

DRC 2012 Survey Evaluating DFID Voter Education Sessions

*A survey in Kinshasa and the three provinces of Bas Congo, Nord Kivu and
Province Orientale on knowledge of the electoral process*



December 2012

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Rola Abdul-Latif



International Foundation for Electoral Systems



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Overview and Methodology

Survey Objectives

The International Foundation for Electoral Systems (IFES) conducted a survey of voting-age adults in Kinshasa and three provinces of the Democratic Republic of the Congo (DRC) through face-to-face interviews. The survey was designed to cover Kinshasa, Bas Congo, Nord Kivu and Province Orientale where IFES is implementing the Voter Opinion and Involvement through Civic Education Plus (VOICE+) Project funded by the UK Government and Government and France Expertise Internationale (FEI). The survey collected data to evaluate the effectiveness of its voter education activities that aim to inform citizens about key concepts on elections. The main activities evaluated in this survey are the *boîte à images* (image box) civic education sessions; a civic and voter education toolkit using pictures and guided discussion; and a media campaign using radio and TV spots to help citizens better understand the subject.

The survey aims to achieve the following main objectives:

- Assess the effectiveness of *boîte à images* civic education sessions (referred to as *boîtes* sessions) in ensuring high electoral knowledge levels among attendants by:
 - Measuring the level of attendance of these sessions
 - Comparing knowledge levels between attendants and non-attendants of these sessions
 - Examining factors that may have led to higher knowledge levels among attendants
 - Examining variability in knowledge scores among attendants by key demographic groups
 - Comparing knowledge levels by electoral theme
 - Testing for spillover effects from attendants to non-attendants
- Assess the effectiveness of media messages aimed to inform citizens about the elections by:
 - Measuring the reach of media messages
 - Comparing knowledge levels between those exposed and those not exposed to these messages
 - Measuring knowledge differentials by exposure to both media messages and *boîtes* sessions

Survey Sample Specifications

The survey sample was designed to include a base sample of 2,500 respondents (adults 18 years or older) using random selection techniques and allocated evenly across Kinshasa, Bas Congo, Nord Kivu and Province Orientale. The sample numbers are as follows: Kinshasa: n=626; Bas Congo: n=627; Nord Kivu: n=622; and Province Orientale: n=625.

The survey also includes a booster sample of 602 respondents that targeted only individuals who attended *boîtes* sessions. This booster sample compensates for the small sample of *boîtes* attendants (n=269) captured in the random portion of the sample. Combining the base sample with the booster sample allows for robust comparison between attendants and non-attendants of *boîtes* sessions that

can yield statistically significant inferences about the effectiveness of these sessions. The booster sample is also allocated evenly across Kinshasa, Bas Congo, Nord Kivu and Province Orientale as follows: Kinshasa: n=152; Bas Congo: n= 150; Nord Kivu: n=150; Province Orientale: n=150.

Survey, Questionnaire and Report Specifications

- The **survey questionnaire** is composed of 69 questions plus demographics.
- The total **sample size** of the survey is 3,102 respondents.
- The **margin of error** is $\pm 2.19\%$ for the base sample of 2,500 and $\pm 1.76\%$ for the total sample of 3,102.
- **Fieldwork dates:** from October 5 – November 17, 2012.
- **Survey firm:** IFES contracted the research agency EXPERTS, a Kinshasa-based research organization, to implement the survey. The selection of this organization was done through a competitive bidding process.
- **Charts:** There may be slight variation between numbers presented in the analysis and the data figures or tables due to rounding. This occurs in only a few cases and the difference is never greater than 1 percent.
- **Feedback:** This analytical report was developed by the IFES Applied Research Center (ARC). For any feedback or questions about data analysis or methodology, please contact ARC Senior Research Specialist Rola Abdul-Latif at rabdullatif@ifes.org. For any questions about IFES programming in the DRC, please contact Program Coordinator for Central Africa Matthew Cohen at mcohen@ifes.org.

Summary of Key Findings

Survey results indicate that attendance of *boîtes à images* civic and voter education sessions is associated with higher knowledge levels of electoral issues among respondents. Results also show that respondents who have attended these sessions and were exposed to informational messages on elections through the media report the highest knowledge levels and highest shares of “very good” scores. These findings highlight the need to use both image-based civic and voter education materials in face-to face settings as well as media-driven civic and voter education formats to maximize the impact and retention of electoral knowledge.

The rate of participation in *boîtes à images* civic and voter education sessions stands at 11% across Kinshasa, Bas Congo, Nord Kivu and Province Orientale. There is variation by province with the highest attendance levels recorded in Bas Congo and the lowest in Kinshasa.

The profile of *boîtes* attendants is slightly skewed toward men and respondents with at least a secondary education, yet it closely follows the actual age distribution of the sample.

Overall, the *boîtes* sessions appear to have been effective in raising knowledge levels of electoral issues among attendants. Indeed, the data shows that *boîtes* session attendants consistently score higher than non-attendants on knowledge questions by an average of 5 percentage points, with Kinshasa participants being the only exception.

With regard to media messages on elections, survey findings indicate that nearly a third of all respondents (30%) report being exposed to radio or TV messages with Province Orientale respondents reporting the highest exposure levels and Kinshasa respondents reporting the lowest ones.

Exposure to media messages, like attendance of *boîtes* sessions, is associated with higher knowledge of electoral issues among respondents. Respondents exposed to both media messages and *boîtes* sessions have the highest knowledge scores while lowest scores are recorded among those who were neither exposed to media messages nor have attended *boîtes* sessions.

While both men and women who attended sessions have a higher share of “very good” scores on electoral knowledge questions than non-attendants, women attendants fair much lower than men — by 10 percentage points. These findings are concerning, and call for adopting learning methods that are more effective for women participants. Results also show large variability in “very good” scores among *boîtes* session attendants by educational attainment. The data indicates that as education levels increase, the tendency to have a “very good” score increases significantly.

When looking at knowledge scores by province, we find that *boîtes* attendants in Province Orientale score the highest and those in Bas Congo score the lowest. This finding raises concern about the effectiveness of sessions in Bas Congo. Indeed, participants in Bas Congo are also less satisfied with the quality of the sessions than their counterparts in other provinces. Kinshasa respondents are the only group depicting no differences in average knowledge scores between those who attended the *boîtes* sessions and those who did not attend. This shows that while Kinshasa attendants seem to have gained

the least from participating in boîtes sessions, Province Orientale attendants have gained the most in terms of knowledge scores as a result of attending the sessions.

When examining factors that may have led to differences in scores among boîtes attendants, the data shows that higher satisfaction levels with the organization, knowledge obtained and competence of the session's facilitators and organizers are associated with higher knowledge scores. This suggests that improving the quality of facilitators and the level of organization of the boîtes sessions may lead to more effective learning among participants and better knowledge retention.

When examining spillover effects, the data shows that while there may be some spillover effects of knowledge from boîtes attendants to non-attendants, these effects are very limited in scope.

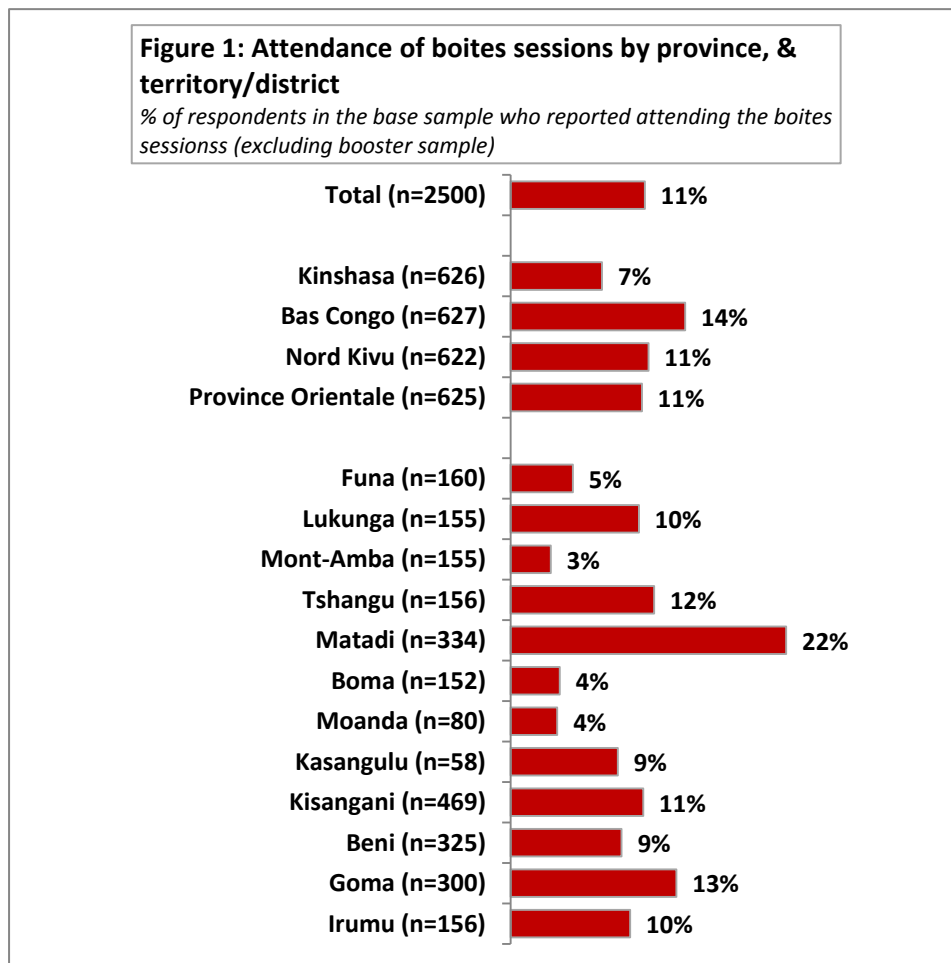
Attendance of Boîtes Voter Education Sessions

Attendance of Boîtes Sessions by Location

Survey results indicate that 11% of randomly sampled respondents across Kinshasa, Bas Congo, Nord Kivu and Province Orientale have attended the *boîtes à images* voter education sessions.¹

- Session attendance varies by province, going from a low of 7% in Kinshasa to a high of 14% in Bas Congo. Attendance levels in Nord Kivu and Province Orientale are in line with the average (11%).
- In terms of attendance by territories or districts, highest attendance levels are reported in Matadi (22%), whereas the lowest levels are reported in Funa (5%), Boma (4%), Moanda (4%) and Mont-Amba (3%). (Figure 1)
- Given the small sample of *boîtes* session attendants (n=269) captured in the base random sample of the survey, a booster sample of 602 respondents was conducted that includes only respondents who attended the *boîtes* sessions. The subsequent analysis combines both the random sample and the booster sample to allow for more robust comparisons between attendants and non-attendants of *boîtes* sessions in terms of knowledge levels by various demographic groups.

¹ Attendance of voter education sessions is determined by combining the affirmative answer to the question on whether respondents have personally attended any workshops, sessions or meetings in their groupement/village that taught participants on civic and voter education topics and the correct answer to the question on the format of the session.



Characteristics of Boîtes Session Attendants

The breakdown of boîtes session attendants by different demographics shows some variability by gender, age and education.²

- Men’s attendance of boîtes sessions is higher than women’s attendance. This shows that while women represent a solid 41% of attendants, they are underrepresented relative to their size in the total sample (48%).
- The 18-34 age group is the most represented in the boîtes sessions with nearly two-thirds of attendants belonging to this age group. This is slightly above the share of respondents 18-34 in the sample (63%).

² This analysis is based on both the base sample of 2,500 respondents (sampled randomly) and the booster sample of 602 respondents (that purposively selects boîtes session attendants). The total sample size is 3,102.

- In terms of education, the profile of boîtes attendants is slightly skewed toward individuals who have at least a secondary education, as only 7% of attendants belong to the least educated group (primary education or less) compared to 12% in the total sample. (Figures 2 and 3)

Figure 2: Profile of boîtes session attendants

By gender, age, education, and date of attended session (attendants n= 871 out of total sample of n= 3102 which includes base sample n= 2500 and booster sample n= 602)

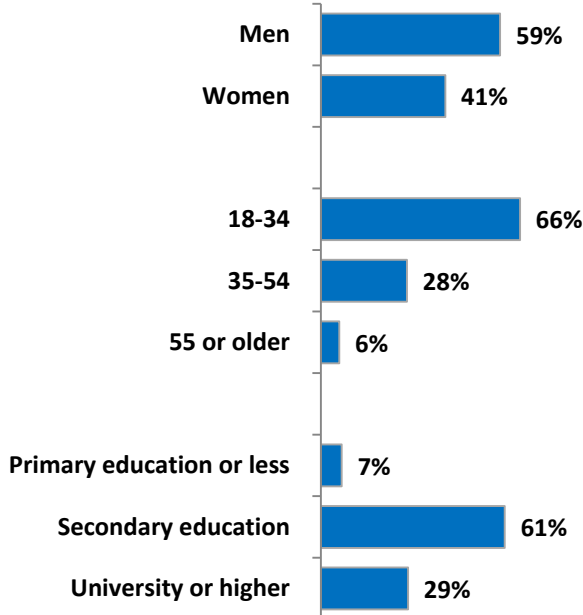
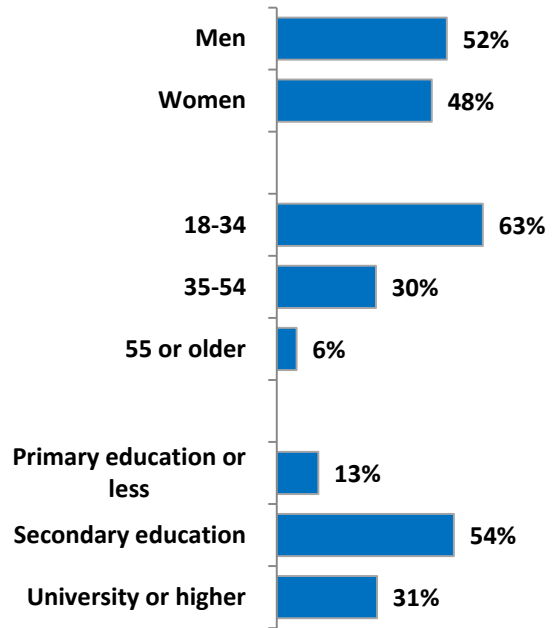


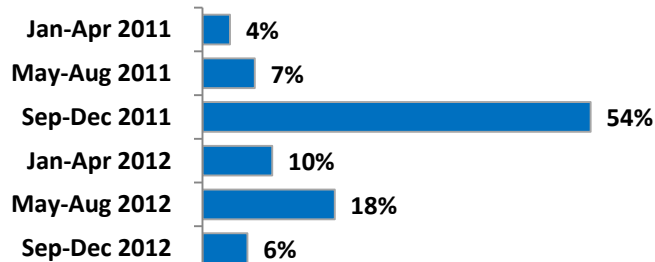
Figure 3: Profile of survey respondents

By gender, age, education (n=3,102)



In terms of the dates of sessions attended, the majority of attendants (54%) report participating in boîtes sessions from September-December 2011. Meanwhile, 10% have attended sessions from January-April 2012, while 18% have attended sessions from May-August 2012, and 6% have attended sessions in September-December 2012. (Figure 4)

Figure 4: Dates of boîtes sessions



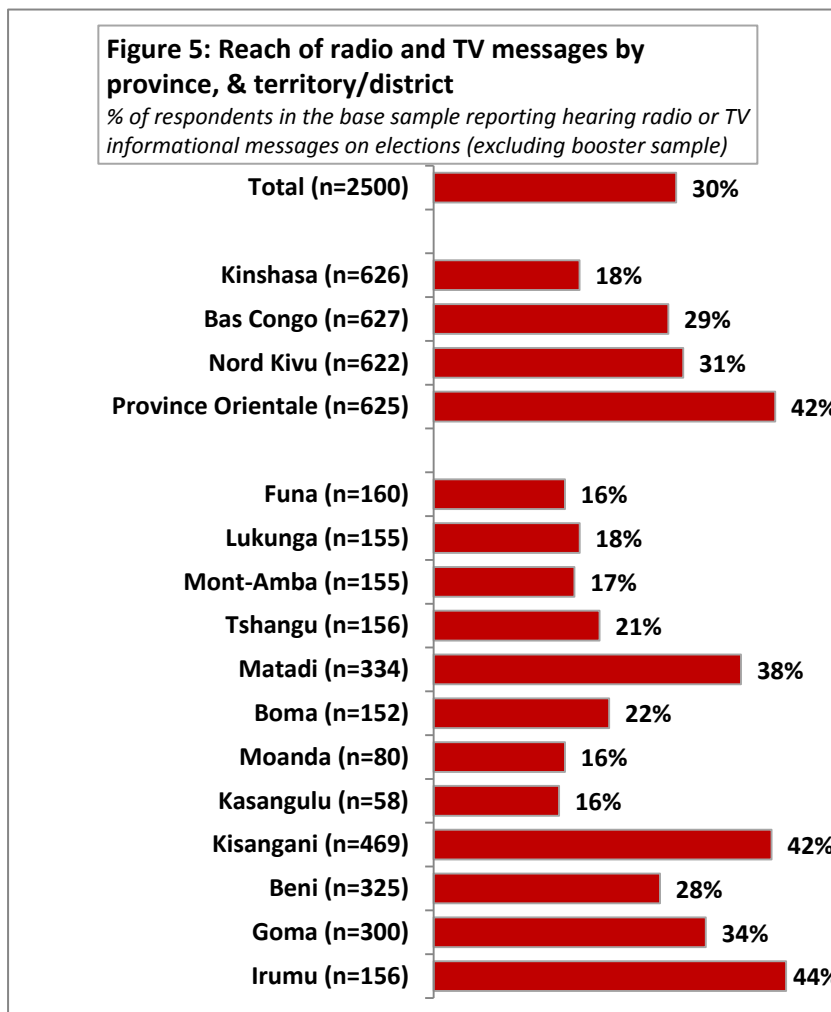
Reach and Effectiveness of Media Messages

Reach of Media Messages

Survey findings indicate that nearly a third of all respondents (30%) in the base sample of randomly selected respondents across Kinshasa, Bas Congo, Nord Kivu and Province Orientale report being exposed to radio or TV messages informing citizens about the elections (Figure 5).

- The reach of media messages varies significantly by province: it is highest in Province Orientale at 42% and lowest in Kinshasa at 18%. In Bas Congo and Nord Kivu, the reach of media messages is in line with the average.
- In terms of the reach of media messages by territory/district, the highest reach is

reported in Irumu (44%), Kisangani (42%) and Matadi (38%) whereas the lowest reach is reported in Funa (16%), Moanda (16%), Kasangulu (16%) and Mont-Amba (17%).



Variability in Knowledge Scores by Exposure to Media Messages

Figure 6 looks at average scores on all knowledge questions according to respondents' exposure to media messages and their attendance of boîtes sessions.

- Respondents exposed to media messages informing citizens on elections score higher by an average of 4 percentage points on knowledge questions than respondents who did not hear or see these messages.
- Not surprisingly, respondents who are both exposed to media messages and who have attended boîtes sessions have the highest knowledge scores (76%), while those who are exposed to media

messages but did not attend sessions score 71%. Respondents who attended boîtes sessions but were not exposed to media messages score 72% on knowledge questions. Lowest scores are recorded among those who were neither exposed to media messages nor have attended sessions (68%).

Figure 6: Average scores on all knowledge questions by exposure to media messages and attendance of boîtes sessions

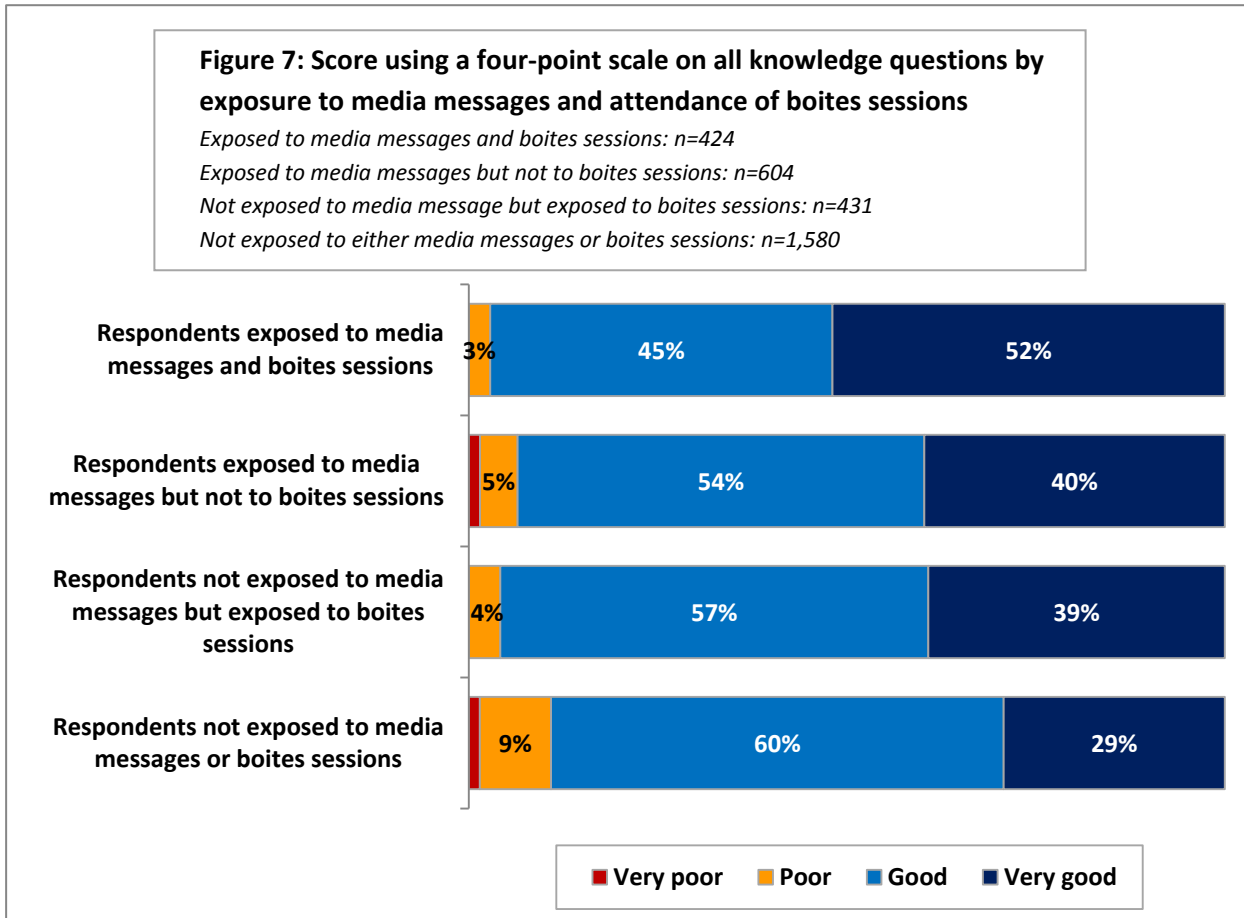
Numbers show % of questions answered correctly (n= 3,102)

	Not exposed to media messages	Exposed to media messages	Knowledge differential
All respondents	69%	73%	4%
Did not attend boîtes sessions	68%	71%	3%
Attended boîtes sessions	72%	76%	4%

To get a more nuanced picture of knowledge scores by type of exposure, the following chart displays knowledge scores on a 4-point scale, starting with the lowest score. “Very poor” corresponds to 0-10 correct answers out of 40; “poor” corresponds to 11-20 correct answers out of 40; “good” corresponds to 21-30 correct answers out of 40; and “very good” corresponds to 31-40 correct answers out of 40.

- When examining knowledge scores on a four-point scale, we notice large differences among those exposed to media messages and/or boîtes sessions and those who are not exposed to either. The majority of those who are exposed to media messages and boîtes sessions (52%) score “very good” on knowledge questions in contrast to only 29% among those not exposed to either messages or sessions.

- The data further indicates that four in 10 respondents who are exposed to either media messages or boîtes sessions score “very good” on knowledge questions (Figure 7).



Effectiveness of Boîtes à Images Voter education Sessions

Variability in Average Knowledge Scores

Survey findings indicate that boîtes session attendants consistently score higher than non-attendants on knowledge questions, whether examining knowledge scores on all questions or looking at knowledge by theme. The only exception are respondents in Kinshasa where we do not find any difference in average scores between those who attended the boîtes sessions and those who did not.

Figure 8 looks at average scores on all knowledge questions combined between attendants and non-attendants and within different demographic groups. On average, those who attended boîtes sessions score higher on knowledge questions by 5 percentage points.

- The highest knowledge differential between attendants and non-attendants tends to be among individuals 55 or older with a difference of 10 percentage points. This is twice the average knowledge differential for all respondents. The knowledge differential is also high at 8 percentage points for individuals belonging to the lowest education group (primary or less).
- Knowledge differentials are much higher than average in Province Orientale (10 percentage points) and in Nord Kivu (9 percentage points).
- While higher knowledge differentials tend to be recorded in cases where non-attendants have a knowledge score that is substantially lower than average such as for respondents 55 or older, for respondents with a primary education or less, and for Nord Kivu respondents, this is not the case for Province Orientale. In this province, knowledge scores among non-attendants are in line with the average; however, knowledge scores among attendants exceed the average by 5 percentage points. This shows that while Kinshasa attendants seem to have gained the least from participating in boîtes sessions, Province Orientale attendants have gained the most in terms of knowledge scores as a result of attending the sessions.
- Looking at variability in knowledge scores among boîtes session attendants, we find that men score higher than women by 3 percentage points. We also find that as education levels increase, knowledge scores increase as well.

Figure 8: Average scores on all knowledge questions for attendants and non-attendants of boîtes sessions by gender, age, education and province
Numbers show % of questions answered correctly

	Among NON-attendants	Among attendants	Knowledge differential
All respondents	69%	74%	5%
By gender			
Male	71%	75%	4%
Female	66%	72%	5%
By age			
18-34	69%	74%	5%
35-54	69%	74%	4%
55 or older	63%	73%	10%
By education			
Primary or less	57%	65%	8%
Secondary	69%	74%	5%
University or more	74%	77%	3%
By province			
Kinshasa	73%	73%	0%
Bas Congo	69%	70%	2%
Nord Kivu	64%	73%	9%
Province Orientale	69%	79%	10%

Figure 9 looks at variation in knowledge scores according to attendants' assessment of the quality of the boîtes sessions.

- The data shows that higher satisfaction levels with the organization, knowledge obtained and competence of the session's facilitators and organizers is associated with higher knowledge scores. Those who are very satisfied with these aspects of the sessions score higher than those who are less satisfied (somewhat satisfied, somewhat dissatisfied and very dissatisfied) by an average of 3 percentage points.
- These findings indicate that higher quality boîtes sessions are associated with higher knowledge levels among participants. This suggests that improving the quality of facilitators and the level of organization of the boîtes sessions may lead to more effective learning among participants and better knowledge retention.

Figure 9: Average scores on all knowledge questions for boîtes attendants by *satisfaction levels with various aspects of the sessions*
Numbers show % of questions answered correctly

	Very satisfied	Less satisfied (somewhat satisfied, somewhat dissatisfied & very dissatisfied)	Difference
Satisfaction with session organization	75%	72%	3%
Satisfaction with knowledge obtained	75%	72%	3%
Satisfaction with competence of facilitators & organizers	75%	72%	3%

Figure 10 looks at variations in knowledge scores according to the period when the attendants participated in the boîtes sessions in order to examine whether those who participated more recently have higher scores.

- There is no evidence that those who participated in more recent sessions score higher on knowledge questions. Scores vary only slightly with no clear pattern.
- Highest scores are recorded among those who attended sessions in the first half of 2012 while lowest scores are among those who attended sessions in the second half of 2011. These differences are not, however, statistically significant.

Figure 10: Average scores on all knowledge questions for boîtes attendants by *session date*
Numbers show % of questions answered correctly

	1st half of 2011	2nd half of 2011	1st half of 2012	2nd half of 2012
Date of session	75%	73%	76%	74%

Testing for Spillover Effects from Attendants to Non-Attendants

Figure 11 looks at variations in knowledge scores among non-attendants by comparing those living in groupements (a group of villages) where boîtes sessions were conducted and those living in groupements where no sessions were conducted. The purpose of this comparison is to examine whether there were any spillover effects of knowledge going from attendants to non-attendants within the groupements that were covered by the sessions.

- The data shows that individuals living in groupements where boîtes sessions took place score slightly higher (by 2 percentage points) relative to those living groupements where no sessions took place.
- While the difference is statistically significant, the magnitude of the knowledge differential is limited and shows that while there may be some spillover effects from boîtes attendants to non-attendants – these effects are very limited in scope.

Figure 11: Average scores on all knowledge questions for NON-attendants by *whether groupement has been covered or not by boîtes sessions*
Numbers show % of questions answered correctly

	Covered by boîtes sessions	Not covered by boîtes sessions	Difference
Status of groupement	69%	67%	2%

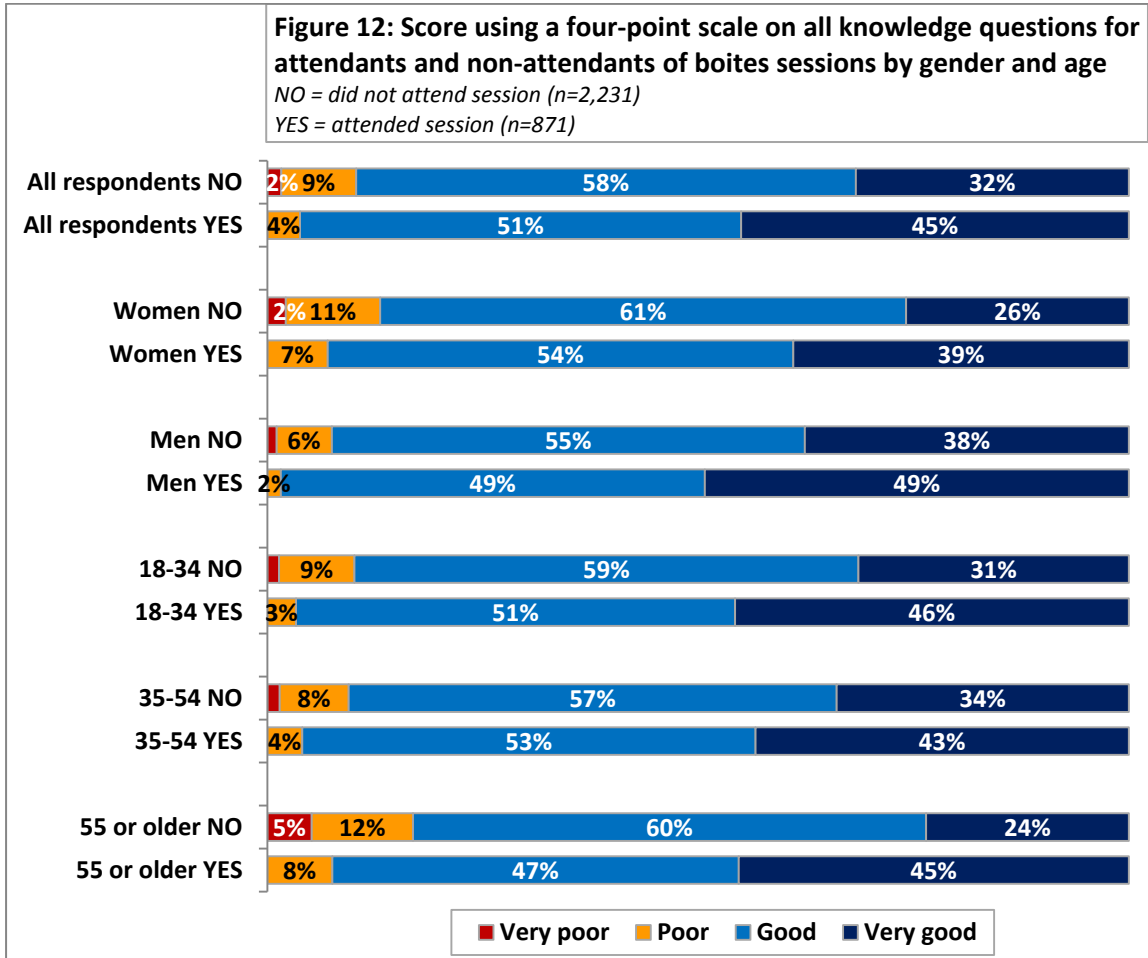
Differences in Knowledge Scores among Key Demographics

To examine knowledge scores by different demographics with detail, the following charts display the scores on a four-point scale. The lowest score of “very poor” corresponds to zero-10 correct answers out of 40; “poor” corresponds to 11-20 correct answers out of 40; “good” corresponds to 21-30 correct answers out of 40; and “very good” corresponds to 31-40 correct answers out of 40.

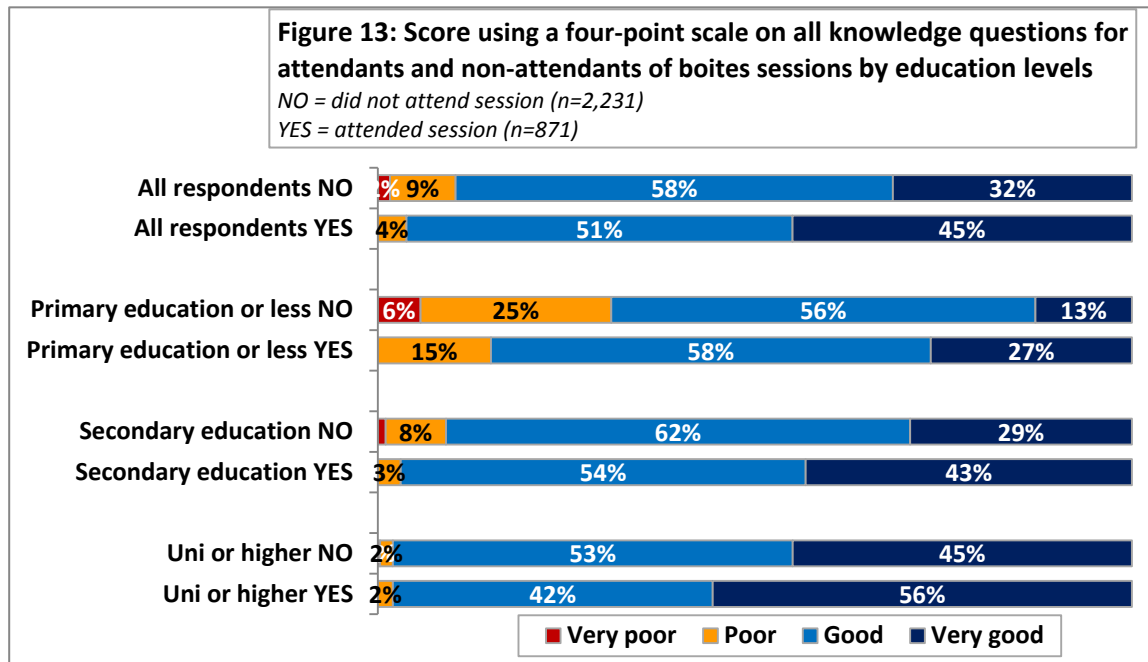
Examining knowledge scores using this scale rather than using average scores reveals larger variability at the upper end of the score. Indeed, boîtes session attendants are much more likely to have a “very good” score than non-attendants.

- When looking at all respondents, 45% of boîtes sessions attendants score “very good” on knowledge questions compared to only 32% among non-attendants.
- While both men and women who attended sessions have a higher share of “very good” scores than non-attendants (by 11 and 13 percentage points, respectively), women attendants have much lower “very good” scores than men — by 10 percentage points. It is unclear why women attendants score significantly lower than men. However, these findings call for investigating learning methods that are more effective for women participants.

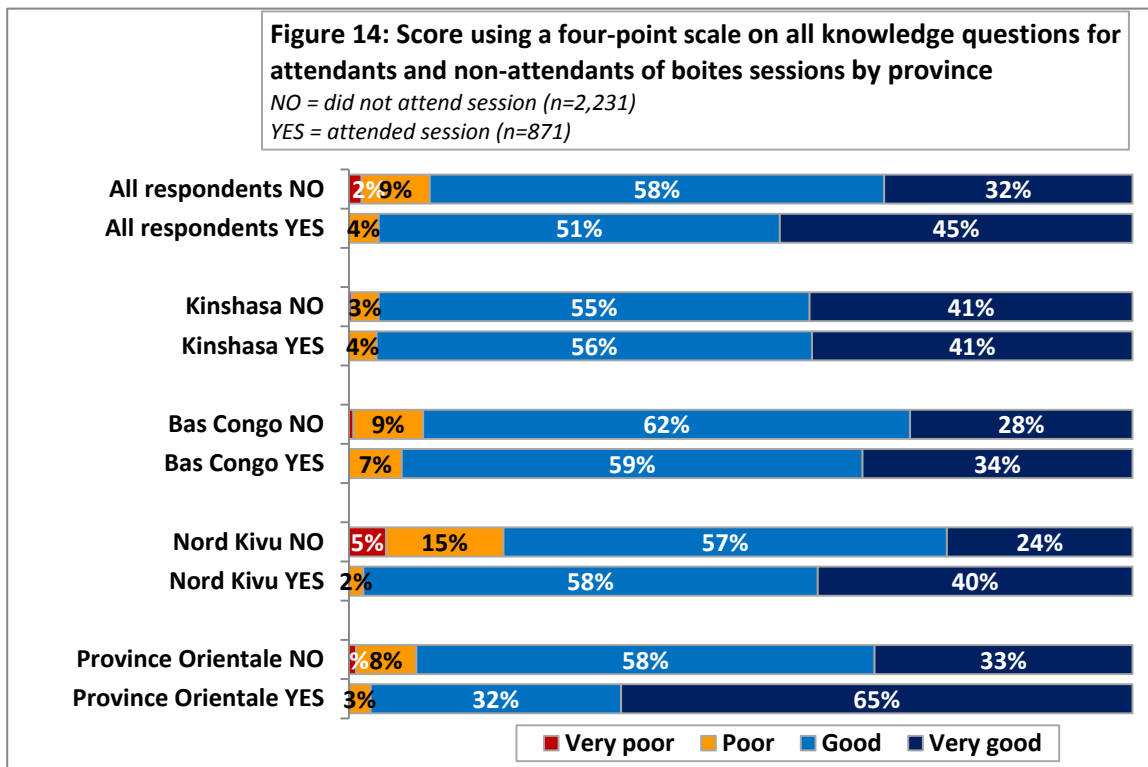
- Among age groups, there is little variability in “very good” scores among boîtes session attendants despite large differences when compared to non-attendants. This shows that the sessions have been effective in improving knowledge levels uniformly among all age groups (Figure 12).



- Among education groups, there is large variability in “very good” scores among boîtes session attendants with participants who have higher education scoring much higher than those with a primary education or less. The data indicates that as education levels increase, the tendency to have a “very good” score increases significantly (Figure 13).



- There is large variability in “very good” scores for boîtes attendants by province: 65% of attendants in Province Orientale have “very good” scores compared to 41% in Kinshasa and 40% in Nord Kivu.
- Knowledge scores among attendants in Bas Congo province are the lowest compared to other provinces – only 34% score “very good” on knowledge questions compared with 45% on average. This finding raises some concerns about the effectiveness of sessions in Bas Congo. Participants in Bas Congo are also less satisfied with the quality of the sessions than participants in other provinces (Figure 14).



Respondents’ Knowledge of Electoral Issues by Theme

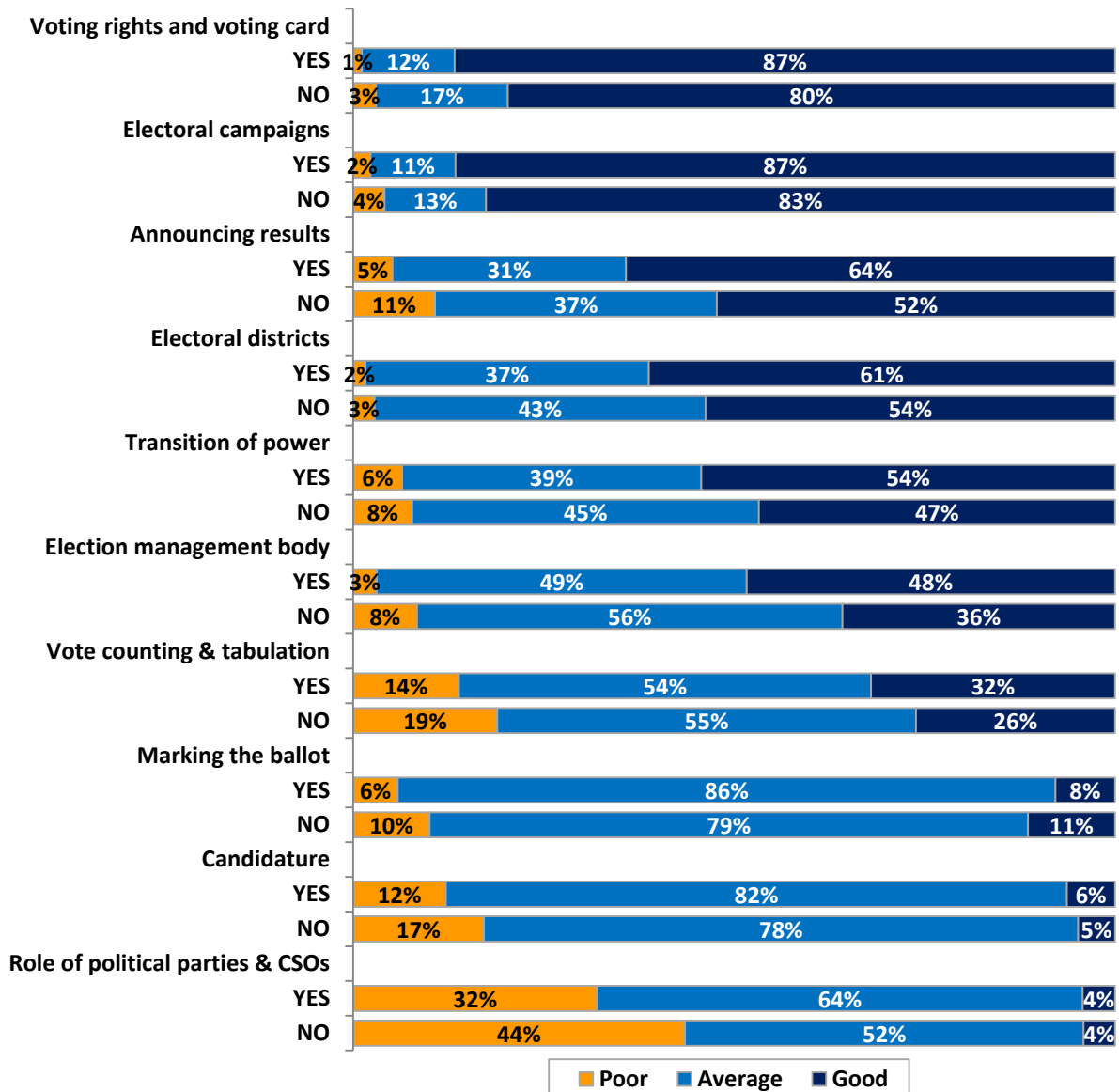
Attendants scored consistently higher than non-attendants on all electoral themes covered in the curriculum of the boîtes sessions. Figure 15 shows scores on various electoral themes comparing attendants to non-attendants on a three-point scale going from “poor” to “average” to “good.”

- The data shows that respondents scored higher on the following themes: voting rights and voting card; electoral campaigns; announcing results; electoral districts; and transition of power.
- Respondents scored lower on the remaining themes with less than a majority of attendants having a “good” score. The themes of marking the ballot, candidature and role of political parties and civil society organizations (listed as CSOs in Figure 15) garnered the lowest share of “good” scores with the overwhelming majority of attendants having an “average” score.
- It must be noted that some questions may be more difficult than others. As such, these findings should be considered with caution and may not necessarily indicate that the themes were not explained clearly during the sessions. For a full list of knowledge questions, please refer to Appendix A.

Figure 15: Scores on knowledge questions by theme for attendants and non-attendants of boites sessions

NO = did not attend session (n=2,231)

YES = attended session (n=871)



Appendix A: Knowledge Questions by Theme with Answer Key

Correct answers are highlighted.

TRANSFERT DU POUVOIR

Q1. A votre connaissance, comment le pouvoir en RDC est-il transféré d'un président de la république à un autre ? Est-il fait par ... [LIRE LES OPTIONS DE RÉPONSE ; UNE SEULE RÉPONSE]

Nomination d'un nouveau président	1	Election d'un nouveau président	2
Une autre manière (indiquer.....)	3	Ne sait pas (ne pas lire)	8
Refus de répondre (ne pas lire)	9		

Q2. Savez-vous quelle est la durée limite du mandat du président de la République en RDC ? Est-elle... [LIRE LES OPTIONS RÉPONSE ; UNE SEULE RÉPONSE]

Cinq ans, renouvelable une fois	1	cinq ans, renouvelable deux fois	2
Cinq ans, non renouvelable	3	cinq ans, renouvelable	4
Ne sait pas (ne pas lire)	8	refus de répondre (ne pas lire)	9

CIRCONSCRIPTIONS ÉLECTORALES

Maintenant, parlons des circonscriptions électorales. Les circonscriptions électorales sont des subdivisions territoriales distinctes pour tenir une élection spécifique pour un ou plusieurs mandataires élus.

Q3. Laquelle des entités suivantes est la circonscription électorale pour l'élection du président de la république ? [LIRE LES OPTIONS DE RÉPONSE ; UNE SEULE RÉPONSE]

Toute l'étendue du territoire national	1
Le territoire ou la ville dans les provinces et les quatre districts par regroupement des communes dans Kinshasa	2
Ne sait pas (ne pas lire)	8
Refus de répondre (ne pas lire)	9

Q4. Laquelle des entités suivantes est la circonscription électorale pour l'élection des députés nationaux ? [LIRE LES OPTIONS DE RÉPONSE ; UNE SEULE RÉPONSE]

Toute l'étendue du territoire national	1
Le territoire ou la ville dans les provinces et les quatre districts par regroupement des communes dans Kinshasa	2
Ne sait pas (ne pas lire)	8
Refus de répondre (ne pas lire)	9

COMPTAGE DE VOIX ET ANNONCE DE RÉSULTATS

Q5. A votre connaissance, qui est responsable du comptage des voix à la fin du vote ? Est-ce...

Les partis politiques 1 **Les membres du bureau de vote 2**
 Les observateurs d'élection 3 Ne sait pas (ne pas lire) 8
 Refus de répondre (ne pas lire) 9

Q6. Veuillez me dire si vous pensez que ce rapport est vrai ou faux : "l'absence des témoins, des observateurs, et des journalistes invalide le scrutin."

Vrai 1 **Faux 2**
 Ne sait pas (ne pas lire) 8 refus de répondre (ne pas lire) 9

CANDIDATURE

Q7. Pour chacune des phrases suivantes que je vous lirai, dites-moi svp si vous pensez que la phrase est vraie ou fausse. [LIRE LES PHRASES]

	Vraie	Fausse	NSP	Refu s
a. Les candidats doivent être affiliés à un parti politique pour pouvoir se présenter aux élections	1	2	8	9
b. Les candidats indépendants peuvent se présenter aux élections	1	2	8	9
c. Les candidats membres des organisations de la société civile peuvent se présenter aux élections	1	2	8	9

Q8. Est-ce qu'une femme peut se présenter en tant que candidat aux élections?

Oui 1 Non 2
 Ca dépend de ses compétences (ne pas lire) 3 ne sait pas (ne pas lire) 8 Refus de répondre (ne pas lire) 9

Q9. Pour chacun des types d'élections suivants, dites-moi svp quelle est la condition d'âge minimum pour que le candidat puisse se présenter. [LIRE CHAQUE TYPE DE CANDIDAT ET ÉCRIRE L'ÂGE DONNÉ]

	Âge minimum pour le candidat [ÉCRIRE LE CHIFFRE]	Ne sait pas	Refus
Élection présidentielle	/_3_//_0_/	98	99
Élections au Senat	/_3_//_0_/	98	99
Députés nationaux et provinciaux	/_2_//_5_/	98	99
Gouverneurs et vice-gouverneurs	/_1_//_8_/	98	99

RÔLE DES PARTIS POLITIQUES ET DE LA SOCIÉTÉ CIVILE

Q10. À qui revient le rôle de contribuer à l'organisation des élections libres, démocratiques, et transparentes et à conduire l'éducation civique pour les membres des partis politiques? Est-ce ... [LIRE LES OPTIONS DE RÉPONSE]

Les partis politiques	1	La société civile	2
Les partis politiques et la société civile	3	Ne sait pas (ne pas lire)	8
Refus de répondre (ne pas lire)	9		

Q11. Et à qui revient le rôle de conduire l'éducation civique et électorale des citoyens Congolais et de les sensibiliser sur le processus électoral ? Est-ce ... [LIRE LES OPTIONS DE RÉPONSE]

Les partis politiques	1	La société civile	2
Les partis politiques et société civile	3	Ne sait pas (ne pas lire)	8
Refus de répondre (ne pas lire)	9		

CAMPAGNE ÉLECTORALE

Q12. Veuillez me dire si chacune des phrases suivantes est vraie ou fausse concernant la campagne électorale:

	Vrai	Faux	NSP	Refus
Il est permis aux candidats de distribuer le matériel de propagande politique tel que des prospectus, des manifestes, et des circulaires le jour d'élection	1	2	8	9
La campagne électorale prend fin officiellement 24 heures avant le jour de l'élection	1	2	8	9
Le port des vêtements avec des couleurs ou des logos des partis politiques est interdit dans les sites de vote le jour du scrutin	1	2	8	9

DROITS DE VOTE ET CARTE D'ÉLECTEUR

Q13. Je vais vous lire une liste des cas: pour chaque cas, veuillez me dire si la personne avait le droit ou non de voter aux élections de 2011 en RDC.

Cas	A le droit de voter	N'a pas le droit de voter	Ne sait pas	Refus
a. Un citoyen congolais adulte privé de ses droits civils/politiques	1	2	8	9
b. Un citoyen congolais adulte avec une incapacité mentale médicalement prouvée	1	2	8	9
c. Un adulte congolais agent de police (dans la police nationale)	1	2	8	9
d. Un citoyen congolais adulte avec des incapacités physiques	1	2	8	9
e. Un adulte étranger qui vit en RDC depuis plus de 10 ans/plus d'une dizaine d'années	1	2	8	9

f. Un adulte congolais qui sert dans l'armée (FARDC)	1	2	8	9
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Q14. A votre connaissance, est-ce que la carte de vote est sans frais (gratuite) ou vaut de l'argent (payante)?

Sans frais (gratuite)	1
Vaut de l'argent (payante)	2
Ne sait pas (ne pas lire)	8
Refus de répondre (ne pas lire)	9

Q15. A propos de la carte d'électeur, laquelle de ces deux propositions pensez-vous être correcte?
[LIRE LES PROPOSITIONS]

La carte d'électeur est importante mais non nécessaire pendant le vote lors des élections	1
La carte d'électeur est indispensable pour voter lors des élections	2
Ne sait pas (ne pas lire)	8
Refus de répondre (ne pas lire)	9

RESULTATS D'ELECTION

Q16. A votre connaissance, qui facilite le processus de résolution des conflits électoraux en RDC? Est-ce... [LIRE LES OPTIONS DE REPONSES]?

La CENI	1	Les tribunaux	2
Le Président de la République	3	L'Assemblée nationale	4
Ne sait pas (ne pas lire)	8	Refus de répondre (ne pas lire)	9

Q17. Qui est responsable pour annoncer les résultats provisoires des élections en RDC? Est-ce... [LIRE LES OPTIONS DE REPONSES]?

La CENI	1	Le Président de la République
2		
Les Organisations de la Société Civile	3	La Cour Constitutionnelle
4		
Ne sait pas (ne pas lire)	8	Refus de répondre (ne pas lire)
9		

Q18. Et qui est responsable pour annoncer les résultats finaux des élections en RDC? Est-ce... [LIRE LES OPTIONS DE REPONSES]?

La CENI	1	Le Président de la République
2		
Les Organisations de la Société Civile	3	La Cour Constitutionnelle
4		
Ne sait pas (ne pas lire)	8	Refus de répondre (ne pas lire)
9		

POUVOIR ORGANIZATEUR

Q19. Comme vous le savez déjà, la CENI est responsable d'organiser le processus électoral entier ainsi que le référendum pour assurer des élections libres, transparentes et démocratiques. Pourriez-vous me dire si les membres de la CENI sont nommés par la majorité ou par l'opposition ou par tous les deux?

Majorité 1 Opposition 2 **Majorité et Opposition**
ensemble 3
 Ne sait pas (ne pas lire) 8 Refus (ne pas lire) 9

Q20. Je vais vous lire une liste de différents rôles de la CENI, veuillez choisir les rôles qui relèvent de la responsabilité de la CENI. Pour chacun, dites «Oui » s'il s'agit de la responsabilité de la CENI et « Non » si ce n'est pas le cas.

Différents rôles	Oui	No n	NSP	Refus
a) Organiser et contrôler le processus électoral avant, pendant et après les élections	1	2	8	9
b) Former les agents des bureaux de vote aux niveaux national, provincial et local	1	2	8	9
c) Contrôler les campagnes électorales au niveau des médias	1	2	8	9
d) Fixer les limites des circonscriptions électorales	1	2	8	9
e) Choisir les candidats qui vont concourir aux élections	1	2	8	9

Q21. A votre connaissance, est-ce que la nomination des membres de la CENI tient-elle compte seulement de leur affiliation politique, de leur affiliation politique et de leur compétence, ou est-elle basée seulement sur leur compétence ?

Basée seulement sur l'affiliation politique 1 Basée seulement sur leur compétence 2
Affiliation politique et compétence 3
 Ne sait pas (ne pas lire) 8 Refus de répondre (ne pas lire) 9

Q22. Est-il permis à une femme de devenir membre de la CENI?

Oui 1 Peut-être/ça dépend de ses qualifications (ne pas lire) 2
 Non 3 Ne sait pas (ne pas lire) 8 Refus de répondre (ne pas lire) 9

BULLETIN DE VOTE**Q23. Dites-moi svp si chacune des manières de remplir un bulletin de vote est valide ou invalide.**

	Valide	Invalide	NSP	Refus
a. Un bulletin de vote coché avec une croix, un signe plus, ou une empreinte digitale à côté du choix de vote	1	2	8	9
b. Un bulletin de vote coché avec deux croix, deux signes plus, ou deux empreintes digitales à côté des choix de vote	1	2	8	9
c. Un bulletin de vote déchiré ou coché en-dehors de la case	1	2	8	9



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