registered (Electoral Act, Chapter 2:13).

2.3.1 Individual level Determinants of Voter Turnout

The determinants vary across the smallest unit of political analysis that is the individual citizen. Individual level determinants tend to fall into three subcategories: demographic, attitudinal, and what is called political affiliation. Demographic

factors are studied to answer questions about how personal attributes, such as gender, age, education, and wealth affect turnout (Rosentstone 1980).

The second subcategory is attitude. As turnout ultimately rests with individual decisions, it seems important to assess attitudes about the benefit of democracy, or satisfaction with current conditions. What makes their assessment difficult in the aggregate is that, attitudes do not always translate well into quantitative measures. Voter and civic education can change the people's attitudes towards the exercise of their democratic rights. It seems reasonable to think that, satisfaction could work in the opposite direction and cause complacency if people lack education. Powell (1986) has shown that, positive attitudes tend to produce higher turnout. To inculcate positive attitudes in order to attain higher turnout, people in Zimbabwe may need voter and civic education.

The third sub-category of individual level determinants has often been called political affiliation. With voter and civic education, politically affiliated electorate are motivated to vote for their political parties and this results in increases in voter turnout generally in Zimbabwe, and Manicaland in particular (Powell, 1986).

These determinants have a fairly straightforward expectation, that is; the higher one's degree of affiliation, the more likely one could turnout (Powell 1986). At the individual level, the mechanism is that, politically involved citizens are more likely to vote both because of their personal motivation and ties to politics.

2.3.2 Demographics as Determinant of Voter Turnout

One could expect a general drawing down of the significance on demographic determinants in Africa, due to the particularities surrounding recent African elections. As mentioned, the elections of the late 1990s were often among the first open, multiparty competitive elections in many of these countries' histories (Rosenstone and Hansen, 1993). Universal suffrage came simultaneously with democracy which saw a number of countries in Africa, Zimbabwe included holding multi-party elections.

The patterns of inequality in turnout that developed in industrial democracies did not have an opportunity to develop in Africa. For instance, while there might be gender inequality in Africa, the patterns that formed from restricted suffrage in industrial countries (Rosenstone and Hansen 1993) did not have an opportunity to form in Africa. Further, demographic factors, such as education and wealth do not take on such a meaningful range in Africa. In a context where even the wealthier voters lack the "leisure time" resources of the elite in industrial countries, or only a very small minority has a university education, demographic determinants could be less influential. Therefore, the general expectation is that, all demographic factors could be insignificant predictors of turnout in Africa, Zimbabwe included.

The general findings from this literature are that men vote more than women, the elderly more than the young, the better educated more than the less educated, and the rich more than the poor, though these results vary in their significance, and on rare

occasion, direction (Wolfinger and Rosentstone 1980; Powell 1986; Leighly and Nagler 1992).

2.3.3 Political Affiliation as Determinant of Voter Turnout

The expectations about political affiliation, that stronger affiliation could lead to higher turnout could certainly hold true in Africa, and in fact, should be expected to take on even greater significance. Again considering the role of neo-patrimonialism, if African citizens view democracies as instrumental, then political affiliation variables are likely to reflect the degree to which citizens take part in these instrumental networks. When the tradeoff is, “you keep me in office, and I keep delivering your goods”, (Michael Bratton, 1997:25) then both the politician and constituent have a stake in turnout.

People who are politically affiliated can get education through the politicians during the campaign period and in turn this can increase the number of voter turnout.

2.3.4 Education as a Determinant of Voter Turnout

Miligan et al (2004) has identified education as one of the key factors in determining voter turnout. Individuals with a higher level of education often have a high

propensity to vote in most elections. According to Campbell et.al (2005), education has shown to affect turnout through various channels. First, education reduces both the cognitive and material costs to voting in that, not much effort is spent in educating the voter who would already be enlightened in terms of civic duties. Education develops the necessary cognitive skills that help voters to process political information.

Education instils a sense of civic duty by fostering democratic values and beliefs and encouraging participation in socially oriented activities (Wolfinger 1980). Campbell (2005) states that, turnout is influenced by civic culture (values and beliefs) that usually prevail in high schools that the student would have attended. Education has also been shown to provide individuals with necessary skills to deal with bureaucracy of voting. (Rosenstone, 1993).

2.3.5 Socio-Economic Factors as Determinants of Voter Turnout

Dee (2003) suggests that, parents socialisation of their children plays a critical role in instilling a sense of civic duty, promote political interest and encourage voter turnout. Miligan(2003),analysed the impact of education on turnout both in the United States of America and the United Kingdom and found robust relationship between education and turnout. This could mean that, it is not education per se that influences voter turnout, but other factors such as the whole process of socialisation.

The correlation between educational attainment and voting is strong; it is consistently found in all studies, and usually survives controls for other demographic variables (Verba, 1995). Green.D (1996) says that, this relationship has been found in “literally thousands of cross-sectional surveys” since 1924. For example, in the 2008 election in Canada, the turnout of young people who had completed even one college course was 26 percentage points higher than that of their peers who had never attended college.

The preponderance of evidence of correlation of education and turnout suggests that, increasing someone’s education would, by itself, increase the chance that he or she will vote(Niemi and Junn 1998). In this case, the Zimbabwe Electoral Commission needs to educate the Zimbabwean citizens, so as to increase their sense of wanting to vote, during elections.

2.4 Strategies and Measurement used for Voter Turnout

2.4.1 Search for International Best Practices

Two major cross-national studies on civic education have been conducted, though neither has measured the impact of civics on voter turnout specifically. The first – The International Civic and Citizenship Education Study (ICCS) – was carried out by the International Association for the Evaluation of Educational Achievement in 1999. A follow-up study was undertaken ten years later, in 2009.

The 1999 study was based on surveys of 140,000 students in 28 countries. Its main objective was to strengthen the empirical foundations of civic education, by

providing information about the civic knowledge, attitudes and actions of 14-year-olds and upper secondary school students. Most important, the study revealed that, two variables associated with civic education outcomes – civic knowledge and political interest – were strong predictors of expected electoral participation (Torney-Purta et al. 2001).

Scandinavian countries are notable for best practices in civic education (Milner et al. 2009). Field trips and simulations, for example, are key features of the civic education curricula of Sweden and Norway. In Norway, students study political parties and their programmes, visit politicians, role-play, present party platforms in class and participate in parliamentary committee simulations. In Sweden, classroom time is supplemented by experiential simulations, such as Minister for a day, as well as visits from and to city councils. Although it is difficult to assess the impact of such initiatives, Milner (2010; 2002) argues that, they are important contributing factors to higher levels of civic literacy in Scandinavia, which, in turn, are associated with higher turnout.

Australia is another jurisdiction where the impact of civic education was found to be positive. The Youth Electoral Study indicated an important difference in voting intention between those who had taken a course about government (62.5%) and those who had not (52%) (Print, 2009). Australia is also notable for the innovative role that the Australian Electoral Commission has played in supporting civic

education. Among other things, the Commission manages a National Electoral Education Centre in Canberra. A dedicated staff person is also available for teacher training, and three permanent staff members are available to provide public education upon request in schools in each of the country's 150 constituencies (Howe 2010).

Although there are different ways to encourage youth to vote, civic education – with the right approach – remains an essential policy option for fostering democratic participation and preparing young people to assume their roles as citizens (IIDEA, 2012).

2.5 Challenges Organisations in Zimbabwe face in Imparting Voter and Civic Education

2.5.1. Democracy Challenges

The challenges organisations face in imparting voter and civic education to citizen are related to the concept of democracy, governance, levels of participation and leadership. There exists not only one theory, concept or model of democracy, but clearly exists a pluralism or plurality of different theories and models of democracy. There is an abundant literature relating to democracy theory with countless definitions of what democracy is (Buhlmann et al 2008:05). According to LazaK. (2007:1), there is no consensus on how to measure democracy, but definitions of democracy are contested, and there is an ongoing lively debate on the subject.

Democracy is a system of government by which political sovereignty is retained by the people and exercised directly by the citizens (www.en.wikipedia.org). People can only retain sovereignty and directly exercise democracy, if they choose the leadership which they can remove from power if it fails to meet their demands

Studies by Finkel(1998) have however revealed that, not all people are worried about voting. Voter and civic education have been used as strategies to motivate people to exercise their democratic rights. Democracy is enhanced and consolidated, if more people participate in elections. Low voter turnout experienced in Zimbabwe could be compromising consolidation of democracy.

Sodaro (2004:3) states that, the essential idea of democracy is that, the people have the right to determine who governs them. In most cases they elect the principal governing officials and hold them accountable for their action. A government chosen by the majority guarantees its citizenry freedom hence; people could be motivated to exercise their democratic rights, through voter and civic education.

Democracy allows citizens to exercise their rights to the freedom of choice, freedom of expression, freedom of assembly and freedom to vote. Elections in themselves may not be a sufficient condition for political representation, but they are a necessary condition (Heywood 1997:69). A democratic society is therefore a society in which

everyone is valued, decisions are based on consultation, and leadership is accountable.

Democracy can be consolidated if leaders perform two vital functions: providing good leadership that embodies and exemplifies a model of appropriate behaviour for citizens; and using their powers and authority to advance the common good and welfare of their citizens (IIDEA, 2012). The failures of democracy in Africa urgently and dramatically bring to the forefront the need for more work and attention by both Africans and the international community.

2.5.2 Governance Challenges

Simply put "governance" means: the process of decision-making and the process by which decisions are implemented or not implemented (World Bank 2002:5). In general terms, governance means what government do, and in the context of corporate governance, it can be described as what the board of directors do(UNDP, 2007). Leadership plays a critical role in the governance of the country whether in the private or public sector.

Corporate governance has also played a critical role in consolidating democracy .The functions of corporate governance are to rule, lead, create and maintain structures and systems and monitor performance(McGregor, 2000). According to Hampel(1998), corporate governance is the process whereby people in power make

decisions that can create, maintain or destroy the social systems, structures and processes.

Poor corporate governance has led to a number of failures of most organisations in Africa and Zimbabwe in particular. Due to poor corporate governance, a number of companies in Zimbabwe have been forced to downsize and this has seen the unemployment rate rising. Unemployment has a causal effect on socio economic problems which results in the electorate losing faith in the democratic process and this can cause voter apathy.

2.5.3 Good Governance and Voter Turnout

Different scholars and international agencies define the term ‘good governance’ in different ways. Some social scientists define it in a very simple way, as the level of goodness or quality of government (Hye 2000). People want to elect a government which ushers in good governance and they can only do this, through exercising their democratic right of voting.

Voter and civic education can empower the electorate to make the right choice of leadership, who are accountable, transparent and visionary. One principle of good governance is participation where people are at the heart of development. The more people participate in elections, the more democracy is enhanced. Civic and voter education can be used as a tool to increase the voter turnout in the Zimbabwe.

2.5.4 Levels of Participation in Governance and Voter Turnout

UNDP (1995), define participation as the involvement of people at different levels in decision making process to determine social goals and allocation of resources. Participation therefore means the mobilisation of people to implement what government has elected to do. It also relates to the involvement of a significant number of people or persons in situation or actions which enhance their wellbeing (Nigel.J; 1987). People participation help to identify people's initiatives in making decisions on problems confronting them. Citizen participation is not only a right but a responsibility (Milbrath et al, 1977).

Public participation in governance can be political or executive. Political participation is where the public participates in democratic processes or policy formulation, through representatives, who they elect to represent their interests. The representatives can either be members of parliament or councillors (Hanenkom, 1987; 30). The elected officials can become members of the executive, who implement the policies. The voice of the majority usually counts in order to come up with the right choice of representatives, who could advance the interests of their constituency. Voter and civic education can increase the voter turnout, which could result in enhancing democracy. If more people cast their votes, a democratic government is put in place and the majority will have a say in governance issues.

2.5.5 Levels of Participation-Democracy and Governance

Participation is, as the World Bank (1996) defines, a process through which people influence and share control over development initiatives. Participation sometimes causes delays in the decision-making (Innes & Booher 2004) or increases cost (Olson 1965) or brings conflict. However, most critics describe it as essential to the sustainability of development programmes (Siroros.P, 2002). People's participation becomes more effective the more people exercise their democratic right of voting, which can be enhanced and motivated by voter and civic education. Low voter turnout in Manicaland province Zimbabwe could be a characteristic of ineffective participation by the electorate, which compromises democracy.

Participation, legitimacy, accountability and transparency are considered major factors to ensure good governance. Transparency refers to the availability of information to the general public and clarity about government rules, regulations and decisions (Gurung 2000). These four elements of good governance are considered as 'Four Pillars, which are universally applicable, regardless of the economic orientation, strategic priorities on policy choices of the government' (Rahman 2006: 54). A high turnout in election guarantees the enhancement of democracy and people in Zimbabwe could be motivated through voter and civic education to participate in democratic processes.

Arnstein(1996) describes different levels of participation from manipulation through consultation to citizen control. The best levels of participation are found in partnerships, delegated power and citizen control where quality information, power and information are shared. Voter and civic education should enable the citizens

transformative which empowers them to be able to decide and act for themselves, both as a means and an end to vote for candidates they want during elections (White, 1996).

2.5.6 The Critical Governance Challenges of Democracy

Democratic consolidation in the continent has been at stake due to a number of governance challenges. A number of countries in Africa have failed to hold democratic elections because of conflicts. Leadership of these countries has been characterised by military regimes which got into power through coups. People fail to cast their votes because of violence and this impact negatively on the voter turnout.

Poor governance and corruption should be highlighted as the most important systemic factors contributing to poverty in developing countries. Civic and voter education could bring a democratic government which shun corruption because people could be educated enough to make correct political decisions. Through voter and civic education, people can be in a position to make the right choice of candidate who can serve their interests.

2.5.7 Leadership Challenges and voter turnout

Leading a country involves making policies and finding solutions to problems, ensuring stability of the polity, and guiding the society to prosperity (Bell and Smith, 2002). Good leadership has no room for corrupt activities or tendencies. Electoral corruption is prevalent in Africa and is a situation where politicians bribe

voters, promise special favours, intimidate voters, and a situation where losers“ end up announced as the winners in elections.

Voter and civic education, as described above, could go a long way in inculcating culture of peace and tolerance, which seem to be lacking in some of these countries. Electoral fraud impacts negatively on democracy in that, the people’s choices are not respected and wrong people get into office. People in future may end up losing confidence in the electoral processes and this can create apathy.

2.6 Electoral Reforms and Voter Turnout

History has shown that, it is usually difficult to hold elections that are completely free and fair. In Africa, studies on elections have revealed that, transiting from one regime to another is often the problem. In most African countries, election results have been challenged and this undermines democratic governance. Zimbabwe faced challenges in the elections which were conducted in 2008 and as a result a number of reforms were recommended before the 2013 harmonised. Among the reforms recommended was the takeover of registration of voters function from the Registrar General, the introduction of the polling station specific voters roll, delimitation of electoral boundaries, special voting, voter education to include the aspects of civic education and creation of the electoral court (Constitution Amendment No 20, 2012).

People in Zimbabwean disenfranchised especially in the rural areas because they could not travel long distances to go and register. This could have contributed to the low voter turnout since many people failed to register (A.U.Observer Mission Report 2012). If more people register as voters, this can resulting high voter turnout. In terms of the Zimbabwean Constitution, only registered are allowed to vote on the voting day (Electoral Act Chapter; 2:13). The law of the country stipulates that, people vote in the wards in which they are registered and it was observed that a number of electoral officers failed to vote in 2008 elections because they had been deployed to polling station outside the wards in which they were registered. Electoral reforms brought in the special vote facility to cater for those who would be away from their wards performing electoral duty (Electoral Act Chapter; 2:13). A number of electoral officials used this facility (Special vote) to vote before the actual polling day. This could have contributed to slight increase in turnout 2013 elections compared to 2008 elections where most electoral officials who were deployed outside their wards failed to vote.

2.7 Empirical Studies

2.7.1 Case Studies-Empirical Studies

Studies carried out in Canada, the United States and Australia demonstrate that, civic education has a positive impact on key factors associated with voter turnout, such as political knowledge, interest, attitudes, civic participation and intent to vote, methods and approaches to teaching civic education matter.

2.7.2 Canadian Studies and Voter and Civic Education

In Canada, research has shown that, community service integrated into civic education courses could have a greater impact on future political participation than a one-sided classroom approach. Civic education should also engage the ideas students have of politics when they first enter the classrooms. Researchers investigating the impact of civic education in Canada are confronted with additional challenges. First, because education is a provincial jurisdiction, there is no national curriculum or programme to assess. Second, while most provinces offer civic education in some form, they may offer it as part of another course and it may not always be a mandatory subject. At the general level, several studies in Canada have observed a strong correlation between political attentiveness and youth voter turnout (Blais et al. 2011).

2.7.3 United States studies and Voter and Civic Education

Based on the early work of Langston and Jennings (1968), the scholarly consensus in the United States long held that, civic education was ineffective. In the late 1990s, a new wave of scholarship pioneered by Niemi.R.G (1998) began reassessing the impact of civic education on fostering political knowledge and engagement, and it revealed more positive results. Currently, all 50 states require that high schools teach civics or the equivalent (Milner 2010). Recent research by Bachner (2011), based on two National Education Longitudinal Studies (NELS),

shows that, students who complete a year of coursework in American Government/Civics are 3 to 6 percentage points more likely to vote in an election following high school , than those without exposure to civic education.

A study on the impact of a supplementary civic education programme in Philadelphia, the Student Voices curriculum, revealed similarly beneficial outcomes for factors associated with voting (Pasek et al. 2008). The results of the study indicated that, students who experienced two semesters of the programme reported greater self-efficacy for political participation and that this effect carried over to increased political attentiveness, as well as to knowledge of candidates' positions.

Another study, on the impact of a civics programme in Los Angeles, developed by the Constitutional Rights Foundation, a non-profit community-based organization, also found out that, methods matter (Kahne et al. 2006). The programme, City Works, incorporated several innovative experiential activities, including multiple simulations of processes related to local government in the context of a fictional city, meetings with various community leaders. The study found out that, students who participated in the programme as part of a course on American government scored higher on civic and political engagement indicators than those who did not.

2.7.4 The Afro Barometer to Study Turnout as a Case Study to the Effectiveness of Voter and Civic Education

The AfroBarometer's commitment to providing survey data that can be comparative across several countries greatly facilitates the extension of turnout research to the understudied areas mostly in Africa. Specifically, the data allow for an investigation of two major questions:

- a) How well does the model of turnout (roughly) established in the advanced industrial democracy literature apply to Africa?
- b) How effectively does the individual level, as a whole, account for turnout?

Survey data were available for; Botswana, Ghana, Lesotho, Malawi, Nigeria, South Africa, Uganda, Zambia, and Zimbabwe – with all surveys having been conducted between 1999 and 2000.

The nature of questions asked in these surveys is, unsurprisingly, focused on what was called the individual level of determination. However, the available sample of countries is particularly advantageous despite this limitation, due to similarities in national level determinants. All but two countries use the first-past-the-post electoral system, none has compulsory voting, and all are comparatively low in per capita gross domestic product. These first two determinants – electoral system and compulsory voting – are two of the most influential national level variables, and the “natural” control included in AfroBarometer sample allows for greater confidence when drawing inferences about individual level variable significance.

The next subcategory of individual level variables is attitude. The surveys asked several questions about political attitudes, but two were chosen because of their relevance to the theoretical expectations on turnout, and ubiquity in the surveys. The first asked the respondent their preference for democracy as a system of governance, and offered the following three choices: “For someone, a democratic vs. non-democratic government makes no difference,” “In some circumstances, a non-democratic government can be preferable to a democratic government,” and “Democracy is preferable to any other form of government. The second question asked the respondent about their overall satisfaction with the “way in which democracy is working” in the country, and offered the following four choices: “not at all satisfied,” “not very satisfied,” “fairly satisfied,” and “very satisfied.”

The final subcategory of the individual level is political affiliation, and the surveys asked three questions that were particularly well suited for current purposes. The first asked the respondent if they have recently worked for a political candidate or party, and offers five choices ranging from “no, would never do this” through “often”. The second asks if the respondent has been in contact with government officials for the purpose of expressing their political views, and offers four choices ranging from “no” to “frequently. The third question asked the respondent if he or she thought of themselves as close to a political party, without asking which party. A more common test for comparative purposes would be to look at variation in turnout cross-nationally, measured by national turnout percentages. While all previous tests

have used the dichotomous measure of turnout, the country models can be used to obtain predicted values of turnout, which can then be compared.

On the one hand, the individual level model produces substantial results in accounting for variation among African citizens. On the other hand, the model is shown to be limited in its ability to account for cross-national variation of national turnout percentages. This study has engaged several thousand survey respondents from eight countries spanning sub-Saharan Africa in an effort to expand research on voter turnout. In so doing, several findings were made.

First, individual level variables were found to take on a unique pattern of significance in Africa. Consistently across the continent, demographic factors (excepting age) and attitudes about democracy as a system were insignificant, while satisfaction with the workings of the system and ties to the networks of politics were found to significantly increase turnout. These results lend support to the neo-patrimonial hypothesis, which views the exchange of desired goods as democracy's most salient benefit. Further, it reflects the unique context of democracy in Africa, where the relative "newness" of open, multiparty elections plays an important role.

Having tested the comparability of individual level determinants, it was then important to ask how well the individual level did as a whole to account for turnout. The findings here were twofold: First, the model of individual determinants had a substantial impact in accounting for variation across individual respondents.

Secondly, when shifting focus to a cross-national analysis using turnout percentages, the model was found to play a limited role.

While these tests do not constitute a fully comprehensive account of turnout across the African continent, the presence of several important controls, combined with the corroboration of findings between the different tests allows for confidence in the reliability of the findings. What people are left with, then, is a preliminary picture of turnout in Africa, suggesting a focus for future research.

2.8 Considerations on Surveys on Voter and Civic Education

The ability of researchers to assess the impact of civic education on voter turnout is challenged on a number of fronts. Methodologically, because people who take civic education are typically below voting age, studies based on survey questionnaires must use intention to vote as a proxy for actual electoral participation. Few countries or jurisdictions that have implemented mandatory civic education have examined its impact over time through comprehensive studies that control for other factors. No study has undertaken a cross-national analysis to compare the impact of specific programmes and approaches to civic education.

In the absence of large-scale studies controlling for other factors, the temptation is to extrapolate the impact of civic education by comparing changes in turnout figures in jurisdictions that have implemented mandatory civics before and after implementation. But there are two main problems associated with this approach.

First, civic education may have positive individual effects that do not appear in aggregate studies. Declining youth voter turnout is a complex phenomenon, and other societal factors may depress the motivation to vote. In addition, even if there is an increase in turnout at the aggregate level following the implementation of mandatory civics, the cause may be something else entirely.

Given these challenges, the best that could be done to assess the impact of civic education is to review pre- and post-evaluations that assess the impact of specific initiatives and programmes on various indicators associated with turnout. With these considerations in mind, several studies shed light on the impact of civic education in Canada, the United States and other advanced democracies.

2.9 Summary

If appropriate voter and civic education strategies and measurements are taken into account, the turnout in Manicaland province is going to increase and this could see a government for the people being put in place. Voters are the backbone of any sustainable democracy, and therefore the more people cast their vote, the more democracy is enhanced. This chapter explored various aspects of the phenomenon of the impact of voter and civic education on voter turnout, making specific reference to Manicaland province. The chapter discussed the concepts of voter turnout, voter education, education, civic education, governance and democracy. The determinants of voter turnout were also discussed including the effective strategies that can be employed to motivate the people to vote. Throughout the discussion of

measurements of the effectiveness of the impact of voter and civic education on voter turnout were indicated.

The next chapter deals with the research methodology.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses, research methodology, which addresses the activities and procedures that were undertaken to collect the data for this research. It discusses: the research design or plan; the population; sample and sampling procedures; research instruments; data collection, presentation and analysis procedures. Thus, the chapter concerns itself with an operational framework within which the ideas of the research are placed in a coherent manner for easy undertaking of this research work. Without this framework the researcher has no direction (Leedy, 1980).

3.2 Research Methodology

Research methodology is the way in which data is collected for the research project. According to Leedy (1985:81) research methodology is, “all techniques, methods and procedures adopted in terminology work to carry out terminology research”

3.3 Research Design

Cooper and Schindler (2003:146) define research design as, “a plan and structure of investigation so conceived as to obtain an answer to the research question”.Saunders et al (2005:97) define descriptive survey design as a study which “portrays an accurate profile of persons, events or situations.

The research questions were raised on the study investigating the impact of voter and civic education on voter turnout Zimbabwe, Manicaland province, for the period 2000 to 2013. The researcher chose the descriptive survey design as the methodology for this study, using quantitative and qualitative methods.

The descriptive survey was most appropriate for this study, for it enabled the researcher “to see over and beyond” that the participants thought they were seeing. This means that, the researcher used all his senses in visualizing the impact of civic and voter education on voter turnout as a way of enhancing democracy. The descriptive survey allowed the researcher to analyse the voting trends in province in Zimbabwe, Manicaland province for the period under study, and how the voter and civic education impacted on voter turnout. The survey revealed the most important aspects of the impact of civic and voter education on voter turnout and how the people were motivated to cast their votes. It also allowed the researcher to analyze a wide range of factors that affected the voter turnout in Zimbabwe, Manicaland province.

According to Mouly (1963: 233), “Surveys must do more than just uncover data, they must interpret, synthesize and integrate these data and point to implications and interrelationships”. Data collected was aimed at revealing the impact of voter and civic education on voter turnout. The relationships between voter and civic and voter turnout and various factors affecting the process were better described by the descriptive survey (Saundes et; et al,2005).

Quantitative methods involve collecting data numerically and deriving meaning from such numbers (Cooper and Schindler 2003:125). Cooper and Schinder(2003) also noted that, qualitative method involves collecting data in a non-standardized manner requiring classification of this data into categories and then deriving meaning through words. The use of the two methods helped the researcher to answer research questions and meet the objectives of the research.

Through descriptive survey design, the researcher made use of a number of instruments and methods to study the relationships and effects of civic and voter education on voter turnout in Zimbabwe, Manicaland province. It was possible to use records, questionnaires and interviews through the descriptive survey. It was also possible for the researcher to make follow ups to questionnaires using the interview tool to clarify on certain areas, so as to avoid misinterpretations. Since the survey of the entire population was not practicable, the researcher used sample of the population. The number was manageable and representative enough of the population.

It was however found that, the descriptive survey could become an end in itself, failing to show what next had to be done (Saunders et al, 2005:97). The researcher therefore, went further and drew conclusions from the data, by evaluating data and synthesizing ideas.

3.4 Population

Charles (1995) and Ghauri and Grenhang (2005:147) define population as, a total universe of the units from which the sample is selected. On the other hand, Cooper and Schindler (2003:146) define target research population as “the total collection of elements about which we wish to make some inferences”. The population was comprised of the councillors, members of parliament, officials of civic organizations, ZEC officials, member of the electorate, officials of Ministry of Education in Manicaland province, and Advanced Level Students.

The target population comprised of 260 councilors, 26 members of parliament, 38 ZEC officials, 15 civic organization staff, 3500 secondary school children, 150 school officials, and 750000 registered voters in the province. The researcher invited views of the respondents who were involved in the electoral processes. The researcher wanted to find out from the electorate what they understood by democracy and the effects of low turnout on democracy, what motivated them to go and vote or what demotivated them not to vote.

3.5 Sample and Sampling Procedures

A sample is defined as a subset selected from the population under study or investigation (Chimedza et al,2001;Hanke et al 1994).It was not possible to collect information from the whole population because of costs involved and time was also limited on the part of the researcher, who was a full time employee.. Using a representative sample reduced the costs and time constraints on the part of the researcher. The sample made the study manageable as opposed to dealing with the

whole population. The sample chosen was in such a way that each member of the population could have an equal chance of being included in the sample.

Since the research was mostly qualitative, it was not the numbers that were important but the representativeness of the 750000 registered voters in Manicaland province. The researcher used purposive and convenient sampling to select 5 officials of civic organizations, 8 ZEC officials, 14 secondary school heads, and 14 students. Simple random sampling was used to select 21 members of the electorate. These were officials who were supposed to in a better position to know about elections. The researcher used stratified sampling, after multi-stage sampling. Multi-stage sampling is a process of dividing the province into districts, constituencies and wards.

The (5) five members of parliament were selected from the (26) twenty six constituencies after multi-stage sampling of the constituencies. The purposive sampling was used to select civic organization officials, ZEC officials and education officials. The members of parliament were selected through convenience sampling basing on constituencies, while selection of councilors was based on wards.

Multi-stage sampling enabled the researcher to include all possible elements in a large population, so as to study the trends in voting. This enabled the researcher to randomly select members of each segment. Random sampling ensured that, each element in the segment had an equal chance of being included in the sample. The researcher used a table of random numbers to select members of the electorate.

The total sample was 5 members of parliament, 7 councillors, 5 officials of civic organisations, 8 ZEC officials, 14 secondary school officials, thirty (14) secondary school students and 21 members of the electorate. Because of constraints of time, financial resources and accessibility, the numbers chosen were representative enough of the population to get valid and reliable responses for accurate generalizations (Babbie, 2007; Creswell, 2003; Israel, 2009). Simple random samplings, convenience sampling and purposive are the simplest and the most common methods of sampling which were used in this study.

3.6 Research Instruments

In carrying out the study, data needs to be collected in order to make inferences. Research instruments are used to collect data. Research instruments are data collection tools that are used to collect data for a research. These instruments are varied and wide ranging. Mouly (1963:234) defines research instruments as, “tools used to collect data and information needed to find solution to a problem under investigation”. In order to ensure that adequate and relevant data was collected, within the timeframe; the researcher used tools, such as documents, questionnaires and interviews.

3.6.1 Documents

The information pertaining to the organization’s operations, voter education, civic education and electoral issues afforded the researcher an opportunity to have access to documents from ZEC on voter population and voter turnout for the previous

elections. Civic organizations and government departments provided information related to democracy and governance issues. These documents were in form of reports, minutes and newsletters.

The researcher used documents because it was economic in terms of time and money. The data was easily collected from the above mentioned organizations which stored this information for several years (2000-2013) enabling the researcher to make comparisons over the years. This data laid the framework for other relevant facts to be researched on.

Getting information from the organization was at times difficult since most of the reports were not readily available and at times staff was not willing to release the information. To overcome this problem, the researcher got permission from the heads of departments to peruse and analyze the documents. The Provincial Elections Officer for Zimbabwe Electoral Commission, school headmasters, heads of civic organizations through the umbrella board NANGO, assisted with information.

3.6.2 Questionnaire

Most research studies have shown that research findings in majority of cases are based on information gathered through the use of instruments like the questionnaire. A questionnaire is a document containing a list of pertinent questions for a statistical enquiry. The questionnaire was used in this study because it is one

of the most popular methods to obtain information (Behr 1973:72). The questionnaires were distributed to members of parliament, councilors, ZEC and civic organization employees, students and school officials and the electorate to gather information about the impact of voter and civic education on voter turnout in Manicaland province. Trained research assistants distributed and administered questionnaires in the seven districts in Manicaland province.

Most questions were designed to obtain quantifiable information about the impact of voter and civic education on voter turnout for the period 2000 to 2013, for the elections conducted in Manicaland province, and the possible measures to motivate the electorate to cast their votes. The researcher guaranteed confidentiality of the respondent's answers. This made the respondents willing to express their views without fear of victimization. Questionnaires were found to be the most ideal to collect descriptive data about respondents' opinions, behaviors, and feelings. Some questions were open-ended. This allowed respondents to express themselves. Thus, both quantitative and qualitative data were obtained.

The response return rate could not have been 99%, had the researcher not emphasized or stressed the anonymity of the respondents and confidentiality of their responses. Some respondents could have left some questions unanswered, had the researcher not emphasized the importance of every question to the research findings.

The respondents were asked not to write their names on the questionnaires. This allowed anonymity, allowing respondents not to hesitate in answering questions. In the case of organizations, questionnaires were sent to the department heads who then distributed them to the rest of the participants and for the electorate. The researcher made use of the research assistants, in order to speed up the process. The bias of the interviewer was removed, since the questionnaires were filled in, in the absence of the researcher.

Despite the above advantages there were some disadvantages of using a questionnaire. There was a possibility of misunderstanding of the questions and to avoid answering some of the questions. The researcher made the questions simple and straight forward and easy to answer. At times, the researcher or research assistants explained the questions to the respondents as a way of motivating them to answer the questions. This motivated them to give correct answers.

3.6.3 Interview

An interview is the conversation between the interviewer and the interviewee to elicit certain information. Beach (1980:164) defines interview as, a conservation or verbal interaction normally between two people for a particular purpose (Saunders et.al 2005:244), define interview as “a purposeful discussion between two or more people”. The researcher interviewed the Provincial Elections officer, Provincial Education Director and the head of the NANGO organization in Manicaland province.

The researcher used personal interview to collect some information which could not be collected by questionnaire, such as information which had not been asked. The researcher took the interviews as the principal means of gathering information having a bearing on the research objectives. The interview was also used to supplement other methods used. The interview helped the researcher to gain good cooperation from the respondents. The interview enabled the researcher to answer questions about the study, probe for answers from the respondents, use follow up questions and gather information by observation of non-verbal cues, which did not occur with the use of a questionnaire.

The interview was suitable for every complex situation and sensitive issues on the impact of voter and civic education on voter turnout in Zimbabwe. The interviewing was enhanced by creating a more conducive atmosphere in terms of time, place and preamble and explanation of the topic and assurance of confidentiality of the responses. Interviews were conducted during times which were not busy, especially during the afternoons when the offices were less busy.

Besides the above advantages, an interview provided an opportunity to the interviewer to probe for grey areas. It had a high response rate, as compared to other tools, like a questionnaire. An interview also provided prompt answers to the researcher. The disadvantage of an interview is that, data cannot be easily ordered for analysis. At times respondents do not co-operate and give relevant answers.

Bias is also one of the problems associated with interviews. In order to overcome this, the researcher structured the interviews in such a way that any bias could be removed.

3.6.4 Pilot study/Testing

In order to improve the quality of instruments, some questionnaires and interview guides were pilot tested. The findings of the pilot study enabled the researcher to make corrections on the instruments, such as questionnaires and interview guides. Pilot study is a small scale preliminary study conducted before the main research, in order to check feasibility or improve design of the research (Wilmot and Young, 1970:49).

Saunders et al (2005:492) define validity as, “the extent to which data collection methods accurately measure what they are intended to measure”. This researcher wanted to accurately measure the impact of voter and civic education on voter turnout in Zimbabwe, Manicaland province. Reliability is the degree to which data collection methods yield consistent findings (Robbins and Coulter 1999: 347). If other researchers use the same methods as in this study, similar observations could be made or conclusions reached about the impact of voter and civic education on voter turnout.

Permission was sought from civic organizations, ZEC and government departments before carrying out the pilot study. Those who were pilot tested were not included

in the study sample. This was because it could have influenced the later behaviour of research subjects, if they had already been involved in the research.

Pre-testing of instruments was done to eliminate problems before full scale research was begun. The instruments were issued to chosen pre-test candidates, who were similar in all important respects to the future respondents. Some questions which were similar were deleted. Some questions not understood were modified. Five days were given to answer the questionnaires.

3.7 Data Collection Procedures

Data is required in research studies and proper procedures have to be followed to gather relevant information. Mouly (1963:245) defines data collection procedures as “the steps taken in administering instruments and collection of data from subjects under study”. This involved the preparation, distribution, administration and collection back of the research instruments.

The collection of reliable data is in most cases difficult. It can be most worrisome and time consuming on the part of the researcher. Data must be collected in appropriate kind and quantity paralleling the investigation research questions (Cooper and Schindler 2003:452). This can be a sensitive exercise since it brings a lot of questions in the hearts of the respondents, making getting data not easy.

Questionnaires were handed to department heads and research assistants on the 17th of March 2014, who then distributed them to the rest of the participants in their departments and wards in the case of the electorate. Five days were given to answer

and return the filled in questionnaires. Permission was first sought from the ZEC head of the province, heads of ministry and civic organizations before the instruments were delivered to the department heads. The researcher and the research assistants personally collected completed questionnaires from heads of departments, civic organizations and members of the electorate.

The interviews were arranged through making appointments with the interviewees. Interviews were done two days after collecting questionnaires. These were conducted at agreed venues with the interviewees. The researcher perused records, voter education, civic education and reports on voter turnout in the province since year 2000.

Data collected was computed using tables and figures, such as, pie charts and graphs. Tables were used to show specific values, for example the impact of voter and civic education on voter turnout. Bar charts were used to show the lowest and the highest values. The choice of data presentation was influenced by the research questions and objectives.

3.8 Data Presentation and Analysis Procedures

Data is said to be useful after presentation and analysis, since data collection is not an end in itself. Cooper and Schindler (2003:454) define data presentation procedures as the conversion of data from raw form to reduced and classified forms that are more appropriate for analysis. Data collected by the researcher using a

questionnaire, documents and interview as discussed previously in this chapter, on the impact of voter and civic education on voter turnout, was classified and analyzed.

Behr (1973:97) defines data analysis procedures as the steps in breaking down data, classifying the nature of components, interpreting and making inferences from the information. After making classification of data, analyzing and interpreting, the researcher drew inferences. Every questionnaire passed through data validation and editing stages where the researcher checked if all questions were consistently completed. After doing this, data that qualified for analysis was captured and analyzed.

Data was presented using frequency tables and figures. Numbers were converted into percentages for ranking and comparisons, and for making generalizations. Tables and figures were used since they could be easily constructed and interpreted.

3.9 Ethical considerations

The researcher was impartial and independent and also took into consideration the selection of the sample where the researcher thought carefully of who had be included and excluded in the sample. The research subjects were fully informed about the purpose, method and the intended uses of the research, what their participation in the research entailed and what risks, if any were involved.

The research participants were advised to participate voluntarily without any coercion. Information supplied by the subjects was treated with strict confidentiality and anonymity of the respondents was going to be respected.

Participants were assured at every stage that they could end their participation if they so wished. Consent or permission was sought from the individuals and institutions before embarking on the study.

3.10 Summary

This chapter discussed the research methodology and design, population, sample and sampling procedures, the research instruments such as questionnaires and personal interviews. The researcher then discussed data collection, presentation and analysis procedures. The chapter ended up with a summary. The next chapter presents, analyses, interprets and discusses data.

CHAPTER 4

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSION

4.0 Introduction

This chapter presents, analyses, interprets and discusses data on the impact of voters and civic education on voter turnout, in Manicaland Province, from 2000 to 2013. For clear understanding of the deliberations, the chapter is arranged according to the following themes: the response rate, socio demographic data, voter education-the concept, civic education- the concept, voter turnout-the concept, importance of voter and civic education, voter and civic education as part of the school curriculum, variables that cause people to vote or not to vote, factors that contribute to low voter turnout, challenges faced by ZEC and other organisations in imparting voter and civic education, strategies in imparting voter and civic education, voter and civic education policy, discussion of findings, before the summary.

4.1 Response Rate

Table 1: Response Rate

N=74

Category	Expected	Those who participated	%
ZEC officials	8	8	100
Civic organisation officials	5	5	100
Education officials	14	14	100
‘A ‘Level students	14	14	100
Councillors	7	7	100
Members of Parliament	5	5	100
Electorate	21	20	95
Total	74	73	99

Table 1 shows that, 99% (73 out of 74) of the expected respondents participated in the study. One of the members of the electorate did not participate. The member returned an incomplete questionnaire and did not give any reason for not filling in

the questionnaire. The 99% response rate was adequate enough to call it a 100% for this study. It was representative enough to give valid and reliable data on the impact of voter and civic education on voter turnout.

4.2 Socio- Demographic Data

Table 2: Respondents by Gender

N=73

Type of respondents	Males	%	Females	%	Total	%
Zimbabwe Electoral Commission officials	7	87	1	13	8	11
Civic Organisation officials	3	60	2	40	5	7
Ministry of Education officials	9	64	5	36	14	19
Advanced level students	8	57	6	43	14	19
Councillors and Members of Parliament	7	58	5	42	12	17
Members of the electorate	11	55	9	45	20	27
Total	45	71	28	29	73	100

Table 2 shows that, 87% (7 out of 8) of the Zimbabwe Electoral Commission officials were males and thirteen percent (1 out of 8) were females. The table also shows that, 60% (3 out of 5) of the civic organisation officials were males and forty percent (2 out of 5) were females. Sixty four percent (9 out of 14) of the ministry of education officials were males and Thirty six percent (5 out of 14) were females. The

Advanced level students were fifty seven percent males and 6 out of 14 were females. The members of the electorate were fifty five percent males and 45% females.

The above shows that, seventy one percent (45 out of 73) of the respondents were males, while twenty nine percent (28 out of 73) were females. This disparity could have influenced the response rate in favour of males. This could not however be the case, because of sampling that was carried out. Women could be not much interested in politics or could be discouraged from politics as a result of cultural beliefs, an indication of the need for voter and civic education to fight these negative beliefs.

Table 3: Respondents by Age ('A' Level students)

N=14

Age in years	Number of respondents	Percentage %
17	2	14
18	5	37
19	3	21
20	2	14
21	2	14
Total	14	100

Table 3 shows that,14% (2outof 14) of the “A” level students were aged seventeen (17years); 37% (5 out of 14) were aged 18years; 21% (3 out of 14) were aged 19

years; 14% (2 out of 14) were aged 20 years; and 14% (2 out of 14) were aged 21years

The above shows that, most of the students were aged 18years, 37% (5 out of 14), followed by those aged 19years, 21% (3 out of 14). This could show that, most of the respondents in this study had reached the legal age of majority and were therefore expected to vote, if all things for voting were in place and people had the knowledge and willingness to do so.

Table 4: Respondents by Age (Electorate)

N=20

Age range	Number of Respondents	Percentage %
Under-30	1	5
30-40	5	25
40-50	8	40
50-60	3	15
60 and above	3	15
Total	20	100

Table 4 shows that, 5% (1 out of 20) of the respondents were below 30 years, 25% (5 out of 20) were in the age group of 30- 40 years, 40% (8 out of 20) were in the age group of 40-50years, 15% (3 out of 20) were in the age group of 50-60years and 15% (3 out of 20) were in the age group of above (60) sixty years. This shows that, the bulk of the electorate (respondents) were mature people who could have reasonable

experience in voting during elections, if they were used in voting and had the knowledge and willingness to vote.

As for the members of parliament, councillors, education officials, non-governmental officials and ZEC officials, most of them were mature enough to vote and were supposed to have the knowledge, since most of them were involved with voter and civic education

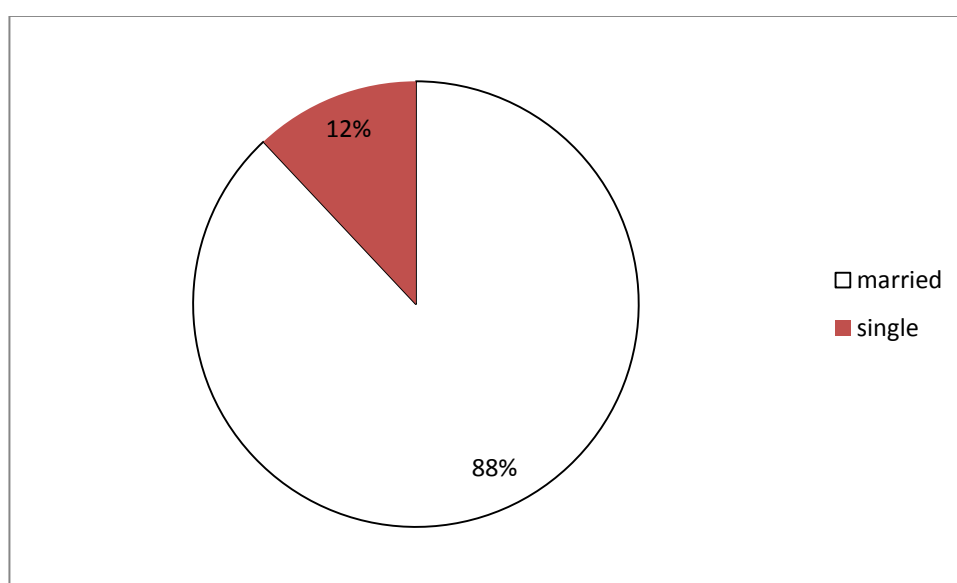


Figure 1: Respondents by Marital Status (Excluding A level Students)

N= 59

Figure 1 shows that, 88% (52 out of 59) of the Members of Parliament, Councillors, Civic Organisation officials, ZEC officials, Education officials and Members of the Electorate were married, 12% (7 out of 59) were single, divorced or widowed.

The above indicates that, most of the respondents were married and could be more stable to stay in their wards or constituencies for a reasonable time to be knowledgeable about electoral activities in their areas. They were unlikely to be

disqualified during the elections provided they were registered for voting and knew their rights about voting.

Table 5: Respondents by number of children (MPs, Councillors, ZEC officials, NGO officials, Educational officials)

N=39

Nil	%	1 Child	%	2 children	%	+2 children	%	Total	%
1	2	1	2	3	8	35	88	39	100

Table 5 shows that, 2% (1 out of 39) of the officials, councillors and MPs had no children, 2% (1 out of 39) had one child, 8% (3 out of 39) had two children and 88% (35 out of 39) had more than 2 children. This shows that, the bulk of the respondents had more than 2 children, some of whom could be voters, if they were educated, willing and influenced to do so.

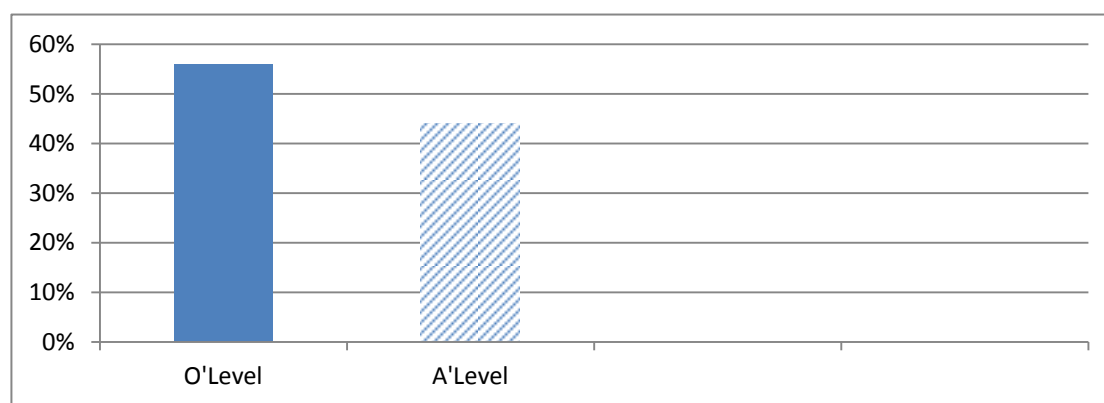


Figure 2: Academic Qualifications of ZEC officials, NGO officials and Education officials

N=27

Figure 2 shows that, 56% (15 out of 27) of the officials had an 'O' Level academic qualification and 44% (12 out of 27) had an advanced level academic qualification. This shows that, the majority of the officials had O' Level academic qualification. This could imply that they were educated enough to respond to the questionnaires and issues pertaining to the impact of voter and civic education on voter turnout.

Table 6: Academic Qualifications of MPs and Councillors

N=12

Qualification	Number of respondent	Percentage %
O' Level	9	75
A' Level	1	9
Grade Seven	2	16
Total	12	100

Table 6 shows that, 75% (9 out of 12) of the Councillors and MPs had an O' level academic qualification, 9% (1 out of 12) had an A' level academic qualification and 16% (2 out of 12) had primary level qualification. This shows that, the bulk of the members of Parliament and Councillors could be literate enough to understand the importance of exercising democratic rights and also to respond to the questionnaires on voter and civic education. They were likely to disseminate adequate information and people rights in voting.

Table 7: Professional Qualifications of ZEC officials and Education officials)**N=27**

Qualification	Number of respondents	Percentage %
Diploma	2	7
Degree	17	63
Master's Degree	8	30
PhD	0	0
Total	27	100

Table 7 shows that, 7% (2 out of 27) of the officials had Diplomas; sixty three percent (17 out of 27) had Degrees; while 30% (8 out of 27) had a master's degree. There was no one with a doctorate Degree. The possession of high qualifications by the bulk of respondents could indicate that, they were educated enough to understand the importance of voting and the importance of voter and civic education on voter turnout. However, knowing and doing could be different things; there could be other determinants of voting.

Table 8: Professional Qualifications of Members of Parliaments and Councillors**N=12**

Qualification	Number of respondents	Percentage %
Diploma	3	25
Degree	3	25
Master's Degree	1	8
None of above	5	42
Total	12	100

Table 8 above shows that, 25% (3 out of 12) of the councillors and MPs had Diplomas; 25% (3 out of 12) had degrees; 8% (1 out of 12) had a master's Degree and 42% (5 out of 12) did not possess any professional qualification.

The above could imply that, some of the political leaders had no professional qualification which could be an indication of the inability to conduct voting activities professionally.

Table 9: Length stay in the ward/constituency for ZEC officials, MPs and Councillors, Education officials and NGO officials

N=39

Years in Ward/ Constituency	Number of Respondents	Percentage %
1-5	3	8
5-10	7	18
Over 10 years	29	74
Total	39	100

The table 9 shows that, 8% (3 out of 39) of the officials had stayed in their wards and constituency for a period of 1-5 years; 18% (7 out of 39) for a period of 5-10 years, and 74% (29 out of 39) for a period of over ten years. This could show that, the majority had a long duration of stay in their areas to be knowledgeable about activities in their wards and constituencies and were likely not to be disadvantaged during election times.

Table 10: ZEC official's, NGO official's and Education official's length of service

N = 27

Length with Organisation	Number of Respondents	Percentage %
1-5 years	1	4
5-10 years	13	48
10 or more	13	48
Total	27	100

Table 10 shows that, 4% (1 out of 27) had stayed with his/her organisation in the range of 1-5 years; 45% (13 out of 27) in the range of 5-10 years, and 48% (13 out of 27) for 10 or more years.

The above implies that, the bulk of the respondents had been with their organisations for a reasonable time and could be knowledgeable enough about the operations of the organisations. All of the education officials had ten or more years of experience .These organisations were the ones concerned with voting activities to include voter and civic education.

Table 11: Number of terms as an MP or Councillor

N=12

Number of terms	Number of respondents	Percentage %
1 term	5	42
2 terms	4	33
3 terms or more	3	25
Total	12	100

Table 11 shows that, 42% (5 out of 12) of the Members of Parliament and Councillors had one term in office; while 33% (4 out of 12) had two terms in office. Twenty five percent (3 out of 12) had three terms or more as people's representatives. Since elections were held after every five years, the bulk of the respondents had more than ten years of experience, either as a Member of Parliament or Councillor. This was a reasonable period for the respondent to be versed with the activities in their areas. However, this could also indicate that, it was only a few who represented the people for such a length of time, indicating less participation of more people in the decision making.

4.3 Voter Education- the Concept

Table 12: Voter Education-the Concept

N=73

Option	Number of respondents	Percentage %
Education on the electoral process	65	89
Education on the rights of citizens	2	3
Education on democracy	1	1
All of the above	5	7
None of the above	0	0
Total	73	100

Table 12 shows that, 89% (65 out of 73) of the respondents understood voter education as the education on the electoral process, 1% (1 out of 73) understood it as education on democracy, while 3% (2 out of 73) understood voter education as

education on the rights of the citizens and 7% (5 out of 73) took all the options on Table 12 to describe the concept.

The above indicate that, the majority of the respondents understood the meaning of voter education as the electoral process. Even students and the members of the electorate seemed to understand the term voter education as an electoral process. This knowledge about voter education could indicate that respondents could vote during elections, provided there were no other determinants of voting. What was interesting to note was the 7% (5 out of 73) who said voter education was concerned with all items on the table.

From the interviews it was established that, people understood the meaning of voter education but wanted voter education to be conducted regularly since the electoral laws kept on changing.

4.4 Civic Education- The Concept

Table 13: Civic Education - The Concept

N=73

View	Number of respondents	Percentage %
Understanding basic principles of government	10	14
Education on democracy and governance	9	12
Education on how to exercise rights	5	7
Knowledge about person rights and responsibilities	40	56
All of the above	7	9
No response	2	2
Total	73	100

Table 13 shows that, the majority, 56% (40 out of 73) of the respondents were of the view that civic education was about knowing peoples' personal rights and responsibilities, 14% (10 out of 73) took civic education as understanding principles of government; 12% (9 out of 73) as education on democracy and governance; 7% (5 out of 73) understood it as education to exercise rights; 9% (7 out of 73) took all the options to mean civic education; and 2% (2 out of 73) did not respond to the question. It was also worth noting that, 9% (7 out of 73) of the respondents who regarded the four items as relating to civic education could indicate a comprehensive understanding of the term, civic education.

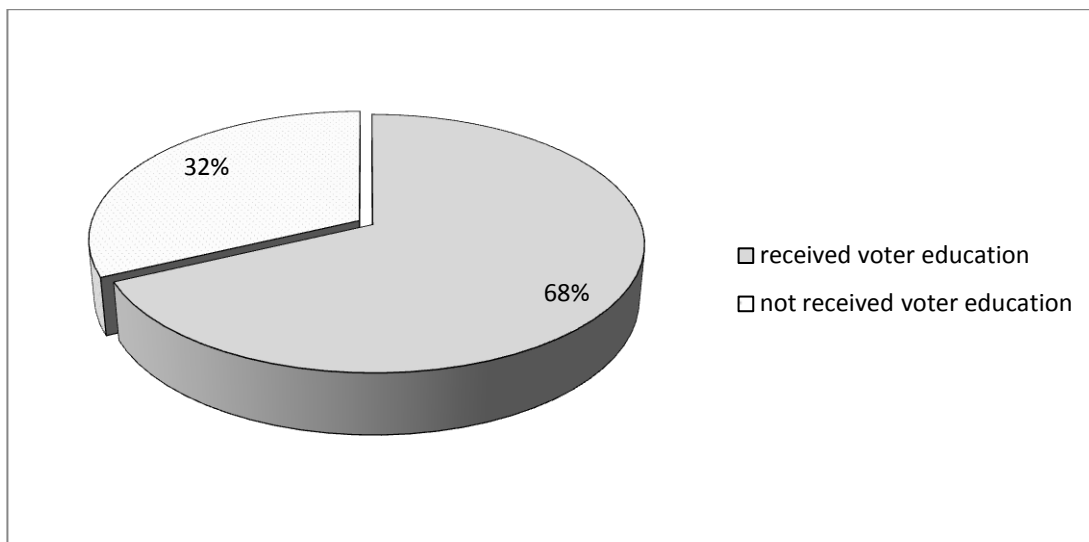


Figure 3: Provision with voter and civic education (Electorate and Students)

N=34

The figure 3 shows that, 68% (23 out of 34) of the electorate and students had received voter education, and 32% (11 out of 34) had not received any voter education.

The above shows that, the bulk had received voter education. From the interviews it was established that, more students received voter education than the electorate. The students took advantage of some of their schools which were usually designated as education centres by ZEC and civic organisations which conducted civic education.

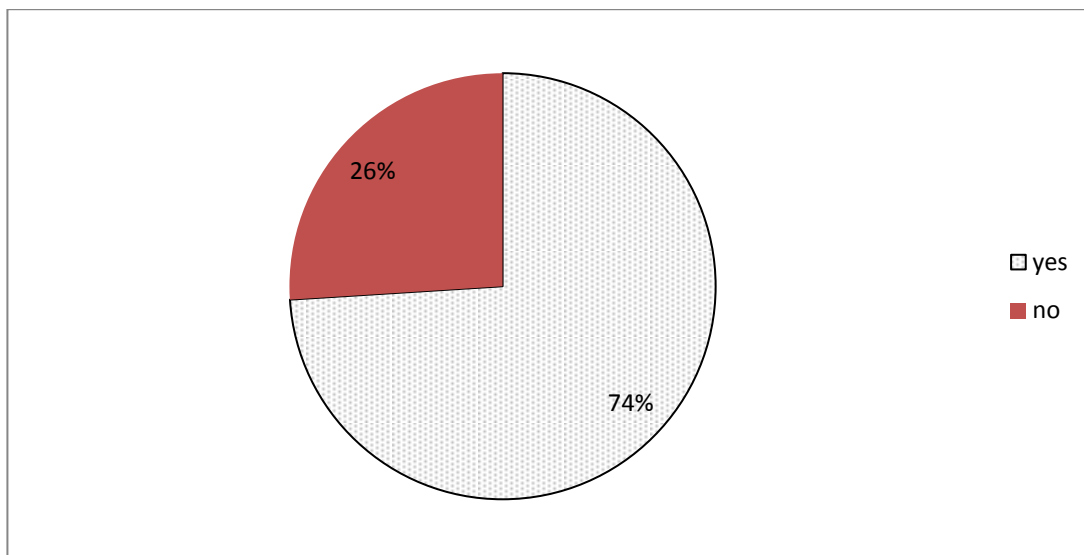


Figure 4: Understanding Voter and Civic Education

N=73

Figure 4 show that, 74% (54 out of 73) of the respondents understood voter and civic education they had received and 26% (19out of 73) did not understand the education they had received.

From the interviews it was established that, the minority of the languages were not used and this adversely affected the effectiveness of imparting voter and civic education.The minority communities in remote places like Chipinge speak Ndaou which is a minority language.

Table 14: Provision of Civic Education (Electorate and Students)

N=34

Respondents	Yes	%	No	%	Total	%
	15	44	19	56	34	100

Table 14 shows that, 56% (19 out of 34) of the electorate and students had not received civic education and 44% (15 out of 34) had received civic education. This shows that, the bulk of the electorate and the students lacked civic education which could be a cause for low voter turnout among the electorate. From the interviews it was established that, people were educated more on voter education than civic education. Voter education was also conducted on a periodical basis and some of the remote areas were not covered.

4.5 Voter Turnout- The Concept

Table 15: Understanding Voter Turnout (ZEC officials, Civic organisation officials, Education officials, Councillors and Member of Parliament)

N=39

Meaning of voter turnout	Respondents	Percentage %
Total number of people who vote at election day	28	72
People who qualify to vote on an election day	3	8
People who have reached the voting age	2	4
None of the above	3	8
All of the above	3	8
Total	39	100

Table 15 shows that, the bulk of the respondents, 72% (28 out of 39) of the respondents understood the meaning of voter turnout as the total number of people

who vote at election day,8% (3 out of 39) of the respondents understood voter turnout as people who qualified to vote on an election day.

Although the majority understood what voter turnout was, it was not pleasing to see that 8% (3 out of 39) of the respondents saying that, none of the four items on the table related to voter turnout. This could be an indication that some people were not being educated on the voter and civic education.

Table 16: Frequency of Provision of Voter and Civic Education (Electorate and Students)

N=34

Frequency	Number of respondents	Percentage
Monthly	0	0
Yearly	0	0
Just before elections	23	68
None	11	32
Total	34	100

Table 16 shows that, the bulk of the students and the electorate,68% (23 out of 34) received civic education just before the elections, 32% (11 out of 34) mostly students and electorate did not receive voter and civic education. This shows that, voter and civic education were conducted periodically. This could impact negatively on voter turnout.

From the interviews it was established that, the education was more biased on voter education leaving out the critical components of civic education. Voter education

was also conducted on a limited period before every election and this left out a number of wards and constituencies not covered.

Table 17: Understanding Voter and Civic Education provided (Electorate and Students)

N=34

Item	Yes	%	No	%	Total	%
Understanding voter and civic education provided	25	74	9	26	34	100

Table 17 shows that, 74% (25 out of 34) of the electorate and the students understood voter and civic education. Twenty six percent (9 out of 34) did not understand what was delivered on voter and civic education. This was not good enough to enable people to vote.

From the interviews various reasons were given for not understanding voter and civic education including the language and methods used.

4.6 Importance of Voter and Civic Education

Table 18: Importance of voter and civic education

N=73

Importance of Voter and Civic Education	Yes	%	No	%	Total
	70	96	3	4	73

Table 18 shows that, 96% (70 out of 73) of the respondents said that, voter and civic education were important, 4% (3 out of 73) said it was not important. The reasons proffered for the importance were the empowerment of citizens to make democratic choices through voter and civic education. Some said that knowledge was power and hence it was important to be educated on voter and civic education. From the interviews it was established that, people wanted information to make informed decisions when exercising their democratic rights of choosing leaders to represent them.

Table 19: Suggestions on the Frequency or Provision of Voter and Civic Education (Electorate and Students)

N=34

Frequency	Number of respondents	%
Monthly	5	15
Yearly	8	24
Before every election	10	29
Continuous	11	32
total	34	100

Table 19 shows that, 32% (11 out of 34) of the respondents were of the view that, civic and voter education should be conducted on a continuous basis, 29% (10 out of 34) said that, it should be conducted before every election. This was the current prevailing situation. Twenty four percent (8 out of 34) said yearly, while 15% (5 out of 34) advocated for monthly conduction of voter and civic education.

The above show that, 68% (23 out of 34) of the respondents did not appreciate the importance of voter and civic education since it was not being provided continuously.

From the interviews it was established that, specific voter and civic education was conducted periodically when there was a pending election. The interviewees wanted voter and civic education to be conducted regularly.

Table 20: Organisations which provided Voter and Civic Education (students and Electorate)

N=34

Organisation/Party	Number	Percentage %
Zimbabwe Electoral Commission	18	53
Civic Organisations	5	15
Political Party	0	0
Ministry of Education	0	0
None	11	32
Total	34	100

Table 20 shows that, 53% (18 out of 34) received voter education from Zimbabwe Electoral Commission; 15% (5 out of 34) from Civic Organisations (NGOs) and 32% (11 out of 34) did not receive any voter and civic education.

The above shows that, the bulk of the respondents were educated by ZEC and Civic organisations and none were educated by either political party or Ministry of Education. From the interviews and discussions, it was established that, ZEC

conducted voter education with the assistance of non-governmental organisations but the time allocated the programmes was too short. Political parties usually concentrated much on selling their party manifesto, instead of educating voters on the voting requirements.

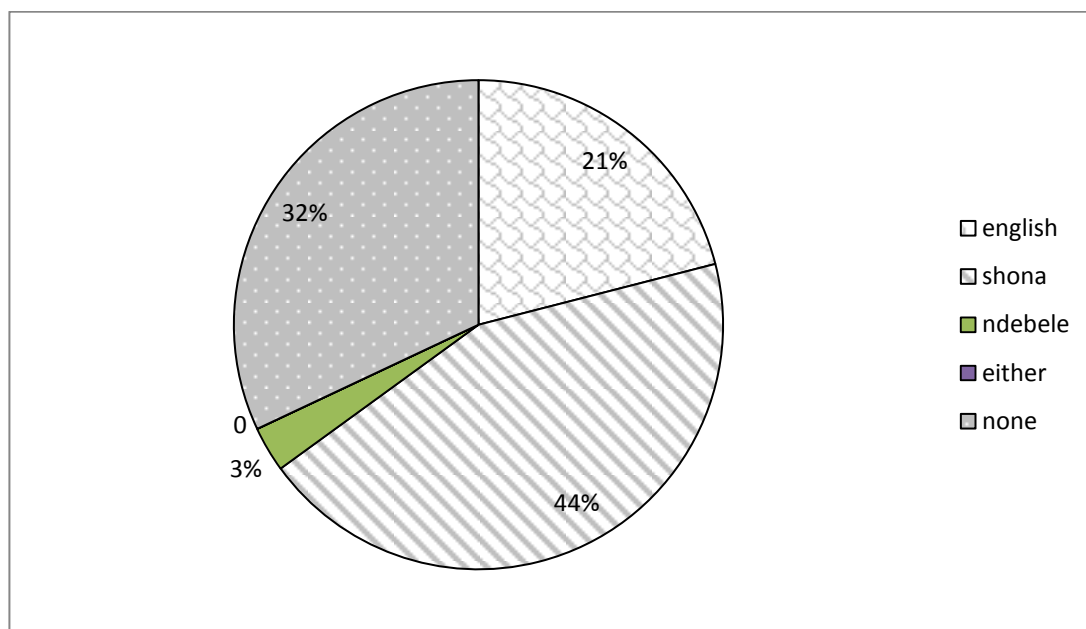


Figure 5: Language used in providing Voter Education (Electorate and Students)

N=34

Figure 5 shows that, 44% (15 out of 34) of the electorate and students received voter and civic education through Shona; 21% (7 out of 34) through English; 3% (1 out of 34) through Ndebele. 32% and (11 out of 34) did not receive any voter and civic education.

The above imply that, Ndebele and other minority languages were not often used. This could have negative impact on voter turnout in remote areas where minority languages were spoken.

Table 21: Major Sources of News about Elections

N=73

Sources	Number of respondents	Percentage %
Radio	37	51
Television	29	40
Newspaper	4	5
Lessons, workshops and seminars	3	4
Total	73	100

Table 21 shows that, the main source of news about elections were the radio, 50% (37 out of 73). Forty percent (29 out of 73) got news from television and 5% (4 out of 73) source of news about elections was the newspaper and 4% (3 out of 73) got information about elections from workshops and seminars.

From interviews and discussions, workshops and seminars could be more effective in imparting voter and civic education but the above shows that, very few got the information through seminars and workshops even through media.

Table 22: Voting in the last elections (MPs, Councillors, Students and Electorate)

N=46

Item	Yes	%	No	%	Total	%
Voting in the last elections	31	67	15	33	46	100

Table 22 shows that, 67% (31 out of 46) of the Members of Parliament, Councillors, Students and members of Electorate voted in the last election, 33% (15 out of 46) did not vote. Those who did not vote comprised of students who had not reached the voting age.

The above imply that, those who had an opportunity to vote exercised their democratic right to vote. From the interviews it was established that, people were motivated to vote, if the political environment was peaceful. Others voted or did not vote because of fear of victimisation or being killed. This impacted on voter turnout in the province.

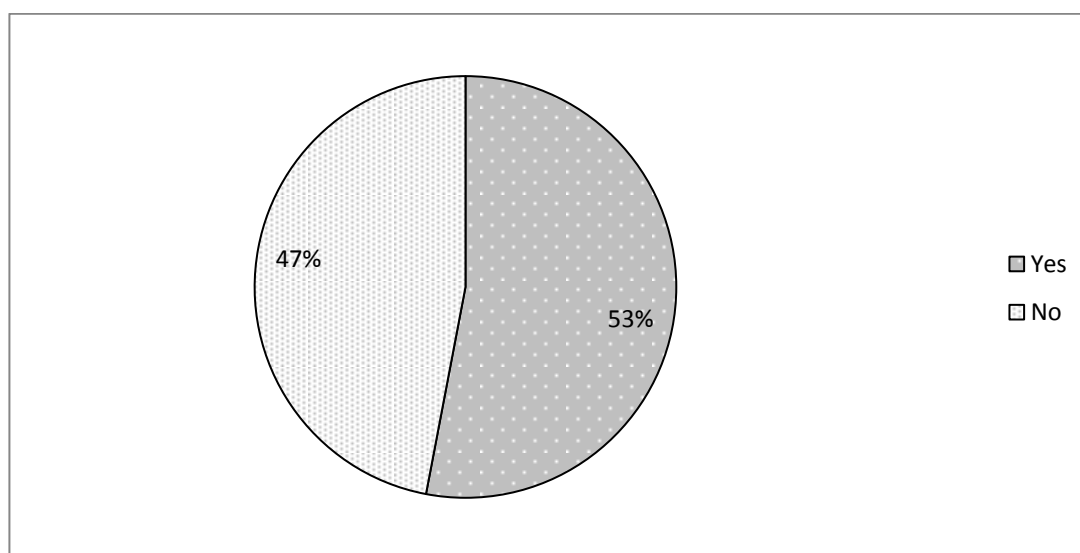


Figure 6: Interest in Politics (ZEC officials, Education officials, non-governmental officials and Electorate)

N=47

Figure 6 shows that, 53% (25 out of 42) of the Zimbabwe Electorate Commission officials, the Electorate and Education officials and NGO officials had interest in politics, 47% (22 out of 42) showed no interest in politics.

This could imply that, those without interest lacked knowledge of the importance of exercising democratic rights. From the interviews it was established that, some officials who did not have interest in politics were public servants who were not allowed to take active role in politics

Table 23: Motivation to vote

N=73

Voter and Civic Education	Yes	%	No	%	Total
Motivating People to vote	71	97	2	3	73

Table 23 shows that, the bulk of the respondents, 97% (71 out of 73)said that, civic and voter education could motivate them to vote, 30% (2 out of 73) had a different view. They cited politicians as the ones who should drive people to vote. From the interviews it was established that, people were motivated to vote, if they had knowledge on why they should vote. This indicates that, people lacked voter and civic education.

Table 24: Number of people who voted in an area (Students and Electorate)

N=34

Option	Number of respondents	Percentage %
Yes	69	94
No	4	6

Total	73	100
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Table 24: shows that, 94% (69 out of 73) of the respondents said that, several people voted in various areas, those who voted could be knowledgeable about the importance of exercising democratic rights or other reasons.

From the interviews it was established that, most people voted because of fear of victimisation and some voted because of their affiliation to a political party. Those who did not vote said that, they had not seen any changes, in terms of development in their areas and hence they saw no reason to vote.

The above could imply that, people lacked education on the importance of exercising their democratic rights.

4.7 Voter and Civic Education as part of the School Curriculum

Table 25: Voter and Civic Education part of Education Curriculum (education officials)

N =73

Part of the curriculum	Respondent	Percentage%
Yes	21	29
No	52	71
Total	73	100

Table 25 shows that, 71% (52 out of 73) of the respondents said that, voter and civic education were not part of the education curriculum. Twenty nine percent (4 out of 14) of the respondents said it was part of the school curriculum.

It was established from the interviews that, only government departments (ZEC) and civic organisations provided civic education to pupils during the time of elections. Those who said that it was part of the curriculum highlighted that the subject was not examinable making it questionable whether the voter and civic were taught effectively.

Table 26: Awareness of Rights as a Citizen (ZEC, NGO, Education officials, MPs and Councillors)

N=39

Item	Yes	%	No	%	Total	%
Awareness of the rights of a citizen	39	100	0	0	39	100

All the officials and Members of Parliament and Councillors said that, they were aware of their rights. Among other rights stated were rights to vote, education, property and freedom. This could mean that, the officials could educate the electorate on their rights, provided they had resources to do so.

4.8 Variables that cause people to vote

Table 27: Variables that Caused People to vote or not to vote (voter turnout)

N=39

Cause for voting or not voting	Yes	%	No	%	Total	%
Attitudes and political involvement	25	64	14	36	39	100
Education	15	38	24	62	39	100
Wealth	10	26	20	74	39	100
Registration of eligible voters	20	51	19	49	39	100
Fearing to be victimized	13	33	26	67	39	100
Love for democracy	24	62	15	38	39	100

Table 27 shows that, 64% (25 out of 39) of the officials and members of Parliament thought that, political attitudes and political involvement caused people to vote, while 36% (24 out of 39) officials and members of parliament said that it was not. Thirty eight percent (15 out of 39) said that, education influenced people to vote or not to vote. Voter registration was mentioned as one of the major causes why people voted or failed to vote, while 49% did not. This might be because of lacking knowledge on the laws of the country which required someone to register before

being legible to vote. Love for democracy had been cited as one of the motivators to vote, with 62% (24 out of 39), while 38% (15 out of 39) said that, love for democracy did not cause someone to vote. This again could be a lack of voter and civic education which spelt out the importance of exercising democratic rights.

Thirty three percent, (13 out of 39) of the respondents cited fear of victimization as one of the reasons why people voted or not voted. Some might vote because of being afraid to be killed and some might not vote if they were coerced or victimized. Sixty seven percent (26 out of 39) of the respondents said that, fear of victimization had no effect, since they could choose to either vote or not vote. Twenty six percent (10 out of 39) said that, wealth influenced voting behaviour, while 74% (20 out of 39) said that, wealth did not have any influence on voting behaviour of the electorate.

From the interviews it was established that many people voted because of political affiliation. The rest who did not vote seemed to lack interest in elections. The above imply that, attitudes, political involvement, love for democracy and registration played a critical role in influencing the voting behaviour in Manicaland province.

4.9 Factors that contribute to low Voter Turnout

Table 28: Factors that contribute to low Voter Turnout (ZEC officials, MPS, Councillors, Education officials and Civic organisation officials)

N=39

Factors	Yes	%	No	%	Total
Lack of voter and civic	28	72	11	28	39

education					
Electoral (laws) regulations	9	23	30	77	39
Cumbersome voter registration	20	51	19	49	39
Political intimidation	12	31	27	69	39
Apathy	18	46	21	54	39
People not registered	21	54	18	46	39

Table 28 shows that, 72% (28 out of 39) mentioned lack of voter and civic education as a major contributor of low voter turnout, followed by people not registered as voters 54% (21 out of 39); cumbersome voter registration processes ,51% (20 out of 39); fifty four percent (21 out of 39); 69% (27 out of 39); 77% (30 out of 39) said that, apathy, political intimidation and electoral regulations were factors that contributed to low voter turnout, respectively.

The above shows that, lack of education and people not registered and cumbersome voter registration contributed to the low voter turnout in Manicaland province. From the interviews it was said that, the period for registering voters was very short, since the distances travelled by some people for registration deterred them to register and there were cumbersome voter registration requirements like proof of residence which affected the voters. From the interviews it was established that, most people failed to vote because of the requirements, like need to have national identity documents and not being registered as a voter.

4.10 Challenges faced by ZEC and other organisations in imparting Voter and Civic Education

Table 29: Challenges faced by ZEC and other organisations in imparting Voter and Civic Education

N=39

Broad challenges	Yes	%	No	%	Total	%
Shortage of resources	25	64	14	36	39	100
Poor planning	12	31	27	69	39	100
Lack of interest by stakeholders	5	13	34	87	39	100
Political and geographic environment	6	15	33	85	39	100
Lack of clear policy	2	5	37	34	39	100
Duration of programmes	3	5	36	92	39	100

Table 29 shows that, 64% (25 out of 39) of the respondents attributed shortage of resources as the major challenge in imparting voter and civic education, 31% (12 out of 39) cited poor planning as a challenge. It was stated that, planning of voter education programme posed a challenge in that, most of the remote areas were not covered. Thirteen percent (5 out of 39) of the respondents said that, stakeholders at times lacked interest. A few, 5% (2 out of 39) of the respondents mentioned lack of clear policy on civic and voter education as a challenge. Political and geographical environment, 15% (6 out of 39), contributed to challenges in imparting voter and civic education.

From the interviews, violence was mentioned as one of the challenges to low voter turnout. Lack of adequate manpower and transport to cover most of the remote areas were cited as critical resources. The above shows that, resources were not available for voter and civic education which should be carried out on a continuous basis.

4.11 Strategies to impart Voter and Civic Education

Table 30: Strategies that could be used to impart effective voter and civic education N=73

Strategy	Yes	%	No	%	Total	%
Continuous voter and civic education	50	69	23	31	73	100
Use of social media	34	46	39	54	73	100
Workshops and meetings	32	44	41	56	73	100
Early learning (part of a school Curriculum)	36	49	37	51	73	100
Evaluation of the programme	19	26	54	74	73	100

Table 30 shows that, 69% (50 out of 73) of the respondents said that, continuous voter and civic education through door to door campaigns, drama and distribution of pamphlets could be a strategy to impart effective voter and civic education. Forty six percent (34 out of 73) of the respondents mentioned the social media where use of modern technology could be a strategy for effective voter and civic education. Forty nine percent (36 out of 73) said that civic education be curriculum. Workshops and

meetings was another strategy that could be employed, 44% (32 out of 73) cited workshops and meetings as a strategy.

The above indicates that, voter and civic education could be conducted on a continuous basis and not periodically as was the current situation. School children needed to be educated on voter and civic issues so that they could be knowledgeable about democracy issues while still young.

4.12 Voter and Civic Education Policy

Table 31: Voter and Civic education policy (ZEC, Civic organisation and Education officials)

N=27

Response	Number of respondents	Percentage %
Yes	5	19
No	13	48
Don't know	9	33
Total	27	100

Table 31 shows that, 19% (5 out of 27) of the officials said that, there was a policy on voter and civic education, 48% (13 out of 27) said that, there was no policy, and 33% (9 out of 27) did not know whether there was a policy or not. ZEC and civic organisation officials said there was a policy and the majority who said that, did not quite know the contents of the policy.

The above shows that, the issue of policy was not very clear since from the interviews many said that, there was no policy on voter and civic education. The few who said there was a policy, advocated for the change of the policy to be all inclusive and compulsory. They advocated for voter and civic education to be part of the education curriculum.

4.13 Discussion of the Findings

There were more males than females (45 out of 73) who participated in this study. This disparity could have influenced the response rate in favour of males. This however could not be the case because of the sampling that was carried out and that there are more males than females employed by the organisations where the respondents were drawn. This supports Finkel (2005) who says that, the women and the youth fall among the marginalised groups who need more voter education than males.

The majority of the respondents understood what voter education meant. They understood it as education on the electoral process, while others understood it to mean education on the rights of citizens. This supports the Electoral Act(Chapter 2.13) which says that, voter education means a type of education or programme of instruction on the electoral process not offered as a part of a course in law or any other subject for a student at an educational institution.

Fifty percent of the respondents understood civic education as education about knowing people's rights and responsibilities. This is supports Print (1998) who says

that, civic education aims at understanding of person's fundamental rights and responsibilities. The understanding of voter and civic education could enable the respondents to assess the impact of voter and civic education on voter turnout.

The majority of respondents understood what voter turnout meant. They understood it to mean the total number of people who vote at an election. This supports the IIDEA (2009) which points out that, voter turnout is the number of the eligible voters who actually visit the polling station with the intention of casting a ballot. Dahl(1971) says that, voter turnout is a common means by which eligible voters actually vote in a democratic process.

It was found that, lack of voter and civic education, electoral laws, cumbersome voter registration, political affliction and apathy contributed much to low voter turnout. This supports the International Foundation for Electoral Systems (2011) which mentions cumbersome registration as one of the reasons for low voter turnout. In Zimbabwe voter and civic education was mainly provided by Zimbabwe Electoral Commission and civic organisations that were authorised by ZEC before conducting voter education. This is in line with the Constitution of Zimbabwe amendment No 20, 2012 which gives the mandate of carrying out voter and civic education to ZEC being assisted by civic organisations.

It was established that voter education was usually conducted before elections and not on a regular and continuous basis. This does not support (IIDEA,2012)and Milner(2010) who insist on regular voter and civic education.

Some of the students and electorate did not receive voter and civic education and some who received the education did not understand the education partly because of the language used. This supports Howe (2010) who emphasises the need to educate the electorate using effective methods and educators to include field trips.

In Manicaland province voter and civic education was conducted just before elections. This does not support Branson (1998) who says that civic education seeks to make people powerful and capable of participating fully in a democratic society and create a democratic society; hence it should be conducted continuously.

It was established that, voter and civic education motivated people to vote during elections. This supports Lewis(2008) who opines that, civic education motivates in the cultivation of virtues, knowledge, skills and experience necessary for political participation in a democratic society and sustenance of democracy.

A number of variables that caused people to vote or not to vote were attitudes, political involvement, education, wealth, registration requirements, fearing to be victimised and love for democracy. This is supports Rosenstone (1980) who states that, the individual determinants of voter turnout are attitudes, wealth, political affiliation and education. Powell (1986) says that, positive attitudes tend to produce high turnout.

Attitude and political involvement caused people to vote or not to vote. This supports studies carried out by Blais et al (2011) in Canada and Pasek et al (2008) who see a correlation between political involvement and voter and civic education in voter turnout effectiveness.

There were challenges ZEC and civic organisations were facing in imparting voter and civic education, such as shortage of resources, poor planning, lack of interest by stakeholders, political and geographical environment and lack of clear policy. The main challenge was lack of resources by both ZEC and civic organisations to carry out continuous voter and civic education. This supports Afrobarometer studies which fail to give precise findings on the effects of voter and civic education on voter turnout because of limited resources.

Voter and civic education in Manicaland province was not anchored on school based civics and programmes. This does not support findings by Finkel (2005) who advocate for civic education approaches to include the history curricular approach and government curricular approach.

A number of strategies were suggested which could be used to impart effective voter and civic education and increase the voter turnout in Manicaland province. These include use of social media, workshops, and voter and civic education to be part of school curriculum and evaluation of the programmes.

4.14 Summary

This chapter presented analysed, interpreted and discussed data. It discussed the response rate, socio-demographic data, voter education concept, civic education concept, importance of voter and civic education, voter and civic education as part of school curriculum, variables that causes people to vote or not to vote, factors that contribute to low voter turnout, challenge faced by ZEC and other organisations in importing voter and civic education, strategies to impart voter and civic education and voter and civic education policies. The chapter then discussed the findings before the summary. It appeared voter and civic education was not given the seriousness they deserved for increasing voter turnout.

The next chapter gives a summary of the whole project, conclusions and recommendations

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter gives summary of the whole project, conclusion based on the conclusive findings, and recommendations based on the conclusions. The Chapter ends up with suggesting further researches.

5.1 Summary

This project investigated the impact of voter and civic education on voter turnout in Zimbabwe for the period 2000 to 2013 in Manicaland province. The researcher was aroused to carry out this study after studying the decreasing voting trends in Manicaland province, from 1990 to 2013.

The description survey methodology, using qualitative and quantitative methods was used for this study. The methodology allowed substantial research and operations of the organisations that were mandated to carry out voter and civic education in Manicaland province in Zimbabwe.

A sample of 8 ZEC officials, 5 civic organisation officials, 14 Ministry of Education officials, 20 members of the electorate, 12 councillors and Members of Parliament and 14 Advanced level students, totalling 73 participants, was used as a sample in this study. The researcher used simple random sampling, purposive and convenient

sampling to select 5 officials of civic organisations, 8 ZEC officials, 14 school heads, 14 advanced level students and 20 members of the electorate. These were the officials who were supposed to be in a better position to know about elections.

It was not easy to carry out this study because the topic was sensitive, especially to the officials. Some officials were not willing to divulge information citing confidentiality. To minimise these constraints, the researcher met with the heads of NANGO, Ministry of Education and the Provincial Elections Officer and discussed the purpose of the study.

5.2 Conclusions

From the research findings discussed in chapter four, the following conclusions could be made:

There were more males than females in the study (Table 2). This disparity could have influenced the results in favour of males but however, sampling done to select the participants was representative enough of the population in Manicaland province.

Most of the respondents, excluding advanced level students were aged thirty years and above (Table 4). This showed that, the bulk of the respondents were mature, married people who could have reasonable experience in voting during elections(Figure 1)in their wards and constituencies(Table5). As for members of parliament, councillors, education officials and civic organisation officials, most of

them were mature enough to vote and had knowledge, since most of them were involved in voter and civic education.

The majority of officials had degrees (Table 7) while few of the members of parliament and councillors had also degrees. These were professionally qualified to understand the importance of, voter and civic education on voter turnout. However knowing and doing could be different things.

The majority of the members of parliament had stayed in the wards and constituencies for more than ten years (Table 9) and the bulk of the officials had served their organisations for more than five years (Table 10). This indicated that, they had knowledge about the activities in their wards and constituencies and operations of their organisations, respectively.

Most of the respondents understood what voter and civic education meant (Table 12 and Table 13). The knowledge about the meaning of voter and civic education could indicate that, the respondents could contribute meaningfully to the study.

The electorate and students, 68% (23 out of 34) said they had received voter education (Figure 3) and understood the education they had received. The majority of students and electorate had not received civic education (Table 14). This showed that, the bulk of the respondents lacked civic education which could be a cause for low voter turnout.

The majority of the respondents understood the meaning of voter turnout (Table 15). There were however, some who did not understand the meaning of voter turnout (Table 15). This could be an indication that, some people had not received voter and civic education.

The organisations that provided civic and voter education (Table 20) used mostly English, Shona and Ndebele at the disadvantage of minority languages when conducting civic and voter education (Figure 6).

The majority of the officials (ZEC, Education and NGO) wanted to remain apolitical and had no interest in politics (Figure 7). The majority of the electorate voted in the last election (Table 23). Those who voted could have been knowledgeable about their rights.

The low voter turnout in Zimbabwe, in Manicaland province, was influenced by attitudes and political involvement, education, wealth, registration of voters, fear of victimisation and love for democracy (Table 27). These variables caused people to vote or not to vote.

There were a number of factors that contributed to low voter turnout such as, lack of voter and civic education, electoral laws, cumbersome voter registration and voter apathy (Table 28). The majority lacked voter and civic education.

Zimbabwe Electoral Commission and other organisations faced a lot of challenges in imparting voter and civic education (Table 29). The major challenge was shortage of resources, followed by political and geographical environment and poor planning. There was lack of clear policy on voter and civic education.

Strategies to motivate people to vote included continuous voter and civic education, workshops, meetings, seminars, use of social media, voter and civic education to be part of the school curriculum and evaluation of programmes (Table 30). It was believed that, this could empower people with knowledge for them to exercise their democratic rights.

Policy on voter and civic education was not clear since many people said that, there was no policy on voter and civic education (Table 31). Others did not know whether there was a policy. Very few who said that, there was a policy advocated for a change in policy and that voter and civic education should be part of the education curriculum (Table 25).

5.3 Recommendations

In light of the above conclusions the following could be recommended:

- 5.3.1 Voter and civic education should be carried out on a continuous basis in order to update the electorate on the electoral amendments.
- 5.3.2 There should be policy changes to allow civic organisations to conduct voter education without seeking authority from Zimbabwe Electoral Commission.

.
5.3.3 Voter and civic education should be part of the school curriculum and be a subject which is examinable, so that it can be taught effectively.

5.3.4 Voter and civic education should be part of the syllabus where all the languages spoken in the country are incorporated to effectively impart the education.

5.3.5 Zimbabwe Electoral Commission should periodically engage stakeholders like civic organisations, political parties to map strategies for conducting effective voter and civic education.

5.3.6 The government should ensure that all media organisation have regular schedules of voter and civic education programmes in order to assist with dissemination of information.

5.3.7 Government should avail adequate resources for continuous voter and civic education for effective execution of voter and civic education programmes.

5.4 Finally, it is recommended that, further research be carried out on the ways to increase voter turnout in Zimbabwe, Manicaland province.

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APPENDICES

APPENDIX A: Questionnaire for ZEC officials

QUESTIONNAIRE FOR ZEC OFFICIALS

My name is Thompson Tichaona Chiwereweshe of Number 48, Pallas House, 4th Street, Mutare. I am a student pursuing a Master's Degree in Peace Leadership and Governance with Africa University. I require the information for a research project. The information gathered is for academic purposes only and will be treated with confidence and will not be shared with anyone. If you require a copy of the findings of this research, please feel free to contact me on 0712 398 315. Please don't write your name on the questionnaire.

Thank you in advance for your participation and cooperation

Please place a tick in the appropriate box

1. Gender : Male ☐ Female ☐

2. Age :
18-20 years ☐
20-30 years ☐
30-40 years ☐
40 and above ☐

Please place a tick in the appropriate box

3. Marital status; Married ☐ Single ☐

4. Number of children
Nil ☐
1 ☐
2 ☐
Over 2 ☐

5. Academic qualifications:
Primary Level ☐
"O" level ☐
"A" level ☐

6. Professional qualifications:	Diploma	<input type="checkbox"/>
	Degree	<input type="checkbox"/>
	Master's degree	<input type="checkbox"/>
	PHD	<input type="checkbox"/>

7. How long have you been staying in the ward/constituency?

1-5 years	<input type="checkbox"/>
5-10 years	<input type="checkbox"/>
Over 10 years	<input type="checkbox"/>

8. How long have you been with the organisation? (Please tick the most appropriate)

1-5 years	<input type="checkbox"/>
5-10 years	<input type="checkbox"/>
10 or more	<input type="checkbox"/>

9. What do you understand by the term civic education?

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.....

.....

.....

10. What do you understand by the term voter education?

.....

.....

.....

.....

11. Voter turnout means (Please tick the most appropriate)

- a) Total number of people who vote at an election
- b) People who qualify to vote on an election day
- c) People who have reached the voter's age
- d) All of the above
- e) None of the above

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If none of the above, please explain

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12. Are you interested in politics (Please tick the appropriate response?)

- i. Yes
- ii. No
- iii. Don't know

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Please explain your answer or give reasons to your answer

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13. Are you aware of your rights as a citizen? Yes ☐ No ☐

If yes, state some of these rights and explain whether some of these rights are enjoyed or not

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14 Do you or your organisation provide voter and civic education to the citizens?

Yes ☐

No ☐

Please explain the type of education you provide

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If no, please suggest ways that can be done for a person to know his/her rights

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15 Do you think voter and civic education motivate people to vote?

Yes ☐

No ☐

Give reasons to your answer

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16 If you or your organisation provides civic and voter education, what do you think are reasons that make people vote or not to vote?

(a) Political affiliation, attitudes and interest

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(b) Love for democracy

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(c) Fearing to be killed or victimised

☐

(d) Education

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(e) Wealth

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(f) None of the above

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(g) All of the above

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If none of the above, give reasons to your answer

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17 Do you think voter and civic education is important?

Yes ☐

No ☐

Explain or give reasons to your answer

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18 What strategies do you think can be employed for voter and civic education to be effective?

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19 What challenges if any, do you think your organisation faces in carrying out voter and civic education?

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20 Is there a policy on voter and civic education in Zimbabwe?

Yes ☐

No ☐

If yes, state some of the contents of this policy

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If no, what influence some of the people to vote during election time

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21 Is there a policy on voter and civic education? Yes ☐ No ☐

22 If there is a policy do you think it should change?

Yes ☐ No ☐

Give reasons to your answer

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23 What do you think are the factors that contribute to low voter turnout Tick some of the factors that contribute to low voter turnout in your area

- | | |
|--|--------------------------|
| a) Lack of voter and civic education | <input type="checkbox"/> |
| b) Electoral regulations | <input type="checkbox"/> |
| c) Cumbersome voter registration process | <input type="checkbox"/> |
| d) Apathy | <input type="checkbox"/> |
| e) People not registered | <input type="checkbox"/> |
| f) Political intimidation and violence | <input type="checkbox"/> |

g) Any other factors explain them and give examples

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Thanking you in advance

APPENDIX B: Questionnaire for the Electorate

QUESTIONNAIRE FOR THE ELECTORATE

My name is Thompson Tichaona Chiwereweshe of Number 48, Pallas House, 4th Street, Mutare. I am a student pursuing a Master's Degree in Peace Leadership and Governance with Africa University. I require some information for a research project. The information gathered is for academic purposes only and will be treated with confidence and not shared with anyone. If you require a copy of the findings of this research, please feel free to contact me on 0712 398 315.

Please don't write your name on the questionnaire.

Thank you in advance for your participation and cooperation

1. Sex : Male ☐ Female ☐

2. Ageyears

3. Marital status; Single ☐ Married ☐

4. What do you think is voter education? (Tick the appropriate answer)

- | | |
|--|--------------------------|
| a) Education on the electoral process | <input type="checkbox"/> |
| b) Education on the rights of citizens | <input type="checkbox"/> |
| c) Education on democracy | <input type="checkbox"/> |
| d) All of the above | <input type="checkbox"/> |
| e) None of the above | <input type="checkbox"/> |

If none of the above, please explain

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5. What do you think is civic education?(Please tick the appropriate answer)

- | | |
|---|--------------------------|
| a) Knowledge about person's rights and responsibilities | <input type="checkbox"/> |
| b) Understanding basic principles of government | <input type="checkbox"/> |
| c) Education on democracy and governance | <input type="checkbox"/> |
| d) Education on how to exercise democratic rights | <input type="checkbox"/> |
| e) All of the above | <input type="checkbox"/> |
| f) None of the above | <input type="checkbox"/> |

If none of the above, please explain

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6. Have you ever been provided with voter education? Yes ☐ No ☐

7. Have you ever been provided with civic education? Yes ☐ No ☐

8. If yes to question 6 and 7, how often are you provided with voter and civic education?

- | | |
|--------------------------|--------------------------|
| a) Monthly | <input type="checkbox"/> |
| b) Yearly | <input type="checkbox"/> |
| c) Just before elections | <input type="checkbox"/> |

d) Specify any other

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State some of the topics in voter education you received, if any

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State some of the topics of the topics in civic education you received, if any

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9. Do you understand voter and civic education provided to you?

Yes ☐ No ☐

Give reasons to your answer

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10. How often do you think voter and civic education should be provided to you?

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11. In which language is mostly voter and civic education provided to you?

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12. What is your source of news about elections?(Tick the appropriate answer)

- a) Radio ☐
- b) Television ☐
- c) Newspaper ☐
- d) Lessons, workshops and seminars ☐

13. Are you interested in politics?

- a) Yes ☐
- b) No ☐
- c) somewhat interested ☐
- d) Very interested ☐
- e) don't know ☐

14. Do you think voter and civic education are important to citizens? Yes ☐ No ☐

Give reasons to your answer

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15. Which organisation or who provided voter education in your area?

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16. Did you vote in the previous elections? Yes ☐ No ☐

Give reasons to your answer

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17. Do you think voter and civic education motivate people to vote in big numbers?

Yes ☐ No ☐

Give reasons to your answer

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18. Do several people vote in your area? Yes ☐ No ☐

Give reasons to your answer

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Thank You in Advance

APPENDIX C: Questionnaire for non-governmental organisations

QUESTIONNAIRE FOR NON GOVERNMENTAL ORGANISATIONS

My name is Thompson Tichaona Chiwereweshe of Number 48, Pallas House, 4th Street, Mutare. I am a student pursuing a Master's Degree in Peace Leadership and Governance with Africa University. I require the information for a research project. The information gathered is for academic purposes only and will be treated with confidence and will not be shared with anyone. If you require a copy of the findings of this research, please feel free to contact me on 0712 398 315.

Please don't write your name on the questionnaire.

Thank you in advance for your participation and cooperation

Please place a tick in the appropriate box

1. Gender : Male ☐ Female ☐

2. Age : 18-20 years ☐
20-30 years ☐
30-40 years ☐
40 and above ☐

Please place a tick in the appropriate box

3. Marital status: Married ☐ Single ☐

4. Number of children Nil ☐
1 ☐
2 ☐
Over 2 ☐

5. Academic qualifications: Primary Level ☐
"O" level ☐
"A" level ☐

6. Professional qualifications: Diploma	<input type="checkbox"/>
Degree	<input type="checkbox"/>
Master's degree	<input type="checkbox"/>
PHD	<input type="checkbox"/>

7. How long have you been staying in the ward/constituency?

1-5 years	<input type="checkbox"/>
5-10 years	<input type="checkbox"/>
Over 10 years	<input type="checkbox"/>

8. How long have you been with the organisation? (Please tick the most appropriate)

1-5 years	<input type="checkbox"/>
5-10 years	<input type="checkbox"/>
10 or more	<input type="checkbox"/>

9. What do you understand by the term civic education?

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10. What do you understand by the term voter education?

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11. Voter turnout means (Please tick the most appropriate)

- a) Total number of people who vote at an election ☐
- b) People who qualify to vote on an election day ☐
- c) People who have reached the voter's age ☐
- d) All of the above ☐
- e) None of the above ☐

If none of the above, please explain

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12. Are you interested in politics (Please tick the appropriate response?)

- i. Yes ☐
- ii. No ☐
- iii. Don't know ☐

Please explain your answer or give reasons to your answer

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13. Are you aware of your rights as a citizen? Yes ☐ No ☐

If yes, state some of these rights and explain whether some of these rights are enjoyed or not

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14. Do you or your organisation provide voter and civic education to the citizens?

Yes ☐

No ☐

Please explain the type of education you provide

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If no please suggest ways that can be done for a person to know his/her rights

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15. Do you think voter and civic education motivate people to vote?

Yes ☐

No ☐

Give reasons to your answer

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16. If you or your organisation provides civic and voter education, what do you think are reasons that make people vote or not to vote

- | | |
|---|--------------------------|
| (a) Political affiliation, attitudes and interest | <input type="checkbox"/> |
| (b) Love for democracy | <input type="checkbox"/> |
| (c) Fearing to be killed or victimised | <input type="checkbox"/> |
| (d) Education | <input type="checkbox"/> |
| (e) Wealth | <input type="checkbox"/> |
| (f) None of the above | <input type="checkbox"/> |
| (g) All of the above | <input type="checkbox"/> |

If none of the above, give reasons to your answer

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17. Do you think voter and civic education is important?

Yes ☐ No ☐

Explain or give reasons to your answer

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What strategies do you think can be employed for voter and civic education to be effective

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18. What challenges, if any, do you think your organisation faces in carrying out voter and civic education?

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19. Is there a policy on voter and civic education in Zimbabwe?

Yes ☐ No ☐

If yes, state some of the contents of this policy

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If no, what influence some of the people to vote during election time

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20. If there is a policy on voter and civic education do you think it should change?

Yes ☐ No ☐

Give reasons to your answer

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21. What do you think are the factors that contribute to low voter turnout (Tick some of the factors that contribute to low voter turnout in your area)

- | | |
|--|--------------------------|
| a) Lack of voter and civic education | <input type="checkbox"/> |
| b) Electoral regulations | <input type="checkbox"/> |
| c) Cumbersome voter registration process | <input type="checkbox"/> |
| d) Apathy | <input type="checkbox"/> |
| e) People not registered | <input type="checkbox"/> |
| f) Political intimidation and violence | <input type="checkbox"/> |

g) Any other factors explain them and give examples

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APPENDIX D: Questionnaire for education officials (PED, DEO, HEADS)

QUESTIONNAIRE FOR EDUCATION OFFICIALS (PED, DEO, HEADS)

My name is Thompson Tichaona Chiwereweshe of Number 48, Pallas House, 4th Street, Mutare. I am a student pursuing a Master's Degree in Peace Leadership and Governance with Africa University. I require the information for a research project. The information gathered is for academic purposes only and will be treated with confidence and will not be shared with anyone. If you require a copy of the findings of this research, please feel free to contact me on 0712 398 315.

Please don't write your name on the questionnaire.

Thank you in advance for your participation and cooperation

Please place a tick in the appropriate box

1 Gender : Male ☐ Female ☐

2 Age :
21-30 years ☐
30-40 years ☐
40-50 years ☐
50 and above ☐

Please place a tick in the appropriate box

3. Marital status; Married ☐ Single ☐

4. Number of children
Nil ☐
1 ☐
2 ☐
Over 2 ☐

5. Academic qualifications:
Primary Level ☐
"O" level ☐
"A" level ☐

6. Professional qualifications: Diploma

Degree

Master's degree

PHD

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7. How long have you been staying in the ward/constituency?

1-5 years

5-10 years

Over 10 years

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8. How long have you been with the organisation? (Please tick the most appropriate)

1-5 years

5-10 years

10 or more

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9. What do you understand by the term civic education?

10. What do you understand by the term voter education?

11. Voter turnout means (Please tick the most appropriate)

- a) Total number of people who vote at an election
- b) People who qualify to vote on an election day
- c) People who have reached the voter's age
- d) All of the above
- e) None of the above

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If none of the above, please explain

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12. Are you interested in politics (Please tick the appropriate response?)

- i. Yes
- ii. No
- iii. Don't know

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Please explain your answer or give reasons to your answer

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13. Are you aware of your rights as a citizen? Yes ☐ No ☐

If yes, state some of these rights and explain whether some of these rights are enjoyed or not

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14 Is voter and civic education part of your education curriculum?

Yes ☐

No ☐

Please explain the type of education provided

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If yes, what is the nature of voter and civic education you impart (teach) to your students?

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15 Do you think voter and civic education motivate people to vote?

Yes ☐

No ☐

Give reasons to your answer

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16 If your organisation provides civic and voter education, what do you think are reasons that make people vote or not to vote?

- | | |
|---|--------------------------|
| (a) Political affiliation, attitudes and interest | <input type="checkbox"/> |
| (b) Love for democracy | <input type="checkbox"/> |
| (c) Fearing to be killed or victimised | <input type="checkbox"/> |
| (d) Education | <input type="checkbox"/> |
| (e) Wealth | <input type="checkbox"/> |
| (f) None of the above | <input type="checkbox"/> |
| (g) All of the above | <input type="checkbox"/> |

If none of the above, give reasons to your answer

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17 Do you think voter and civic education is important?

Yes ☐ No ☐

Explain or give reasons to your answer

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18 What strategies do you think can be employed for voter and civic education to be effective?

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19 What challenges, if any, do you think your organisation faces in imparting voter and civic education?

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20. Is there a policy on voter and civic education in Zimbabwe?

Yes ☐ No ☐

If yes, state some of the contents of this policy

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If no, what influence some of the people to vote during election time?

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21 If there is a policy do you think it should change?

Yes ☐ No ☐

Give reasons to your answer

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22 What do you think are the factors that contribute to low voter turnout (Tick some of the factors that contribute to low voter turnout in your area)

- a) Lack of voter and civic education ☐
- b) Electoral regulations ☐
- c) Cumbersome voter registration process ☐
- d) Apathy ☐
- e) People not registered ☐
- f) Political intimidation and violence ☐

g) Any other factors explain them and give examples

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THANK YOU

APPENDIX E: Questionnaire for members of parliament and councillors

QUESTIONNAIRE FOR MEMBERS OF PARLIAMENT AND COUNCILLORS

My name is Thompson Tichaona Chiwereweshe of Number 48, Pallas House, 4th Street, Mutare. I am a student pursuing a Master's Degree in Peace Leadership and Governance with Africa University. I require the information for a research project. The information gathered is for academic purposes only and will be treated with confidence and will not be shared with anyone. If you require a copy of the findings of this research, please feel free to contact me on 0712 398 315.

Please don't write your name on the questionnaire

Thank you in advance for your participation and cooperation

Please place a tick in the appropriate box

1 Gender : Male ☐ Female ☐

2 Age : 21-30 years ☐
30-40 years ☐
40-50 years ☐
50 and above ☐

Please place a tick in the appropriate box

3 Marital status; Married ☐ Single ☐ Widowed ☐ Divorced ☐

4 Number of children Nil ☐
1 ☐
2 ☐
Over 2 ☐

5 Academic qualifications: Primary Level ☐
"O" level ☐
"A" level ☐

6. Professional qualifications:
- | | |
|-----------------|--------------------------|
| Diploma | <input type="checkbox"/> |
| Degree | <input type="checkbox"/> |
| Master's degree | <input type="checkbox"/> |

7. How long have you been staying in the ward/constituency?

- | | |
|---------------|--------------------------|
| 1-5 years | <input type="checkbox"/> |
| 5-10 years | <input type="checkbox"/> |
| Over 10 years | <input type="checkbox"/> |

8. Are you a Councillor or Member of Parliament, Councillor ☐ Member of Parliament ☐
(Please tick the most appropriate)

How long have you been in that position?

- | | |
|-----------|--------------------------|
| 1 term | <input type="checkbox"/> |
| 2 terms | <input type="checkbox"/> |
| 3 or more | <input type="checkbox"/> |

9. Civic education means? (Tick the most appropriate)

- | | |
|---|--------------------------|
| a) Knowledge about how government works | <input type="checkbox"/> |
| b) Understanding basic principles of government | <input type="checkbox"/> |
| c) Knowledge about a person rights and responsibilities | <input type="checkbox"/> |
| d) All of the above | <input type="checkbox"/> |
| e) None of the above | <input type="checkbox"/> |

If none of the above please explain

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10 Voter education means?(Tick the appropriate)

- a) Education on the importance of voting ☐
- b) A programme on electoral laws ☐
- c) Education on how government operates ☐
- d) All of the above ☐
- e) None of the above ☐
- f) If none of the above, please explain what it is

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11 Voter turnout means(Please tick the most appropriate)

- a) Total number of people who vote at an election ☐
- b) People who qualify to vote on an election day ☐
- c) People who have reached the voter's age ☐
- d) All of the above ☐
- e) None of the above ☐

f) If none of the above, please explain

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12 Are you aware of your rights as a citizen? Yes ☐ No ☐

If yes, state some of these rights and explain whether some of these rights are enjoyed or not

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13 Do you or your party provide voter and civic education to the citizens?

Yes ☐ No ☐

Please explain the type of education you provide

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If no please suggest ways that can be done for a person to know his/her rights

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14 Do you think voter and civic education motivate people to vote?

Yes ☐ No ☐

Give reasons to your answer

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15. If you or your organisation/party provide civic and voter education, what do you think are reasons that make people vote or not to vote? (Tick the answer)

- | | |
|---|--------------------------|
| (a) Political affiliation, attitudes and interest | <input type="checkbox"/> |
| (b) Love for democracy | <input type="checkbox"/> |
| (c) Fearing to be killed or victimised | <input type="checkbox"/> |
| (d) Education | <input type="checkbox"/> |
| (e) Wealth | <input type="checkbox"/> |
| (f) None of the above | <input type="checkbox"/> |
| (g) All of the above | <input type="checkbox"/> |

If none of the above, give reasons to your answer

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16. What strategies do you think can be employed for voter education to be effective?

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17. What challenges, if any, do you think your organisation/ party face in carrying out voter and civic education?(Please tick the appropriate)

- | | |
|--|--------------------------|
| (a) Shortage of resources | <input type="checkbox"/> |
| (b) Legal framework | <input type="checkbox"/> |
| (c) Poor planning by leadership | <input type="checkbox"/> |
| (d) Lack of interest by stakeholders | <input type="checkbox"/> |
| (e) Political and geographical environment | <input type="checkbox"/> |

Suggest ways to solve these challenges, if any

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18. Do you think voter and civic education is important?

Yes ☐

No ☐

Explain or give reasons to your answer

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19. Do you cast your vote freely during elections?

Yes ☐

No ☐

Give reasons to your answer

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20. Are there factors that contribute to low voter turnout in your ward/ constituency?

(Tick some of the factors that contribute to low voter turnout in your area)

- a) Lack of voter and civic education ☐
- b) Electoral regulations ☐
- c) Cumbersome voter registration process ☐
- d) Apathy ☐
- e) People not registered ☐
- f) Political intimidation and violence ☐

g) Any other factors explain them and give examples

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APPENDIX F: Questionnaire for A' Level students

QUESTIONNAIRE FOR “A Level Students

My name is Thompson Tichaona Chiwereweshe of Number 48, Pallas House, 4th Street, Mutare. I am a student pursuing a Master’s Degree in Peace Leadership and Governance with Africa University. I require some information for a research project. The information gathered is for academic purposes only and will be treated with confidence and not shared with anyone. If you require a copy of the findings of this research, please feel free to contact me on 0712 398 315. Please don’t write your name on the questionnaire.

Thank you in advance for your participation and cooperation

Sex : Male ☐ Female ☐

1. Ageyears

2. What do you think is voter education? (Tick the appropriate answer)

Education on the electoral process	<input type="checkbox"/>
Education on the rights of citizens	<input type="checkbox"/>
Education on democracy	<input type="checkbox"/>
All of the above	<input type="checkbox"/>
None of the above	<input type="checkbox"/>

If none of the above, please explain

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3. What do you think is civic education?(Please tick the appropriate answer)

- a) Knowledge about person's rights and responsibilities ☐
- b) Understanding basic principles of government ☐
- c) Education on democracy and governance ☐
- d) Education on how to exercise democratic rights ☐
- e) All of the above ☐
- f) None of the above ☐
- g) If none of the above, please explain

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Have you ever been provided with voter education? Yes ☐ No ☐

4. Have you ever been provided with civic education? Yes ☐ No ☐

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

- a) Monthly ☐
- b) Yearly ☐
- c) Just before elections ☐
- d) Specify any

other.....

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6. State some of the topics in voter education you received, if any

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7. State some of the topics in civic education you received, if any

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8. How often do you think voter and civic education should be provided to you?

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9. In which language is mostly voter and civic education provided to you?

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.....

10. Do you understand voter and civic education provided to you?

Yes ☐ No ☐

Give reasons to your answer

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.....
.....
.....

11. Do you think voter and civic education are important to school children?

Yes ☐ No ☐

Give reasons to your answer

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12. Which organisation or who provided voter education to you?

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.....
.....
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13. Do you think voter and civic education motivate people to vote in big numbers?

Yes ☐ No ☐

Give reasons to your answer

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.....
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.....

14. Did you vote in the previous elections?

Yes ☐ No ☐

Give reasons to your answer

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15. Do several people vote in your area? Yes ☐ No ☐

Give reasons to your answer

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APPENDIX G: Questionnaire for the electorate (Vernacular version)

QUESTIONNAIRE FOR THE ELECTORATE (Vernacular version)

Ndinonzi Thompson Tichaona Chiwereweshe anogara pa Number 48, Pallas House, 4th Street muguta re Mutare. Ndirikuita zvidzidzo pa University inonzi Africa University muno muZimbabwe.

Muzvidzidzo izvi, ndirikuita tsvagiridzo yakanangana nechikonzero sei vanhu vazhinji vasingavhote. Ndirikufunga kuti chikonzero ndechekuti vanhu Havana ruzivo nezvinokoshera kuvhota kana ruzivo ne zvekodzero dzavo.

Humbowo hwandichawana mutsvakiridzo iyi ndewezvidzidzo chete hapana mumwe wandinozotaurira kana muchinge mandiudza zvamunofunga pamusoro penyaya iyi.

Ndinogona kuzokuzivisa zvinengezvabuda mutsvakiridzo iyi. Munogona kuzondibata panumber dzenharembosha dzinoti 0712398315.

Ndinoda kukutendai nekunzwisisa kwenyu kupindura mibvunzo inotevera

1. Sex : Murume ☐ Mukadzi ☐

2. Makore ekuzvarwa (Age).....

3. Makawanikwa here; Hongu ☐ Kwete ☐

4. Makambodzidziswa nezvekuvhota here? Hongu ☐ Kwete ☐

5. Makambo dzidziswa pamusoro pekodzero dzechizvarwa chenyika here?

Hongu ☐

Kwete ☐

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6.Kanamati hongu kumubvunzo wechina newechishanu, munowanzowana dzidziso iyi kangani?

- a) Pamwedzi here
- b) Pagore here
- c) Kana kuti sarudzo isati yaitwa
- d) Nyorai zvimwe zvamunofunga zvisiri pamusoro

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7. Ipai zvimwe zvezvidzidziso zvakawana pakudzidziswa kuvhota kana paine zvimwe zvakadzidziswa

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8.Nyorai zvimwe zvamuchayeuka zvakadzidziswa pazvidzidziso zvekodzero nezvinotarirwa kuchizvarwa chenyika

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9.Imi munofunga kuti dzidziso dzekuvhota nekuziva kodzero nebasa anotarirwa chizvarwa chenyika angaitwa mushure manguva yakadiyi ?

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10.Dzidziso dzekuvhota nedzekodzero,nemabasa anotarisirwa chizvarwa kana mugariwe munyika makambodzidziswa nomutauro upi?

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11.Makanyatsonzwisisa here dzidziso dzezvekuvhota nezvekodzero zvezvizvarwa zvenyika zvakaitwa kwamuri?

Hongu ☐ Kwete ☐
 Ipai zvikonzero zvemhinduro yamapaiyi

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12.Chii chinonzi dzidziso dzekuvhota pakunzwisisa kwenyu? (Sarudzaizvamunofunga monyora mutsara mumabhokisi anotevera)

- a) Dzidziso pamusoro pezvekuvhota ☐
- b) Dzidzisodzekoderodzezvizvarwazvenyika ☐
- c) Dzidzisopamusoropekutongakweruzhinji ☐
- d) Zvosezviri pamusoro ☐
- e) Hapanachiripamusoro chinodudziravakanaka ☐

Kana pasina chiri pamusoro chinodudzira yedzai kutsanangura

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13.Chinonzi dzidziso yekodzero nezvinotarirwa chizvarwa kana mugari wenyika pakunzwisisa kwenyu ?(Tarai mutsara pabhokisi yemhinduroyamufungira)

- a) Ruzivo pamusoro pekodzero nemabasa anotarisirwa chizvarwa kana mugari wenyika ☐
- b) Kunzwisisa mashandiro anoita hurumende ☐
- c) Dzidziso pamusoro pematongerero ehurumende yeruzhinji ☐
- d) Dzidziso pakushandiswa kwekodzero dzemugari wenyika ☐
- e) Zvese zviri pamusoro ☐
- f) Hapana chechokwadi pane zviri pamusoro ☐

Kana pasina chechokwadi pane zviri pamusoro,tsanangura izvinogutsa

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14.Munofunga kuti dzidziso dzezvekuvhota kana kodzero nemabasa anotarisirwa kuzvizvarwa zvenyika anokosha here? Hongu ☐ Kwete ☐

Ipai tsananguro pamhinduro yamapa

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15.Nderipi bato, kana vanhu vakambokudzidzisa nezvekuvhota mudunhu renyu?

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16.Makambovhota here musarudzo dzakapfuura? Hongu ☐ Kwete ☐

Ipai zvikonzero pamhinduro yamapaiyi

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17.Munofunga dzidziso pamusoro pezvekuvhota kana kodzero dzezvizwara zvenyika zvinobatsira here kukurudzira kuti vanhuvavhote vakawanda?

Hongu ☐

Kwete ☐

Ipai zvikonzero pamhinduro yamapaiyi

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18.Vanhu vakawanda vanoenda kunovhota here munharaunda yenyu ? Hongu ☐ Kwete ☐

Ipaizvikonzero pamhinduro yamapa

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Ndatenda nerubatsiro rwenyu

APPENDIX H: Interview guide for educational officials

INTERVIEW GUIDE FOR EDUCATIONAL OFFICIALS

Section A

1. What is your age
2. Sex: Male ☐ Female ☐
3. What is your position?
 - a) Headmaster ☐
 - b) Deputy Headmaster ☐
 - c) Senior Teacher ☐

4. How many years have you been in the current position?

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5. What are your academic/tertiary qualifications?

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Section B

6. What do you understand by civic education?

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7. What do you understand by voter education?

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8. Is voter and civic education part of your education curriculum? Yes ☐ No ☐

Give reasons to your answer

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9. If yes, what is the nature of voter and civic education you impart (teach) your students?

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10. Do you think it is important to teach voter and civic education? Yes ☐ No ☐

Give reasons to your answer

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11. What do you think are the effective strategies of imparting voter and civic education

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12. What challenges do you face in teaching voter and civic education?

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13. Do you think voter and civic education has impact on voter turnout? Yes ☐ No ☐

Give reasons to your answer.

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14. Are there policies on voter and civic education in the country? Yes ☐ No ☐

Give some policies that you know

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15. Are the policies followed? Yes ☐ No ☐

Give reasons to your answer

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16. Suggest topics that can form a syllabus on voter and civic education at your school

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17. Any other contribution on voter turnout:

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Voter education:

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Civic education

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APPENDIX I: Interview guide for the electorate

INTERVIEW GUIDE FOR THE ELECTORATE

INDIVIDUAL PROFILE

1. Age:

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2. Sex: Male ☐ Female ☐

3. Marital status:

Married ☐
Divorced ☐
Widowed ☐
Single ☐

4. Source income:

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5. Occupation:

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6. Level of education:

Primary ☐
Secondary ☐
Tertiary ☐

7. Source of news about election(s)

i. Radio ☐
ii. TV ☐
iii. Newspaper ☐
iv. Lessons, seminars, workshop ☐

Section B

8. Interested in politics:

- | | | |
|------|---------------------|--------------------------|
| i. | No | <input type="checkbox"/> |
| ii. | Somewhat interested | <input type="checkbox"/> |
| iii. | Very interested | <input type="checkbox"/> |
| iv. | Don't know | <input type="checkbox"/> |

9. Did you vote in the last election

Yes ☐ No ☐

Explain reasons for your answer

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10. What are determinants of people to vote in the area?

- | | |
|------------------------------|--------------------------|
| a) Political affiliation | <input type="checkbox"/> |
| b) Attitude, | <input type="checkbox"/> |
| c) Interest, | <input type="checkbox"/> |
| d) love for democracy | <input type="checkbox"/> |
| e) Education | <input type="checkbox"/> |
| f) Wealth | <input type="checkbox"/> |
| g) Fear to be victimised etc | <input type="checkbox"/> |

11. Do you intend to vote in the next elections?

Yes ☐ No ☐

Give reasons to your answer

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12. Are you aware of your rights as a citizen, Yes ☐ No ☐

Explain some of your rights as a citizen

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13. Have you ever been taught about civic rights?

Yes ☐ No ☐

Support your answer

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Give some of the things you were taught

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14. Have you ever received voter and civic education

Yes ☐ No ☐

Support your answer and give example of things you were taught, explain how useful they were

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15. Do you think voter and civic education is important? Yes ☐ No ☐

Give reasons to your answer

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16. What do you think should be done to encourage people to vote?

- | | |
|---|--------------------------|
| a. Change the electoral laws | <input type="checkbox"/> |
| b. Increase the number of polling centres | <input type="checkbox"/> |
| c. Change the registration laws | <input type="checkbox"/> |
| d. Make voting compulsory | <input type="checkbox"/> |
| e. remove political intimidation and violence | <input type="checkbox"/> |

17. What do you think is the importance of voting?

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18. Any other contribution on voter turnout:

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Voter education:

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Civic education:

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APPENDIX J: Interview guide for ZEC and civic organisation officials

INTERVIEW GUIDE FOR ZEC AND CIVIC ORGANISATION OFFICIALS

SECTION A

1. What is your age?

2. Sex; Male ☐ Female ☐

3. Name of your organisation?

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4. What is your position in the organisation?

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5. How long have you been with the organisation?

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6. Academic /tertiary qualifications?

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Section B

7. What do you understand by civic education?

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8. What do you understand by voter education?

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9. What do you understand by voter turnout?

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10. In your opinion what would be the cause of low voter turnout?

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11. Do you think voter and civic education have an impact on voter turnout?

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12. What factors do you think affect voter turnout?

- a) Lack of knowledge of democratic issues
- b) Apathy
- c) Not understanding democratic rights

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Section C

13. How often do you conduct voter/civic education?

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14. What challenges does your organisation face in conducting voter and civic education?

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15. What strategies does your organisation use in impacting voter and civic education and how effective are the strategies

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16. What do you say about policies concerning voter and civic education?

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17. Do you recommend any policy changes on voter and civic education?

Yes No

Give reasons to your answer

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18. Any other contributions on voter turnout:

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Voter education:

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Civic education:

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APPENDIX K: Letter of Authority from Education

All communications should be addressed to
"The Provincial Education Director Manicaland"
Telephone: 64216, 64279, 64280
Telegraphic address: "EDUCATION"
Fax: 60356
<http://www.moes.gov.zw>



Ref : C/377/1

Ministry of Primary and Secondary Education
Manicaland Provincial Office
Cabs Building, Cnr H. Chitepo &
R. Mugabe Road
P.O Box 146
Mutare
Zimbabwe

13 March 2014

Mr Thompson T. Chiwereweshe
No. 48 Pallas House
4th Street
Mutare

Re : REQUEST FOR PERMISSION TO CARRY OUT RESEARCH IN

PRIMARY/SECONDARY : NAME : Mr T. Chiwereweshe

COLLEGE/UNIVERSITY: Africa University
Student Number 096711

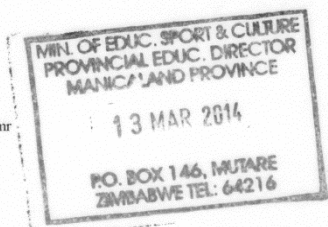
The above matter refers.

Please be advised that the Provincial Education Director has granted you permission to carry out research in Primary/ Secondary schools on The impact of Voter and Civic education on Voter turnout in Zimbabwe for the period 2000 to 2013 in Manicaland Province

Mr Chiwereweshe is advised to liaise with the District Office and Heads of targeted schools before embarking on the research.


Chigumira A
A/PROVINCIAL EDUCATION DIRECTOR MANICALAND

Disciplinary Forms/cmr



APPENDIX L: Clearance Letter



INSTITUTE OF PEACE LEADERSHIP AND GOVERNANCE

P.O. BOX 1320, MUTARE, ZIMBABWE - TEL.: (263-20) 66788/60075/60026/61611 - FAX: (263-20) 66788/61785 - E-MAIL: iplgsec@africau.ac.zw

12 March 2014

TO WHOM IT MAY CONCERN

Re: Permission to Undertake Research for Dissertation at Africa University

Thompson Chiwereweshe student registration number **096711** is a student at Africa University. He is enrolled in a degree program in Peace, Leadership and Governance and is currently conducting research for his project, which is required for completion of the program in June 2014. The research topic is **"The Impact of Voter and Civic Education on Voter Turnout in Zimbabwe period 2000 to 2013: A case of Manicaland Province"**. Thompson is expected to undertake this research during the period January- April 2014 before the dissertation can be submitted to the Faculty in May 2014.

The student will share with you the results of this research after its approval by the Institute.

We thank you for your support and cooperation regarding this research.

Yours sincerely



Prof. P. Machakanja
Director