



**REPUBLIC OF KENYA
OFFICE OF THE DEPUTY PRESIDENT
STATE DEPARTMENT FOR DEVOLUTION**

**DRAFT NATIONAL CIVIC EDUCATION
FRAMEWORK**

2024

FOREWORD

The County Governments Act (2012) Section 137 on facilitation of Civic Education requires that the “ministries responsible for matters of civic education, devolution and county governments designs and coordinates overall civic education on devolution, creates capacity and facilitates the county governments” to effectively assume their responsibilities in the delivery of civic education to citizens. To meet the requirement, the National Government developed the National Capacity Building Framework in 2013 (revised 2015) with the overall objective of ensuring that the devolution process is smooth and seamless to safeguard the delivery of quality services to citizens. The implementation of the framework focused on five Key Result Areas that were identified as key to strengthening the capability of both levels of government to deliver improved services to the citizens. Among these key areas was civic education and public participation. This is because the Constitution of Kenya, 2010 requires that citizens must be part and parcel of every decision that concerns them hence the need to equip them in this role through a well-coordinated civic education process.

Broad achievements have been registered when it comes to participation of citizens in decision making. Nevertheless, to further consolidate the gains realized, there is need to provide civic education and public participation in an organized and well-coordinated manner to ensure sustainability of the efforts from all stakeholders. There is also need to consolidate these efforts in order to avoid duplication and increase efficiency and effectiveness. The Civic Education Framework will aid the stakeholders in channeling the scarce resources on the most critical areas to further accelerate growth in service delivery. The State Department for Devolution will continue to spearhead the processes of implementation of the framework particularly in relation to the County Governments. To this end, the State Department will continue to mobilize resources from various sources including GOK, development partners and from the even private sector to adequately fund this activity and make it a success since it’s critical to delivery of devolved functions.

The constitutional ‘promise’ of transferring power, responsibilities and resources and delivering a more devolved government that is closer and more responsive to the people, in reality, is still facing considerable constraints. These include, the political and administrative complexity and magnitude of the devolution process, uncoordinated and fragmented approach in the provision of civic education, duplication of efforts between various stakeholders and inadequate time and financial resources. The needs may vary over time in line with changing conditions based on feedback and lessons learnt from national and sub national governments while carrying out their mandate and responsibilities. Therefore, the National Civic Education Framework will be dynamic and a living document to respond to real needs of different stakeholders involved in the implementing devolution.

Rigathi Gachagua, EGH
DEPUTY PRESIDENT OF THE REPUBLIC OF KENYA

MESSAGE FROM PRINCIPAL SECRETARY

The development of the National Civic Education Framework is an important milestone by the State Department for Devolution. It marks the beginning of an important journey towards embedding a structured civic education approach in our devolved system of government. The Framework provides for basic constitutional, policy and legal foundations to enable implementors categorically base their activities within the precincts of the law. The document has been prepared within the limits of our experiences and international best practice hence it is my belief and hope that it will give the necessary impetus into the devolution space in this country.

For a long time, civic education has been undertaken almost haphazardly, a situation which called for the development of the guiding document. Furthermore, in a number of instances in the past, public institutions have viewed civic education largely provided by the civil society organizations as an affront to government. This should not be the case as all efforts towards developing a civil and well-informed society must first and foremost lie within the government interest. An informed public is productive and is capable of spearheading developmental outcomes and impacts in society.

The framework has covered several salient areas in making sure that it provides clarity in undertaking civic education. The framework lays down the institutional structure which then streamlines the approach to carrying out civic education activities in the country. The State Department will therefore engage and have candid discourse with all the stakeholders identified in the framework so that the implementation becomes seamless. Particularly engagement with the Ministry of Education will attempt to finding ways of embedding civic education in the Competency based Curriculum in our education system. This is because we need to have patriotism and sense of community responsibility inculcated in our children at very early age. This is a long-term strategy to try to re-orient our national values for a dignified nation where citizens feel a duty of belonging and involvement in national activities such as elections, social and development projects and programs.

I am highly indebted to the UNDP for making the development of this framework possible. As a government we really appreciate this partnership and do hope that it continues for the common benefit to humanity. The staff at the Department have done a great job in ensuring that the document is well consulted and met the constitutional threshold of public participation. We have therefore made sure that the contributions from stakeholders consulted have been duly taken into consideration in this final product.

Teresia Mbaika

PRINCIPAL SECRETARY, STATE DEPARTMENT FOR DEVOLUTION

ACKNOWLEDGEMENT

The achievement of the National Civic Education Framework has been through discussions and collaboration among stakeholders whom we owe sincere appreciation. This framework has been developed from the participation and contributions from various organizations and individuals. We acknowledge work well done. The leadership and cooperation offered by the national government ministries, departments and agencies, Constitutions and statutory commissions, on state actors and other service delivery.

We wish to extend to recognize the commitment, tireless effort and excellent work done by the team led by Director Capacity Building and Technical assistance Mr. Kennedy Nyambati for providing leadership in the development of the framework.

We finally wish to convey our appreciation to UNDP and all those individuals and organizations that in diverse ways contributed to the development of this framework. The continued support offered by UNDP has always gone along way in making the State Department to achieve milestones within its mandate.

EXECUTIVE SUMMARY

Civic education has become an important part of Kenya's development and governance process. This is especially so because the Constitution of Kenya 2010 provides for public participation as an important national value and principle of governance. However, for people to effectively participate in national development and the governance process, they require knowledge, information, and civic skills. This is the role that civic education plays in the society. Although it is common to have civic education in a formal education curriculum, in other jurisdictions, it is an informal education, which if effectively utilized, enables people to participate responsibly in public affairs. It also enlightens the government on engagement with citizens and how to respond effectively to concerns of citizens.

This National Civic Education Framework has been developed to help deliver civic education in a coordinated and a sustainable manner. It is built on the objectives of the National Capacity Building Framework and the County Governments Act, 2012. In **Chapter One**, the background and purpose of the framework have been provided. The chapter also discusses the objectives, guiding principles and concepts of civic education in order to further clarify the need for having the framework. The basis for civic education in Kenya has been detailed in **Chapter Two** which discusses the constitutional, policy and legal foundations of civic education. Civic education under the framework will aim at promoting the values of constitutionalism, rule of law, good governance, and national cohesion, among others. Effectively delivered, civic education will support Kenya's nation-building and governance efforts.

Chapter Three reviews the status of civic education in the country including the history, and current status. The Chapter thus reviews the various initiatives led by the civil society and government. It further analyzes issues of devolution and public participation and challenges affecting the education. The chapter concludes by looking at the necessary enabling environment for successful civic education.

Chapter Four covers the institutional structure and implementation of civic education in Kenya. It specifies the various thematic areas of focus in civic education, identifies providers of civic education, and lays down a proposed framework for coordination including roles and responsibilities of actors in civic education activities. The proposed coordination arrangement aims to address the challenges faced in the delivery of past civic education initiatives. It will reduce duplication of effort, prevent wastage of resources, and orient all the providers to the objectives of civic education. The framework is designed in a manner that seeks to promote trust between and among the various stakeholders because suspicions and mistrust negatively affected past efforts. The key principles guiding this framework will apply in establishing the institutional arrangements for coordination. All players in the civic education processes envisioned in the framework will be accountable to the established institutional structures under the framework. The chapter also proposes a number of partners and collaborators in the civic education activities as well as procedures for conducting civic education. It further delves and analyzes factors for successful civic education, preparation for partnership agreements, and approvals for civic education.

In **Chapter Five**, the framework provides for monitoring, evaluation, learning and reporting. This is necessary to allow for a review of the framework, as well as the need for compliance.

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ABBREVIATIONS AND ACRONYMS

CBO	Community Based Organization
CCESC	County Civic Education Steering Committee
CECM	County Executive Committee Member
CGA	County Government Act, 2012
CSCESC	County and Sub-County Civic Education Steering Committee
CKRC	Constitution of Kenya Review Commission
COG	Council of County Governors
COK	Constitution of Kenya, 2010
CSO	Civil Society Organization
ECK	Electoral Commission of Kenya
FBO	Faith-based Organization
ICCECC	Inter-County Civic Education Coordinating Committee
ICCEF	Inter-County Civic Education Forum
IEBC	Independent Electoral and Boundaries Commission
IGRTC	Intergovernmental Relations Technical Committee
IPPG	Inter-Parties Parliamentary Group
KSG	Kenya School of Government
KICD	Kenya Institute for Curriculum Development
K-NICE	Kenya National Integrated Civic Education Program
MOJCA	Ministry of Justice and Constitutional Affairs
NCEF	National Civic Education Framework
NCEP	National Civic Education Program
NCESC	National Civic Education Steering Council
NDI	National Development Institute (USA)
NGO	Non-Governmental Organization
4Cs	Citizens Coalition for Constitutional Change
SRC	Salaries and Remuneration Commission
TOTs	Training of Trainers
UNDP	United Nations Development program

DEFINITION OF TERMS

The terms are defined as per the purposes of this framework.

Civic: Any community in which the shared connections between people are at a level larger than that of the extended family (including the state). Civic also refers to the principles, mechanisms, and processes of decision making, participation, governance, and legislative control that exist in these communities.

Civic involvement: The concept that civic communities' benefit from the active involvement of their citizens and that therefore there is an onus on civic communities to facilitate the right of active citizenship and an onus on citizens to participate actively in their civic communities.

Civil: Refers to the sphere of society in which the shared connections between people are at a level larger than that of the extended family but do not include connections to the state.

Citizen: Refers to an individual who belongs to a specific nation or community and enjoys legal and social rights within its boundaries. Such person enjoys the right to vote, participate in civic activities and access to public services

Citizen forum: Forum for citizens organized for purposes of participating in the affairs of a group, community or society

Citizenship:

- a. The legal status of being a citizen.
- b. The fact of individuals' participation, or lack of participation, in their communities.

Community: A group of people who share something in common including history, values, loyalties, and a common goal. In this framework, community membership includes membership based on externally defined criteria relating to the function of the community and membership defined by individuals' own belief of their membership such as through identification with "like-minded" people regarding a political or social issue.

Educator: Refers to a person with competency to provide instruction, inspires or informs others.

Facilitator: Refers to someone who helps to bring about an outcome by providing indirect assistance, guidance or supervision

Provider: Refers to a person or an organization or institution, governmental or non-governmental, that supplies resource (s) to facilitate performance, development or a service to a cause.

Society: A community defined by its geographical territory and within which the population shares a common culture, which may comprise and celebrate multiple and diverse ethnic or

other communities, and way of life under conditions of relative autonomy, independence, and self-sufficiency.

CHAPTER ONE: INTRODUCTION

This chapter covers the background to the development of the civic education framework, purpose of the framework, objectives of the framework and the guiding principles and concepts of civic education.

1.1 Background

The Constitution of Kenya, 2010 (COK) established a devolved system of governance in accordance with the Objects and Principles of devolution as articulated in Articles 174 and 175 respectively. In line with Article 186 (1) and the Fourth Schedule Part 1 sections 15 and 32 of the COK, the national government is mandated to be responsible for education policy and capacity building, and technical assistance respectively. The State Department for Devolution (SDD) as a national government ministry with the responsibility for devolution matters has established the Capacity Building and Technical Assistance Division to spearhead the mandates. This is further in line with the provisions of Article 190 (1)¹ of the COK, which charges the national government, by parliamentary legislation, with the obligation to provide counties with the requisite support for the performance of their functions.

The County Governments Act (2012) section 121 (1), on support to county governments, reiterates the role of the national government ministry or department responsible for matters relating to intergovernmental relations to provide support to county governments to enable them to perform their functions². In response to the constitutional mandate, SDD has developed a National Civic Education Framework (NCEF) to guide Civic Education activities in the devolved units and nationally. The framework aims at providing the modalities for managing quality civic education to enhance citizen participation in decisions that affect them.

The past initiatives in civic education in Kenya had a number of challenges. First, they lacked sufficient funding. The single source of funds was from development partners who had other competing priorities. Funding therefore remained unpredictable most of the time. The second challenge, was lack of continuity in civic education programs. Most development partners tended to give support for a certain duration and for a particular focus. This limited the scope of issues to be covered as well as the areas that an organization could focus on. Due to this limitation, there were many areas of the country that could not be reached. As a result, civic knowledge in the country lacked uniformity; there were patches with adequate knowledge and other areas that lacked systematic approach in civic education.

Secondly, the initiatives focused on civil and political rights with emphasis on political education. Some of the organizations delivering civic education began political advocacy and by that engaged in partisan education. The government began to oppose civic education on the argument that the civil society organizations (CSOs) providing civic education were involved in partisan politics in support of opposition groups. This led to the government preventing the

¹ Parliament shall by legislation ensure that county governments have adequate support to enable them to perform their functions.

² The ministry or government department responsible for matters relating to intergovernmental relations shall provide support to county governments to enable them perform their functions.

implementation of civic education programs in some cases. As a result, the relations between the government and CSOs became hostile implying more challenges in provision of civic education.

Finally, some of these past efforts lacked a uniform curriculum. Standardized curriculum and content for delivery emerged under National Civic Education Program (NCEP) but before then, different groups chose their own content and designed their distinct approaches to delivery. This resulted in lack of standards and differences in terms of impact. However, many of these challenges were addressed under NCEP, Uraia and K-NICE.

1.2 Purpose of the framework

The purpose of civic education is to improve the citizen's civic competences, knowledge and skills. Through civic education, people acquire and/or improve skills to exercise their rights and responsibilities within the confines of the law. They are able to participate in national governance and development processes and to hold public agencies to account. Through civic education, citizens are able to acquire knowledge and skills necessary to advocate for effective governance and democratic processes as envisaged in the Constitution. Section 99(1) of the County Governments Act, 2012 (CGA) underlines the purpose of civic education as creating an informed citizenry that actively participates in governance affairs of the society based on enhanced knowledge, understanding and ownership of the Constitution.

The main purpose for the framework is therefore to provide an instrument to guide the management of civic education. The outcome is to have enlightened members of the public who can fully and effectively engage in deliberations leading to informed decisions on matters affecting society. Civic education is an enabler to effective public participation which is provided for in the COK and enabling legislation. The specific reasons for the framework are therefore to develop a guideline for civic education to:

- i) Enable citizens to exercise their sovereign power
- ii) Promote public understanding and ownership of projects, programs and plans
- iii) Enforce leadership response to needs of citizens and society
- iv) Deter imposition of leaders' ideas on the community through active participation of citizens by enabling them to become involved in the social, political and cultural life of the nation. The aim is to develop the skills needed to make a responsible and constructively critical contribution to public life.
- v) Create wide range of skills and experience to enhance decision making by the citizens
- vi) Generate improved credibility within the leadership and the public
- vii) Ensure accountability in the governance of public affairs
- viii) Minimize social conflicts by making public into responsible citizens as they acquire self-respect and respect for others, resolving conflicts peacefully, and appreciating global perspective of the society. The focus is on developing the attitudes and values of the citizens.
- ix) Improve process quality for better decision making
- x) Strengthen democracy and good governance through formal acquisition of practical knowledge about human rights and democracy, political and social institutions focusing on creating citizen awareness of the governmental practices and their rights.

1.3 Objectives of the Framework

The overall objective of the framework is to provide guideline for undertaking civic education in the country as envisaged in the COK and enabling laws particularly the CGA. It is to entrench the establishment and maintenance of a democratic culture which is the responsibility of the entire citizenry and the country. The framework contains specific guidelines for the implementation of civic education, given the need to explain some things in more detail along with conceptual solutions. Civic education is increasingly becoming important for the successful functioning of individuals and general public in society as the need to acquire civic values, attitudes, and skills is extremely necessary for the success of devolution in Kenya.

CGA section 99 (2) outlines the specific objectives of civic education in Kenya:

- i) Sustained citizen's engagement in the implementation of the Constitution.
- ii) Improved understanding, appreciation, and engagement in the operationalization of the county system of government.
- iii) Institutionalizing a culture of constitutionalism.
- iv) Knowledge of Kenya's transformed political system, context, and implications.
- v) Enhanced knowledge and understanding of electoral system and procedures.
- vi) Enhanced awareness and mainstreaming of the Bill of Rights and National Values;
- vii) Heightened demand by citizens for service delivery by institutions of governance at the county level;
- viii) Ownership and knowledge on the principal economic, social and political issues facing the county administrations and their form, structures and procedures; and
- ix) Appreciation for the diversity of Kenya's communities as building blocks for national cohesion and integration.

These objectives highlight key issues that are central to Kenya's governance and development process. These issues include sustainable civic engagement, operationalization of the devolved system of government, constitutionalism, need for citizens to understand the electoral system and engage with the process, the bill of rights, national values, and the principles of governance. In general, these objectives also show that civic education is critical for the building of a culture of constitutionalism in Kenya.

The National Civic Education Results Framework have been presented as **Annex 1**.

1.4 Guiding Principles and Concepts of Civic Education

The law envisages that civic education improves citizens' understanding of the workings of Kenya's structure of government. Section 98 of the CGA outlines the principles of civic education as empowerment and enlightenment of citizens and governments; continual and systematic engagement of citizens and governments; and values and principles of devolution. This is meant to ensure that citizens and officers of government are conversant with their respective roles and responsibilities for effective service delivery. "Civic education should consist of the intensive study and understanding of the nation's system of self-government, its values, commitments, and assumptions, and its relevant history; in short, it should involve the theory and practice of a free and open democratic society..."³. These principles must

³ ERIC Development Team. www.eric.ed.gov A Framework for Civic Education. Civitas

consequently anchor on equity, freedom and social cohesion and supported by four concepts namely; liberal, diversity, critical, and republican civic education.

The concept of Liberal Civic Education⁴ assumes that society is composed of individuals, and thus civic education should cultivate the role that the individual takes in the public sphere. The ability of the individual to be active in the public space is seen as important in achieving one's goals. The concept emphasizes on the required intellectual and practical tools necessary for life in a democratic state. It is placed on procedural knowledge and individualistic values such as personal behavior, independence and responsibility. Such behaviors may include acquaintance with the different opportunities for political involvement such as voting, connecting to representatives and understanding the main issues being debated.

On the other hand, Diversity Civic Education assumes that civic education is salient to social constructs on the citizen's life. The main goal is therefore the need to raise awareness regarding the social reality and in particular to the oppression of different social groups by the stronger forces of society. The concept focuses on the ability of the individual to evaluate the social framework in which he/she exists.

Third, the concept of Critical Civic Education assumes that that the world may be portrayed as a battle ground between social forces, where the dominant hegemonic powers work in both exposed and hidden ways in order to oppress the weaker players. The concept dismisses the idea of generalization and objective knowledge, and calls for emphasis on the historical and social context of knowledge and of social issues as substantive knowledge. The role of education is therefore seen as a means of promoting social justice and democracy by empowering the citizens. Whereas the concept of Diversity Civic Education emphasizes the awareness to the communal forces that compose society, its approach also stresses the importance of developing personal individualistic skills, such as critical thinking, in order to better understand and react to the unjust reality of society

Lastly, Republican Civic Education concept poses the fundamental question: Why are individuals willing to give up some elements of their personal freedom as part of their life in a larger community? An answer to this question is that the feeling of belonging to a larger social entity is a natural human will. Rousseau's (1762 / 1947) suggested term "the general will,"⁵ also relates to this question, explaining the natural perception of goods shared by all human beings who live in a society. Thus, through the general will, it is possible to create a feeling of genuine belonging and unconditional devotion of the individual to the larger social entity. This conception of civic education emphasizes the ways in which to arouse feelings of membership and affiliation to the larger community.⁶ A synoptic comparison between the concepts discussed is presented in **Table 1** and **Diagram 1**.

⁴ Cohen, A. (n.d). A Theoretical Model of Four Conceptions of Civic Education. Canadian Social Studies 44(1). Teachers College, Columbia University

⁵ Rousseau, J. J. (n.d). The Social Contract. www.study.com

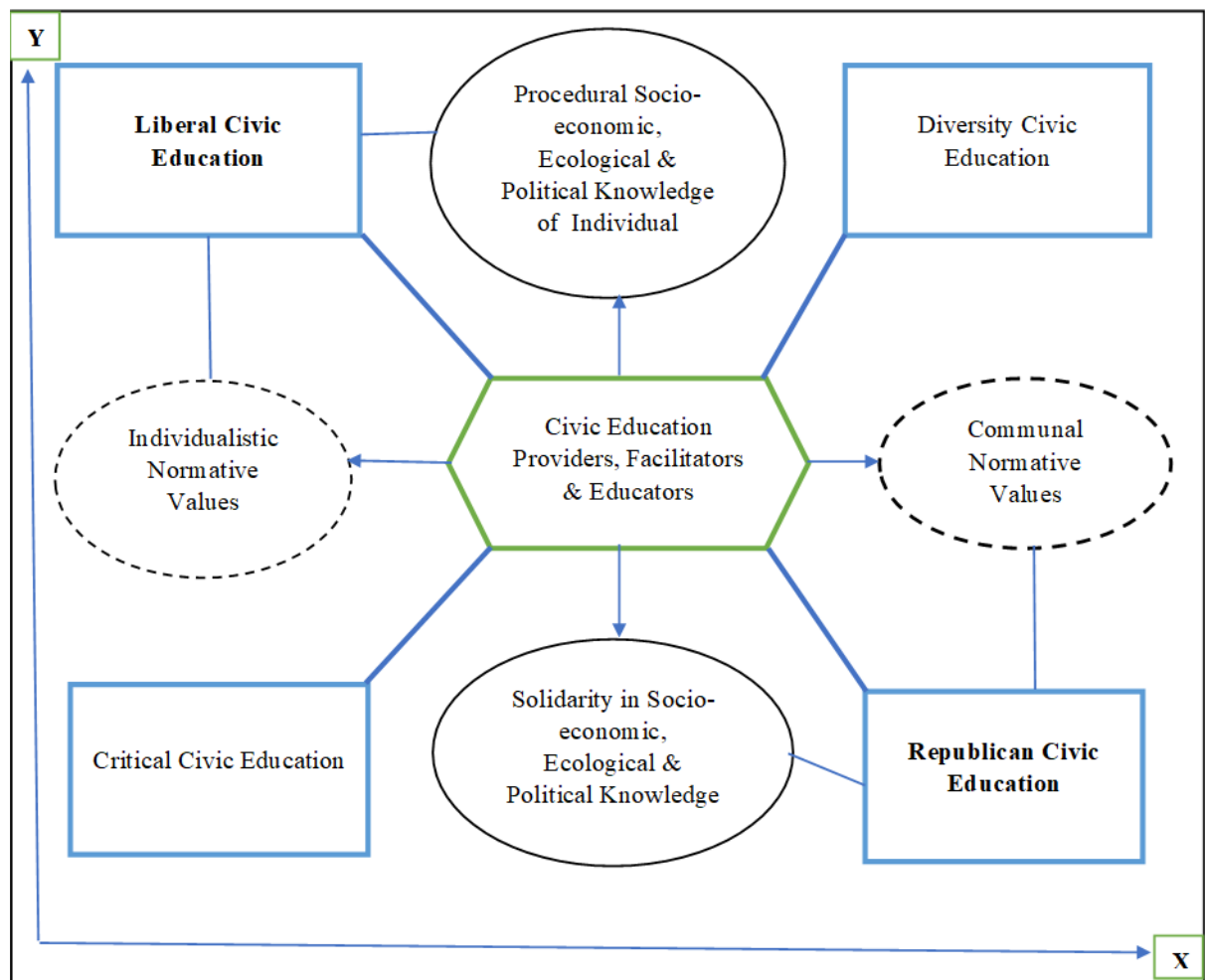
⁶ Cohen, A. (n.d) A Theoretical Model of Four Conceptions of Civic Education. Canadian Social Studies 44(1). Teachers College, Columbia University

Table 1: Concepts of Civic Education

Source: Adapted from Cohen, A (n.d)

	Liberal Civic Education	Diversity Civic Education	Critical Civic Education	Republican Civic Education
Nature of Man	Individual	Belongs to a social group	Individual that is compared to other individuals and groups	Belongs to the nation/state
Nature of Society	A gathering of individuals	A gathering of social groups	A reality in which power structures maintain oppression	The nation as a whole that is worth more than the sum of its parts
Perception of Knowledge	Emphasizes knowledge that is aimed at helping the individual act in the public space	Emphasizes knowledge that is aimed at helping the social groups act in the public space	A tool in the hands of the oppressors that can be utilized in order to question reality	Emphasizes knowledge regarding the larger social entity
Perception of Attitudes	Emphasizes the individualistic values	Emphasizes values which connect the individual to the social group	Can be manipulated in order to maintain social reality	Emphasizes values which connect the individual to the larger social entity
Role of Education	Develop individual skills	Develop skills in order to enhance the reality of the social group and its place in society	Develop critical abilities	Promote a feeling of belonging to the larger social entity
Normative Goals of Civic Education	Citizens develop the skills essential for acting as a participating citizen	Citizens understand the ways in which the different social groups that compose society may receive recognition and take part in the national field	Citizens develop individual analytical skills needed in order to better understand the unjust reality of society	Citizens possess an authentic feeling of belonging to the state

Diagram 1: Conceptual Framework for Civic Education



Source: Author, 2024

Diagram 1 depicts the choice of knowledge and values that define the expected civic behavior. For example, if the desired civic behavior is of a liberal character the knowledge to be passed on will include the procedural ways in which the individual can act in the social space and in the same manner, the values to be instilled will stress on the importance of individual’s behavior. Otherwise, if the desired outcome is of a republican nature, the knowledge to be passed on will focus on the larger national entity and communal values such as solidarity.

CHAPTER TWO: BASIS FOR CIVIC EDUCATION IN KENYA

This section gives the constitutional, policy and legal foundation or basis for the framework for civic education. The COK established strong nexus between the public and their governance structures including provisions in the Bill of Rights and devolved system with objects and principles that protect the rights of the citizens. Civic education therefore enlightens the citizens to enable them to actively participate in the affairs of the nation.

2.1 Constitutional Foundation for Civic Education

The basic foundation of civic education in Kenya is anchored in the COK. The Constitution places citizens at the centre of the governance and development process. The preamble to the COK expresses in part, "...exercising our sovereign and inalienable right to determine the form of governance of our country and having participated fully in the making of this constitution..." indicating that the citizens own and must therefore protect the constitution. This is largely possible when they are aware of their obligations and rights guaranteed to them by the supreme law of the land. Civic education provides such awareness. Article 1 of the COK provides that sovereign power belongs to the people. This power is exercised at the national and county levels of government. This sovereign power may however be exercised 'either directly or through their democratically elected representatives' and it is exercised 'at the national or the county level'⁷. The COK therefore empowers the citizens to put the people to whom they have delegated power to account. Article 10 (2)(a) identifies public participation as an important national value and principle of governance binding all agencies in interpretation as well as in implementation of the Constitution. Articles 19 to 59 in Chapter 4 provides for the Bill of Rights focusing on the citizen.

The COK articles 174 and 175 in Chapter 11 provide for objects and principles of devolution respectively. The objects include promotion of democratic and accountable exercise of power; fostering national unity by recognizing diversity; giving powers of self-governance to the people and enhancing participation of the people in exercise of powers of the state and in making decisions affecting them; and recognizing the right of communities to manage their own affairs and to further their development. The objects further include protecting and promoting the interests and rights of minorities and marginalized communities; promoting social and economic development and providing proximate, easily accessible services throughout Kenya. The other objects are to ensure equitable sharing of national and local resources throughout Kenya; facilitate the decentralization of state organs, their functions and services from the capital of Kenya; and to enhance checks and balances and the separation of powers.

The principles of devolution on the other hand expects county governments to be based on democratic principles and the separation of powers; have reliable sources of revenue to enable counties to govern and deliver services effectively; and have "no more than two-thirds of the members of representative bodies in each county government to be of the same gender"⁸.

⁷ COK articles 2 and 4

⁸ COK article 175 (c)

For people to participate in an effective and meaningful manner in public affairs and for them to exercise sovereign power as given by the COK, they require empowerment through civic education to acquire relevant skills, knowledge, and information for effective participation in decision making.

2.2 Policy Foundation for Civic Education

This National Civic Education Framework is critical in supporting realization of the provisions of the COK by enabling provision of civic education in a coordinated and sustainable manner. The framework is also based on the National Capacity Building Framework and the CGA. The goal of civic education as provided in law is to empower the citizens to participate effectively in all government programs and governance processes at both the county and national levels of government. Section 100 (2) underlines the establishment of a national design and framework for civic education. The framework is expected to provide guidance for implementation of the civic education curriculum, while taking into consideration the provision of Article 33 of the Constitution.

2.3 Legal Foundation for Civic Education

This National Civic Education Framework is intended to provide clear guidelines for citizens to participate effectively in all government programs and governance processes at both the county and national levels of government. County Governments Act, 2012 (CGA) section 100 (1) provides that “subject to subsection 2, each county shall implement an appropriate civic education program and establish a civic education unit...” Section 100 (2) underlines the establishment of a national design and framework for civic education and states, “...there shall be established a national design and framework of civic education, to determine the contents of the curriculum for civic education taking into account the provisions of Article 33 of the Constitution.”. Section 100 (3) specifically vests the responsibility of facilitating the implementation of civic education program on both national and county governments. The facilitation is thus a concurrent function. Section 100 (4) provides that the design and implementation of county civic education program ...shall involve the participation of registered non-state actors as may by regulation be prescribed.”

The framework is therefore expected to provide guidance for implementation of the civic education curriculum. It is envisaged under the CGA section 101 that the County legislation “shall provide the requisite institutional framework for purposes of facilitating and implementing civic education programs...”

The main focus of civic education in many countries is on improving the quality of representation of the citizens in elective offices. The failure of citizens to take part in elections at every level is an indication of widespread disengagement of citizens from the political system. The overall goal of civic education is to promote civic engagement and support democratic and participatory governance. The idea behind civic education is therefore to promote the demand for good governance (i.e. an informed and engaged public), as a necessary complement to efforts to improve the practice of good governance⁹. In Kenya,

⁹ Rietbergen-McCracken, J. (n.d). Civic Education

electoral process has legal provisions for civic education. Independent Electoral and Boundaries Commission (IEBC) anchors its civic education on Article 21 of the Universal Declaration of Human Rights which requires citizens to take part in the governance of their country directly or indirectly through freely elected representatives. It also invokes the African Union Charter on Democracy, Elections, and Governance Art.12 (4) requiring member states to integrate civic education in their education curriculum. COK Article 88(4)(g) provides for voter education as one critical mandate of IEBC. This has been enabled through s.26 of IEBC Act, 2011 (Rev.2023) that requires the Commission to observe the principles of public participation and observe consultation with stakeholders while maintaining independence in performance of its mandate. s.40 of Elections Act, 2011 requires IEBC to “establish mechanisms for the provision of continuous voter education and cause to be prepared a voter education curriculum”.¹⁰

Some of the constitutional and legal provisions which support the need for civic education with subsequent strong public participation is presented in **Table 2**.

Table 2: Constitutional and Legal Provisions supporting Civic Education

No.	Issue	Constitutional provision	Enabling Legislation
1.	Formulation of county policies, plans & legislation	COK Arts. 10; 118; 196; & 217 (2)	CGA, 2012 ss.88, 90, 113, 115, 119
2.	Public participation, Right to petition County Assembly	COK Art. 196	CGA 2012 ss.15, 88
3.	Mechanisms to promote transparency & accountability	COK Art.10(1)(c)	CGA 2012 ss.60 (c), 65, 116(2)
4.	Public right to information	COK Art.35	CGA 2012 ss. 41, 87, 95, 96
5.	Mechanisms for Civic Education	Arts.33 (1)(a), 35; 38; 42; 43; 50	CGA 2012 s.100(1) to (4)
6.	Mechanisms for affirmative action for minority & marginalized groups	COK Arts.27; 53-57; 100; 227	CGA 2012 ss. 35, 97
7.	Participation of govts & people’s representatives	COK Arts. 81-90; 93; 96; 176;	CGA 2012 s. 91 (f)

¹⁰ IEBC. The Post-Election Evaluation Report for the August 8, 2017 General Election and October 26, 2017 Fresh Presidential Election p.17

No.	Issue	Constitutional provision	Enabling Legislation
8.	Participation in intergovernmental forums on inter-sectoral issues	COK 189 (2)	IGRA 2012 ss. s.13, 23; CGA 2012 s.54; PFMA ss.100, 187
9.	Court users committees for public participation in judicial services & role to support judiciary to ensure justice to all	COK Arts.11; 48; 59; 159 (1) & (2) (c) & (3)	Judicial Service Act No.1 of 2011 s.35
10.	Establishment of County Policing Authority	COK Art. 244 (e)	National Police Act, No.11.A of 2011 s.41
11.	Public Participation in budget preparation process by National Assembly	COK Arts. 201 to 203; 221(5)	PFM Act, 2012 ss. 10 (1) & (2); 35 to 45; 102 to 186; 207;
12.	People shall be involved in decision making	COK Art.232 (d)	CGA, 2012 ss. 87-92, 94 -101, 114 - 115
13.	Involvement of communities in county governance	COK Fourth Schedule – Part 2(14)	IGRA, 2012 ss.3-5(d), 20 (g), 29, 38
14.	Voter education as an electoral process	COK Art.88 (4)(g)	Elections Act, 2011 s.40; IEBC Act, 2011 (Rev. 2023) s.26; Art.21 of the Universal Declaration of Human Rights; Art.12 (4) of AU Charter on Democracy, Elections and Governance

Source: Author, 2024

CHAPTER THREE: REVIEW OF STATUS OF CIVIC EDUCATION

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has defined civic education as “educating children, from early childhood, to become clear thinking and enlightened citizens who participate in decisions concerning society”¹¹ Civic education given at early stage of life provides for the harmonious co-existence and mutually beneficial development of individuals and the whole society. In democratic societies, the education ensures that citizens are active, informed, and responsible, willing and able to take responsibility for themselves and for their communities at the local, regional, national and international levels. Civic education is about ensuring that you as a citizen can understand the workings of the political system and your own political and civic rights, roles, and responsibilities¹². It is the acquisition of skills and abilities in analyzing, evaluating, taking and defending positions on public matters. Civic education inculcates knowledge to efficiently and effectively participate in civic and political processes.

Civic education is the “continual and systematic provision of information and learning experiences to all citizens for their effective participation in democratic life”¹³. The purpose of civic education is therefore to have an informed citizenry that actively participates in governance affairs of the society on the basis of enhanced knowledge, understanding and ownership. It refers to all the processes that affect people’s beliefs, commitments, capabilities, and actions as members or prospective members of communities. Civic education may however, at times, not be beneficial given that sometimes people are civically educated in ways that may disempower them or impart harmful values and goals. Indeed, the problems that Kenya faces today can partly be attributed to unintentional civic education by leaders who, by their conduct and utterances impart wrong and harmful values in the younger generations. Although positive civic education is more impactful when given to younger section of society for grounded values, it need not limit itself to schooling and the education of children and youth. Often, families, governments, religions, and mass media play a major role in civic education, which is understood as a lifelong process. Rietbergen-McCracken, J. (n.d.)¹⁴ defines civic education from the perspective of its ability to equip and empower citizens as follows:

“Civic education (also known as citizen education or democracy education) can be broadly defined as *the provision of information and learning experiences to equip and empower citizens to participate in democratic processes*. The education can take very different forms, including classroom-based learning, informal training, experiential learning, and mass media campaigns.

Civic education can be targeted at children or adults, in developed or developing countries, and at the local, national or international level. As such, civic education is an approach that employs a range of different methods, and is often used in combination with other participatory governance tools”.

¹¹Macedonian Conceptual Framework of Civic Education in Primary Education and Implementation Guideline

¹² Civic Education for Youth. ACTIVATE Change Drivers. UNDP publication (n.d.)

¹³ www.countytoolkit.devolution.go.ke/civic-education County Governments Toolkit. AHADI publication

¹⁴ www.civiced.org Education and Deliberation Tool. Civic Education

Long-term democratic development requires informed, organized and active citizens that can shape political priorities and hold government to account. Citizens must therefore understand ideas about citizenship, politics and government. They need knowledge to make decisions about policy choices and the proper use of authority, along with the skills to voice their concerns, act collectively and hold public officials including elected representatives, civil servants, and appointed leaders accountable. They also need access to information about government actions, and need to be free to organize without government harassment or interference¹⁵.

Kibwana, Ong’wen and Oloo (1998)¹⁶ put civic education in that category of informal and general education that seeks to make a citizen a better or more civil citizen. In a democracy civic education is education in self-government (p.592). Democratic self-government means that citizens are actively involved in their own governance and do not just passively accept the dictums of others or acquiesce to the demands of others. An experience of civic education programme in Latin America supported by The National Democratic Institute (NDI), a US-based NGO, has helped make political parties more responsive and representative. NDI started by looking at the common characteristics of successful parties around the world and identified three elements to their success namely; internal democracy in selecting candidates, leaders and a policy platform; ongoing outreach and recruitment of all sectors of society including traditionally underrepresented populations like women, youth and minority groups; and transparency and openness in party activities and financing¹⁷.

3.1. History of Civic Education in Kenya

Kenya has a long history of civic education even though the use of the term “civic education” is not featured in many programs delivered before the 1990s. Civics was part of basic education curriculum at both primary and secondary school levels from the early years of independence and has continued to feature in the curriculum since then. Through the subject, which took various forms and style, students were taught the structure and functions of government, as well as aspects of rights and civic responsibilities of the citizen. The government prioritized civic education that would build a foundation for nationhood and a sense of responsibility among citizens. Immediately after independence, the government identified the need to foster that sense of nationhood and undertook to do so through formal teaching of civics as a subject in schools.

Apart from the formal education system, there were many other programs offered by different players targeting adult learners. These programs were delivered informally with the aim of equipping adult learners with skills and knowledge on their civic duties. This initiative emerged as a major activity for voluntary-based organizations including religious and other non-governmental organizations. Civic education was provided through different programs focusing on specific aspects. For example, some agencies focused on paralegal education,

¹⁵ NDI Civic Education: An Action Civics Model for New and Emerging Democracies. www.ndi.org Accessed 9th March 2024

¹⁶ Readings in Constitutional Law and Politics in Africa: A Case Study of Kenya

¹⁷ Dippell (2004).

others on education for development, development and leadership, and others on civil and political rights.¹⁸

3.1.1 Civil society-led and donor initiatives

In the early 1990s, provision of civic education became better institutionalized with the availability of development partner funding. Development partners provided support to non-state actors to provide civic education on an array of governance issues and in different parts of the country. They covered issues such as legal rights, human rights, land rights, general governance and democracy issues, and leadership and development.¹⁹ Notable examples of these initiatives included the Citizens Coalition for Constitutional Change (4Cs) that led on provision of broad-based civic education on governance and constitutional reforms issues; and the Daraja Civic Education Initiative of 1996 that brought several groups together leading to the publication of civic education materials for schools.

A major shortcoming of these interventions was that they lacked coordination with the government institutions. The one-party state and obtaining political controls even under the multiparty context from the early 1990s did not allow for synergies between the work of civil society groups and the government bodies. They remained opposed to each other.

The above notwithstanding, the late 1990s and earlier 2000s witnessed increased demand for coordinated civic education and partnership in delivery of civic education. Behind this demand were the like-minded development partners who were concerned about duplication of efforts and resources, and the need for more coordinated and harmonized approach. Furthermore, they all recognized that delivery of civic education at the time was left to professional associations, political pressure groups, religious organizations, community-based organizations and environmental movements to define their own agenda, content, and implement them without coordination. They acknowledge the need to support partnerships and the need to develop a common content for delivery by all players in related fields. These efforts resulted in the development of the National Civic Education Program - NCEP 1 (Phase 1).³ A phase two of the program followed with similar structure and need for common framework, messaging and national reach.

The aim of NCEP was to equip the citizens with the relevant knowledge to contribute to and participate actively and meaningfully in the country's socio-economic, political, and development process. The program had national reach and targeted adult learners in all parts of the country. The NCEP was accredited for raising democratic awareness, promoting democratic values, and engaging citizens on the constitutional review and the ensuing elections through voter education activities.⁴ The Program was completed before the general elections of December 2002.

¹⁸ Gitu, Mburu and Muragori, Betty. 2002. Trends in Civic Education in Kenya: Review and Mapping Study, 1963-2002. International Development Research Centre (IDRC), Nairobi: IDRC regional office.

¹⁹ See Finkel, Stephen, 2013. The Impact of Adult Civic Education Programs in Developing Counties. UNI- WIDER Working Paper 2014/064.

NCEP II, later *Uraia*, succeeded the first NCEP. Comprising mainly civil society organizations (CSOs) grouped into four larger civil society consortia, the program involved civic education activities aimed at consolidating a vibrant democratic political culture. It sought to evolve a culture in which groups and individuals fully exercised their rights and asserted their responsibilities to enforce public accountability in the management of public affairs. Thematically, NCEP II program centred on fostering awareness and knowledge on the areas of nation-building, democracy, good governance, constitutionalism and human rights.

Outside the development partners, there were also government efforts to introduce a new constitution and therefore the need to ensure citizens had adequate knowledge and information to make choices on the constitution they wanted. The pressure for reforms generally led to a new constitutional reform movement, which, in August 1997, resulted in the formation of Inter- Parties Parliamentary Group (IPPG) to develop consensus on electoral reforms and a framework to support constitutional change. The Electoral Commission of Kenya (ECK), which was the electoral management body at the time, was mandated to conduct voter education in order to enlighten citizens on the new electoral laws. The need for coordinated civic education initiatives became more urgent and intensified in 2000 with the appointment of the Constitution of Kenya Review Commission (CKRC). The Commission was mandated to collect views from the public in a process that would lead to the adoption of a new constitution for Kenya. Because of this, civic education providers and a group of development partners supported the National Civic Education Program (NCEP) as a vehicle for coordinated civic education in the country.

3.1.2 Government Initiatives

Government agencies have provided civic education in many ways. In addition to school-based civics, government agencies have been supporting provision of civic education. The electoral management agencies for instance, have been providing voter education with a view to improving voters' knowledge on voting, the importance of their vote, and making informed choices. Indeed, from 1997, the electoral commissions have been the sole providers of voter education focusing especially on free and fair election. Sometimes the commissions have had to partner with other players such as CSOs with the support of development partners to expand reach.

A comprehensive and structured approach to civic education by the government came through the Constitution of Kenya Review Commission (CKRC) in the late 1990s and early 2000s. The Commission had the legal mandate to deliver civic education in the country. To increase coverage and undertake civic education in an effective manner, CKRC partnered with several CSOs under NCEP and adopted some of the materials that NCEP had developed to support civic education on the constitutional reforms. From this period onwards, government agencies have been increasingly involved in providing civic education especially on issues concerning their mandates as well as creating awareness on certain issues. The agencies have often undertaken the activity in partnership with non-state actors such as CSOs.

3.1.3 Kenya National Integrated Civic Education Program

The Government of Kenya, through the then Ministry of Justice, National Cohesion, and Constitutional Affairs (MOJCA) initiated the Kenya National Integrated Civic Education (K-

NICE) Program in 2011 in line with the role of the government to facilitate citizen participation in public affairs. There was need for radical changes in governance and the government required public sector led initiative in order to reach all parts of the country. Public officers across the country also needed to understand the new Constitution and how to interact with it. K-NICE has remained the most elaborate and comprehensive government-led civic education programme in Kenya. It was inspired by the enactment of the COK and the need to focus civic education towards implementation of the Constitution.

The overall objective of K-NICE was to create sustained awareness on the part of citizens to ensure effective engagement with the Constitution. The program sought to improve on the culture of constitutionalism; respect for the rule of law; and public engagement on sustainable basis. It was implemented by a wide range of actors both public and non-state actors. The program focused on providing citizens with knowledge on the COK especially creating awareness on the Bill of Rights, national values, and improving citizens' engagement in the implementation of the Constitution. Implementation of the activities under the program proceeded until 2012 when the focus shifted to voter education in support of the March 2013 elections. The program was dependent on development partner support thereby undermining the initial objective of developing a national public-funded long term civic education program.

The Office of the Attorney General re-launched the program covering the period 2017-2022. The program built on the experiences of the initial strategy and sought to advance civic education by providing information that was intended to influence behaviour change. The overall goal was to establish standards and provide a framework for sustainable national civic education that promoted the realization of collective national aspirations as set out in the Constitution through enhanced citizens participation and engagement in governance.

Complementing K-NICE program in the first phase were other civic education initiatives most notably the United Nations Development Programme (UNDP) Civil Society Democratic Governance Facility (Amkeni Wakenya) implemented between 2008 and 2015. Its key objective was to strengthen civil society groups to enable it perform its role of informing, educating and mobilizing citizens to actively participate in deepening democratic governance in Kenya.

3.2 Current Status of Civic Education in Kenya

Since the enactment of the COK, there has been good progress in civic education and civic engagement in Kenya. The COK provides for an expansive and progressive Bill of Right, national values and principles of governance including public participation under Article 10, and a devolved system of government as provided in Chapter 11 of the COK and enabling legislation. These have made civic education a state responsibility and entitlement to citizens. The government at both the county and national levels, are cognizant of the important role played by civic education in improving citizens' knowledge. The consequence of this is the effective participation in public affairs. There is increased tendency to foster partnerships between civil society groups, development partners, and the governments in providing civic education. This partnership has been critical in developing materials, programs and implementation of civic education activities.

The disruption of social interactions and physical engagement following Covid 19 pandemic, and the increased use of technology for meetings and other interaction during this season have left useful lessons that could be applied to enhance civic education. Technology, internet, social media and similar forums offer huge potential for enhancement of coverage at reduced costs, and should be explored and exploited, especially given that challenges such as inadequate availability of devices, internet costs or availability, and others are not insurmountable. The current supporting environment to civic education include the following:

- i. ***Stakeholder cooperation and collaboration:*** Collaboration and cooperation between the various providers of civic education has been a major strength of civic education initiative. Past initiatives and those by the government, including and the K-NICE, had the benefit of collective efforts and cooperation between civil society organizations, religious organizations, state institutions, and development partners. In other words, a spirit of cooperation and networking is already in place.
- ii. ***Enabling constitutional, legal, and policy framework:*** The COK and the County Governments Act, 2012 among other laws provide the legal framework for public participation as a national value for governance. A policy on public participation is also being developed. These are the anchors of civic education because without informed citizens, it is difficult to have meaningful public participation. The requirements on public participation therefore makes civic education necessary so as to empower the citizens with competence and skills required to engage in public affairs.
- iii. ***A national civic education curriculum is in place:*** A national curriculum on ‘Devolution and Public Participation in Kenya’ has already been developed in partnership with several stakeholders. The curriculum was validated in several counties and benefited from inputs by civil society groups, and state agencies, among others.
- iv. ***Strong presence of players to deliver civic education at the national and county level:*** There are players with experience in delivering civic education at the national and the county levels. Some of the players have networks on the ground and therefore can roll out civic education with great ease.
- v. ***Some county governments have established civic education and public participation units:*** County governments are conscious of the need to establish civic education units and provide resources to support such initiatives. There is thus an infrastructure to ensure delivery of civic education at the county level including the lowest level at the ward. Furthermore, some county governments have partnered with CSOs and CBOs and religious groups (FBOs) to deliver civic education.
- vi. ***Lessons from past civic education initiatives continue to inform design and delivery of civic education by many players:*** Over the past 15 years several civic education initiatives with a national reach have been implemented. Lessons have been drawn which can inform the design of programs and national framework for implementation, and coordination.

3.2.1 Devolution and Public Participation in Kenya

Past civic education initiatives focused on a wide range of issues and themes. However, many of these were not provided under a common curriculum. Furthermore, the enactment of the

COK and introduction of devolution raised a need to ensure provision of comprehensive education on devolution. Considering this, in 2015, the State Department for Devolution, jointly with the Transition Authority, UNDP Amkeni program, and Uraia Trust with technical assistance from the Kenya Institute of Curriculum Development (KICD), developed a common curriculum on devolution and public participation²⁰. The curriculum on Devolution and Public Participation offers a comprehensive approach to the understanding of devolution. It comprises three modules: the constitution; devolution; and public participation.

The curriculum and attendant training program focus on three audiences. The executive program focuses on managers in the public and private sectors. This is an innovative approach especially because past initiatives did not pay attention to the elite members of the society. The second component focuses on learning institutions and especially the youth in public and private sector institutions. The last target group is the public or ordinary citizens who are reached through different spaces in their everyday work.

3.2.2 Analysis of Challenges affecting Civic Education in Kenya

The review of the context of civic education in Kenya reveals gaps in the themes covered. The review also identifies several positive areas that can be built on in the framework. The weaknesses that need to be addressed to ensure effective delivery of civic education messages have also been identified. The opportunities that can be taken advantage of as well as the external challenges have been discussed. This section therefore reviews each of these issues to inform the basis for the proposed civic education framework.

- i. ***Inadequate public participation:*** There is consensus that the extent of citizen engagement contemplated in the COK has not been achieved. Indeed, there is lack of clarity on what constitutes adequate participation, the nature of the participation that meets the constitutional threshold or the most effective mechanisms for public participation.⁶ The national government and some of the county governments have enacted legislation on public participation. However, how public participation is carried raises concern because many citizens do not participate in public affairs. Some lack information to enable them to participate in a meaningful manner. There is no structured framework for civic education to help improve on how various agencies can coordinate their approaches. Civic education has therefore remained very limited due to lack of sustained approach to help improve on people's knowledge of the new structure of government and governance.
- ii. ***Limited understanding of the Constitution:*** There have been challenges in providing adequate and quality civic education to ensure full understanding of the provisions of the Constitution, especially on issues regarding rights and obligations of the government and citizens. The limited knowledge in the governance and the Constitution is a big problem because it implies limited potential to promote the values and principles of a nation. This calls for a robust and coordinated civic education approach to improve on citizens' knowledge for enhanced participation in public affairs.

²⁰Ministry of devolution and Planning, and Transition Authority (2016). Devolution and Public Participation In Kenya: Civic Education Curriculum for General Public

- iii. ***Continued focus on the executive branch at the expense of other institutions:*** There is growing attention on the workings and powers of executive branch of government at both the national and the county levels. This is at the expense of other arms of government. Furthermore, some initiatives pay attention to the national executive and give little or no attention on how other institutions operate. But the national executive no longer wields as much power as before. The Parliament, the Judiciary and the Executive or other state offices are required to operate differently and with independence. However, the COK obliges these offices to undertake civic education as a constitutional requirement.
- iv. ***Governance and diversity:*** Civic education initiatives rarely pay attention to issues that lead to political polarization in Kenya. Political divisions, ethnicization of politics, and politicization of ethnicity are rarely covered in civic education. Because of this, there has been limited reorientation of people's mind and character in terms of how to view diversity and utilize it to build a strong sense of nationhood. In addition, county governments experience capacity challenges which often hamper delivery of services.
- v. ***Weak coordination in curricula and delivery methods:*** Until recently there was no common structure and curriculum for civic education. Some actors designed and delivered programs without reference to what others had developed. Even with the development of the National Civic Education Curriculum, there is still no structured coordination in delivery of civic education content. In addition, there is no mechanism to monitor the quality of delivery and messaging that citizens receive to increase their civic competence in a uniform standardized manner.
- vi. ***Poor coordination, duplication, and lack of complementarity in civic education initiatives:*** The legal framework provides for civic education by national and county governments but there is no mechanism to effect coordination and ensure that both levels of government complement each other. Further, there are many civil society groups delivering civic education programs without proper coordination. Lack of proper coordination usually leads to different groups of civic education providers overlapping in on one region or constituency with possibility of delivering same message with different approach and in some instances giving misleading or non-factual messaging leading confusion.
- vii. ***Suspicion, mistrust and competition among providers of civic education:*** In the past, the government and civil society groups tended to be suspicious of each other. The lack of trust affected how, where and the quality of civic education to be provided. The providers of civic education also tended to compete for development partner funding. Divisions among them affected the scope and reach of civic education. In addition, the apparent fragmentation in the civil society sector affected standards of delivery especially owing to lack of coordinated efforts.
- viii. ***Inadequate competencies and skills to deliver civic education:*** There is no standardized training for civic educators at the national and county levels. The

multiplicity of civic education providers has meant different approaches to training and methods of delivery, as well as variations in messaging. This has implications on knowledge acquisition because it distorts standardized understanding of issues. It may affect full internalization of national values. Although there are trainers with skills and knowledge to deliver civic education based on past initiatives, a new framework would mean new pool of specialized trainers to undertake meaningful civic education as envisaged in the COK. The government will have to fast track the training of a pool of trainers to help in delivery of civic education in the country which meets the threshold of the COK and other enabling legislation. It will also be necessary that efforts are put in place to enlighten the public and private sector managers to support the provision of civic education to elites in the society remain.

- ix. ***Underfunding of civic education:*** In general, civic education programs are inadequately and intermittently funded. Development partners are the single most reliable source of funding and their focus tends to be on particular themes. Funding is at times episodic and tied to an event such as an election or peace building when there is a problem. On the whole, civic education initiatives undertaken by civil society groups are largely development partner-dependent. The national and county governments are yet to provide adequate and sustainable funding for civic education.
- x. ***Communication and language barriers:*** In most cases, civic education is delivered through facilitated processes and materials are provided in English and/or Kiswahili, the official languages in Kenya. But low literacy levels in some regions and different target groups would require a different approach to civic education delivery. Use of information and communication technologies to enrich delivery have not been adequately integrated into civic education delivery methods.
- xi. ***Competing interests and priorities at the county level:*** The administrative units at the county level have competing interests and may not prioritize civic education. Furthermore, some of them lack capacity and relevant experience to effectively run civic education programs. The expansive nature of some counties also imply that more costs will be incurred because of logistical challenges. This has led to repeated problem of delivering civic education only in urban areas.
- xii. ***Citizen disillusionment and apathy:*** Sometimes citizens participate in public affairs and make decisions that they expect to be implemented. Failure to implement these decisions often leads to disillusionment and apathy on the part of citizens. They may therefore withdraw from civic education and might dismiss it and the constitutional process as incapable of delivering on their promises.
- xiii. ***The question of limited impact:*** Observers have maintained that civic education in Kenya has had little impact on the values and norms of the people reached. For example, civic education has not impacted political culture and orientations. For civic education to have the desired impact it must be carried out in a sustained manner and for a relatively longer period than is the case with most programs at the moment. Brief education sessions cannot have the desired impact.

3.2.3 Enabling environment for successful civic education

Despite the challenges identified as affecting the quality of citizen education, there are positive aspects that may support the implementation of the civic education activities in Kenya.

- i. ***Legislative framework for provisions of civic education by national and county governments is in place.*** Kenya has adequate legislative framework supporting civic education. There is therefore extensive government capacity and infrastructure to implement civic education. This also provides an opportunity to train public servants on delivery of civic education. It is also possible to integrate civic education themes across all levels including in school curriculum, sports programs, parastatals cooperate social responsibility programs, and in development projects.
- ii. ***Both the national and county governments have an elaborate physical infrastructure:*** There are facilities all over the country that can be used to facilitate delivery of civic education provided all players are effectively coordinating and collaborating. At County level, meetings by County Commissioners, and those by county officials such as Ward Administrators, Sub- County Coordinators, County Assemblies and Executives, among others, can provide an entry point for civic education.
- iii. ***The government recognizes civic education as important ingredient to effective public participation:*** Both levels of government have recognized the important role of civic education and the role played by civil society organizations at community level. This lays important conditions for networking and partnership in delivery.
- iv. ***New, affordable, and wide-reaching media:*** The mainstream media has experience in providing civic education. In addition, social media and vernacular community radio and television stations are fast growing and targeting relatively varied categories of audiences. These are useful for reaching areas and audiences rarely touched by mainstream media.

CHAPTER FOUR: INSTITUTIONAL STRUCTURE AND IMPLEMENTATION

Civic education focuses on improving the quality of life for Kenyans, especially the poor, marginalized and the vulnerable, through advocacy for good governance and public accountability. The various themes emerging from the mapping of providers show that global and local contexts shape the themes that civic education providers focus on. The themes emerge from challenges posed by the dynamics in the economic and political fields, the socio-cultural context of development, and challenges posed by technological and climate change disruptions.

4.1 Thematic Areas

The following is a summary of the main themes of past civic education initiatives:

- a) ***Transformative constitutionalism and legal change:*** The last two and half decades have witnessed considerable attention to this theme especially by civil society organizations supplemented by state actors. The theme is based on recognition that informed citizens would play an important role in constitution making and implementation. It is built on understanding that citizens would best defend the constitution and “live it” if they fully understood how, it affected their daily life. The significance of this theme has grown in tandem with the implementation of the COK.
- b) ***Human rights and social justice:*** This theme attracts the interest of human rights and advocacy groups in Kenya. It has led to increased expansion, promotion and protection of fundamental rights and freedoms as enshrined in Chapter Four (Bill of Rights) of the COK. Human rights-centred framework is prioritized especially in promoting the Bill of Rights. It is an area that non-state actors have demonstrated great competence in delivery and therefore would be an area for partnership with state actors so as to realize the objects of the Constitution.
- c) ***Peacebuilding and conflict resolution:*** The country continues to face numerous challenges in managing social and political conflicts. Achieving national cohesion has become a daunting task in a country which is ethnically politicized with tribalism and nepotism tearing it apart. Civic education has thus focused on building trust between communities and addressing causes of ethnic conflicts.
- d) ***Rule of law and access to justice:*** The rule of law and access to justice have been the focus of civic education initiatives for a long time. This is because of centrality of rule of law in building a strong sense of nationhood and citizenship. Civic education initiatives on this subject have emphasized the importance of application of the rule of law to all irrespective of status; and the need to ensure justice is accessible to all and in a manner fair to all thus emphasizing on the implementation of the Bill of Rights
- e) ***Voter education and democratic governance:*** Civic education plays an important part in informing citizens on their rights and obligations. Voter education is therefore a critical component of civic education. It provides citizens with information and knowledge to enable them to make informed choices during elections. This form of education is provided often in partnership with the election management body.
- f) ***Economic empowerment and social inclusion:*** Civic education here includes a wide range of interventions seeking to empower individuals and communities to access

economic resources and opportunities including jobs, financial services, property, and other productive assets. Its aim is to empower communities to become resilient during periods of economic adversity. The areas of focus may include:

- i) Public Finance Management
- ii) Planning (Long & Short terms)
- iii) Performance Management
- iv) Development of Policies and Legislation
- v) Service Delivery

g) *Environmental governance and natural resources management:* Kenya has since independence introduced policy and legal measures to promote sustainable environmental management. Despite the enactment of laws and policies, issues of environmental governance, and rights to natural resources remain a major challenge to communities in various parts of the country. Devolution has also meant new challenges with counties coming in to play an important role in the governance of community land. Civic education has been focusing on how to improve on governance of natural resources and how to empower local communities to protect their rights to natural resources.

h) *Gender equity, equal citizenship, and inclusiveness:* The gender question has occupied a central place in civic education with a focus on diverse range of issues including justice, promoting rights of women, empowerment, and protecting rights to property.

i) *Public finance and national resources:* This theme has evolved with the implementation of the COK. Providers of civic education have been emphasizing the importance of financial accountability in the management of public resources. Thus, civic education has focused on public finance, development planning, and economic policy in the counties and national levels. Questions of equitable share of revenue, allocation of financial resources, expenditure of public funds, and resource appraisal and audit both in the counties and at the national level have become pertinent.

j) *Social Accountability*

The theme addresses issues of citizens in audit and evaluation of government projects and expenditure.

4.2 Civic Education Providers

A review of the documents and interviews in various counties reveal that there are several actors providing civic education in Kenya. The providers include the three arms of government including ministries, departments and agencies; constitutional bodies and non-state actors particularly CSOs. **Table 3** summarizes these stakeholders, the key themes, and their target audiences. The providers indicated have the capacity to provide civic education policy direction and programme decisions including contents to be delivered in consultation with the key stakeholders especially the civil society and non-state actors.

Table 3: Civic Education Providers, Themes and Target Groups

No.	Provider	Thematic Focus	Target Group
1.	<p>Governmental (National and Counties) structures (Ministries/Departments/Agencies) e.g. State institutions focusing on the processes and enacting of civic governance and legislation in the common interest of the people they represent and serve:</p> <ul style="list-style-type: none"> i) Legislatures/parliaments ii) Executive iii) Intergovernmental governance bodies iv) Judiciary v) Law enforcement bodies vi) National defence forces vii) Bureaucracies (civil or public services) 	<ul style="list-style-type: none"> i) Devolved government units ii) Constitutionalism & rule of law iii) National patriotism iv) National values and principles of governance v) Conflict resolution vi) Parliamentary processes vii) Judicial processes/dispute resolution viii) Budget making process ix) Accountability 	<ul style="list-style-type: none"> i) Public service ii) General public with urban bias iii) General public with rural bias iv) Schools and other learning institutions v) Court users vi) voters
2.	<ul style="list-style-type: none"> i) Constitutional & Statutory bodies e.g. a) Independent Electoral and Boundaries Commission ii) Kenya National Commission on Human Rights iii) National Cohesion and Integration Commission iv) Ethics and Anti-Corruption Commission v) Gender and Equality Commission vi) Commission on Administrative Justice vii) Office of the Controller of Budget viii) Office of the Auditor General 	<ul style="list-style-type: none"> i) Voter Civic education ii) Human rights and social justice iii) National cohesion iv) Gender equality and equity v) Ethics and integrity vi) Fair administrative action 	<ul style="list-style-type: none"> i) Voters ii) General public service iii) Public service with urban bias
3.	<p>Civil Society and Non-Governmental Organizations groups</p> <p>e.g.</p> <ul style="list-style-type: none"> i) Uraia Trust ii) Civil Society Democratic Governance Facility (Amkeni Wakenya) iii) Kenya Human Rights Commission iv) Institute of Economic Affairs v) Institute for Law and Environmental Governance vii) Act! Kenya viii) Kenya Ni Wajibu Wetu 	<ul style="list-style-type: none"> i) Civic engagement ii) Constitutionalism iii) Human rights & social justice iv) Rooting democracy/Rule of law v) Public financial management vi) Accountability 	<ul style="list-style-type: none"> i) General public with urban bias ii) Public service iii) Voters

No.	Provider	Thematic Focus	Target Group
	ix) Bunge Mashinani		
4.	Environmentalists and Climate Change Agencies	i) Environmental governance ii) Conflict transformation iii) Climate impact	a) General public

The list is indicative rather than exhaustive. It is anticipated that the scope of civic education should cover both the urban and rural communities equally without any bias towards the urban communities. The bias towards urban communities has been possibly due to their easy reach against the logistical difficulties experienced in reaching rural communities. Indeed, a recent evaluation of one national programme acknowledges that “there are still low levels of awareness on the constitution and reforms among rural communities.”²¹

There are many providers of civic education. The government departments, constitutional bodies, and civil society groups are all involved in providing civic education as illustrated in **Table 1**. While each group is expected to provide civic education on its mandate, few of them do focus on educating the public on broader social, economic and constitutional matters. Civil society groups appear to be the main actors covering broader issues. Public organizations like government institutions tend to focus on their institutions as the main target groups implying a potential to leave out some segments of the society uncovered by their civic education initiatives. Furthermore, many of these initiatives do not have a coordination framework. Each agency provides civic education without reference to others. Each group operates on its own and with its own resources, curriculum, and personnel.

Civic education may address different categories of citizens depending on the area of focus. The first target group should be the lower school children in which case the civic education is embedded as part of school curriculum. This approach is a long-term dividend which develops and inculcates in the children a deep sense of nationhood and patriotism. It may also target a cohort of adults with common bond and who need to participate in representational initiatives such as electoral processes or developmental programs. Other categories could be community level, gender-based groupings or national or county-wise civic education in an emerging topical issue. Target groups in civic education focus are therefore varied with differences in approach, education content, and demographic make-up of the groups.

For example, in Jordan, young men and women, who make up more than 70 percent of the country’s population had few opportunities to engage in politics and public decision making hence, the version of civic education which focuses on university campuses with young adults. This stems, in part, from socio-cultural norms and perceptions that identify youth as irresponsible and lacking the life experience required to participate in serious deliberations. Lack of civic education can be attributed to the formal education system, which has not traditionally informed young people about political processes or encouraged their active participation²². Therefore, there must be mechanisms for young

²¹ Amkeni Wakenya, *End-Term Evaluation of UNDP Civil Society Democratic Governance Facility-Amkeni Wakenya*, Jul 2008-Dec 2014 (Nairobi: Amkeni Wakenya, 2015).

²² NDI Civic Education: An Action Civics Model for New and Emerging Democracies. www.ndi.org Accessed

people to learn how public decisions are made, what their rights are as citizens, and where and how they can access political processes. For a long time, young women faced additional barriers to political participation due to socio-cultural norms that have discouraged them from being assertive and playing leadership roles.

To help better position young people as active citizens and to open them to political processes they must be targeted as an important constituency in civic education. Civic education must therefore target pupils and students, the young adults, old people, women, marginalized communities and public officers. The Jordan experience has the program targeting a large number of students in the education phase, but then works more intensively with a smaller number during the organizing and engagement phases. During these phases, identified students begin to join forces with one another to campaign on an issue. Typically, these women and men are selected based on their level of participation in the preceding discussions; expressed interest in solving a problem in their communities; willingness to lead a change effort; and ability to commit the time and energy.²³

9th March 2024
²³ Ibid.

Box 1: An excerpt from Jordan experience²⁴

In Jordan, young people carried campaigns to address a variety of public issues, including accessibility for people with disabilities on university campuses, improved local-level transportation services and infrastructure, and greater freedom of expression. Facilitators helped the youth coalesce and organize their campaigns. Many of the campaigns featured the use of social media to mobilize support among broader segments of the youth population. They also typically involved forming partnerships with adult “champions” that were also concerned about the issue.

As part of the approach, the Civic Forum facilitators also assisted the young women and men with organizing meetings with public officials and political leaders to inform them of pertinent policy issues. This was done in the form of a “policy dialogue” with small groups of national and local leaders. The young people prepared for the dialogues by gathering information and evidence related to an issue, and then provided the leaders with policy alternatives. To augment their work on campaigns and policy development, the young people participated in regional and national debate competitions, managed by NDI, that were aired on television and radio. Politically significant public-policy issues, such as the legal status of children from mixed nationality marriages, were debated.

This was intended to help the young people raise awareness of the issues. The debate component of the program started with intensive training for debate teams at various universities, who then competed with other universities in their region of the country. Ultimately, the champion 11 debate team from each of the four regions competed with each other in a national debate competition. The national debate competition was aired on one of Jordan’s main national television channels. The debate competition added another element to the Civic Forum that allowed youth to build their policy analysis and civil discourse capacities, while developing a public profile as knowledgeable political activists and raising awareness of issues they cared about. Given the situation of youth, the Jordan Civic Forum program had emphasized the creation of a more supportive environment for youth political activism. This had meant helping young people demonstrate the contributions they could make to politics, through meaningful policy debate and dialogue for instance. It had also meant helping them bridge inter-generational divides, by building working relationships with adult leaders as part of their campaign strategies. The result had been growing space for youth participation and a growing recognition that young women and men could play constructive roles in public-policy making.

²⁴ Adapted from NDI Civic Forum

4.3 Target Groups

In Moldova, civic education is implemented in villages with older adults using community groups throughout the country with the help of civic education facilitators. Initially, citizens in this country did not believe they could directly influence change in their communities. Despite having many complaints about things that needed to change, citizens did not know what they should expect from local government or how to get it. As a starting point, they got organized into discussion groups which began to meet. This resulted into members taking great interest in learning about the possibility of working purposefully to help local government address problems affecting the community. With this realization, groups chose to move more quickly to action using a number of tools to identify priorities. Such tools included questionnaires, door-to-door canvassing, and town-hall meetings, through which organizers and civic leaders could talk with citizens. Interestingly, they initially focused on less contentious issues, such as park improvements or sidewalk repairs, but, as they continued, Civic Forum facilitators helped them identify more complex issues and work in coalition across communities. For example, groups formed a regional coalition to deal with traffic safety and road construction. At the same time, groups expanded their range of tactics and types of interactions with public officials²⁵.

The Moldovan local elections in 2015 marked an important evolution in the relations between Civic education groups and elected officials. The activists organized large scale voter education events and successfully refocused the electoral debate on local issues. Candidates made campaign promises to address the issues. After the elections, this allowed the groups to then work with the newly-elected officials to follow through on the promises. The civic education groups eventually became a permanent feature in the political landscape of the country. These groups move from one issue to another and are increasingly being consulted by local government officials. At the same time, more citizens have become active through organizing campaigns, joining town hall meetings, signing petitions or attending candidate debates. This has led toward transforming the way citizens and local government approach community problem solving and decision making.

The experiences discussed provide a learning curve for the Kenyan civic education environment.

4.3 Framework for Coordination: Roles and Responsibilities

The framework provides for a structured coordination to reduce duplication of effort, prevent wastage of resources, and orient all the providers to the objectives of civic education under the framework. Effectively delivered, civic education will support Kenya's nation-building and governance efforts. This is the essence for an effective coordination of all providers under the framework. Successful coordination will require increased trust between and among the various stakeholders. The question of having one entity to coordinate a broad array of players at both national and county levels may be an issue of concern to some providers. Such issues do point to the importance of required trust and confidence in the coordination arrangements. In order to improve trust and the legitimacy of the coordinating institution, the key principles guiding this framework will apply in establishing the institutional arrangements for

coordination. Transparent procedures will apply at all times. All players will account to the established institutional structures under the programme.

The Ministry/State Department responsible for devolution matters will provide policy leadership and guidance on provision of civic education. It will be the accounting institution in terms of financing, coordination and policy leadership. It will also be receiving progress reports from other institutions playing a role in the implementation of the Framework.

4.3.1 The National Civic Education Steering Council

For purposes of strengthening coordination, a National Civic Education Steering Council (NCESC) will be established whose Secretariat will be the State Department responsible for devolution matters. The Council will have broad representation from all the main groups providing civic education in the country. Its membership will include representatives of the relevant national government ministries, constitutional commissions, the Council of County Governors, CSOs and FBOs, and the media, among others. The organizations contributing membership to the committees must include women, and people living with disabilities.

The Chair of the Council, who will serve for a term of three (3) years, renewable only once will be elected by the members in the first meeting. The election will be presided over by the representative of State Department responsible for devolution matters. The Chairperson will be elected from a member from the IGRTC or IBEC, or COG for purposes of promoting Civic Education agenda. The sitting allowance of the committee members will be determined by the existing guidelines from the Salaries and Remuneration Commission (SRC).

The NCESC will be a high-level advisory body with the responsibility of providing direction on delivery of civic education at the national and the county levels. The NCESC will make policy decisions on how to effectively provide civic education and ensure there is nationwide coverage of all or any interest group in relation to diverse issues.

The responsibilities of the NCESC will include:

- i) Ensuring adherence to principles of civic education;
- ii) Promoting the values and principles of governance;
- iii) Enhancing achievement of objectives of civic education;
- iv) Mobilizing resources to facilitate civic education;
- v) Developing and guiding on implementation of policy at national and county levels;
- vi) Advising the national and county governments on civic education;
- vii) Receiving and addressing complaints and grievances on civic education; and
- viii) Monitoring and reviewing implementation of civic education activities.
- ix) Convene and coordinate civic education actors at the national level
- x) Convene at the national level, sector working groups along the thematic areas

4.3.2 County Civic Education Steering Committee

The national structure will be replicated at the County level. The membership of the County Civic Education Steering Committee (CCESC) will include representatives of relevant national government ministries including the County Commissioner, County Assembly, the

County Secretary, CSOs and CBOs and FBOs representatives at the county, among others. The organizations contributing membership to the committees must include women, and people living with disabilities.

The State Department responsible for devolution matters will preside over election of the chairpersons of the CCESCs in all 47 counties.

The Chairperson will serve for a period of 3 years renewable once. The Committee at the County level will have responsibilities similar to those of the NCESC:

- i) Ensuring adherence to principles of civic education;
- ii) Promoting the values and principles of governance;
- iii) Enhancing achievement of objectives of civic education;
- iv) Mobilizing resources to facilitate civic education;
- v) Developing and guiding on implementation of policy at national and county levels;
- vi) Advising the national and county governments on civic education;
- vii) Convening and coordinate civic education actors at the county level
- viii) Conven at the county level, sector working groups along the thematic areas
- ix) Receiving and addressing complaints and grievances on civic education; and
- x) Monitoring and reviewing implementation of civic education activities.

The Committee will be at liberty to establish any other specific thematic sub-committees. The County Civic Education Units, envisioned under section 100 (2) of the County Governments Act, 2012 will serve as the secretariat of the CCESC.

4.3.3 Inter-County Civic Education Coordinating Committee

All the 47 County governments in consultation with the State Department responsible for devolution matters and the COG will coordinate provision of civic education among the counties. **The members** will include only the County secretaries or representatives of the county governments including County Assembly in each CCESC. The key responsibilities of this Committee will include oversight over quality and standards of civic education as well as tracking progress of implementation. The Committee will also be responsible for convening and coordinating civic education actors at the county level as well as convening sector working groups along the thematic areas. The organizations contributing membership to the committees must include women, and people living with disabilities. The Committee will be at liberty to establish any other specific thematic sub-committees.

4.3.4 Inter-County Civic Education Forum

All the 47 County governments will be expected to coordinate provision of civic education among the counties. They will establish an Inter-County Civic Education Forum (ICCEF) to share experiences and learn from each other. It is expected that the CECMs or those nominated to oversee delivery of civic education will be members of the forum. That is, the members will include only the County Secretaries or representatives of the county governments including County Assembly, in each County Steering Committee. The key responsibilities of this forum will include oversight over quality and standards of civic education as well as tracking progress of implementation. The Committee will also be responsible for convening and coordinating civic education actors at the inter-county level as well as convening sector

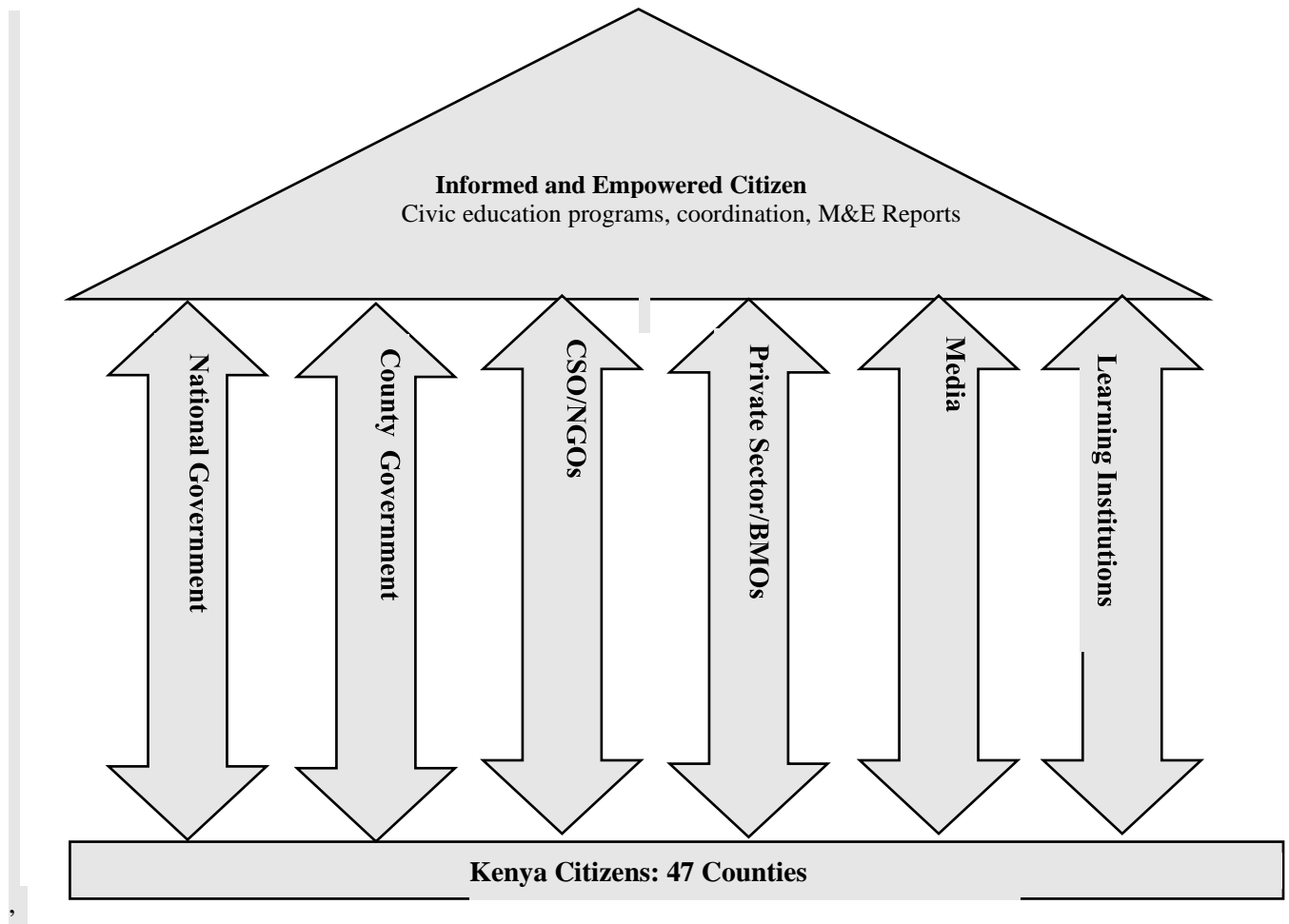
working groups along the thematic areas. The organizations contributing membership to the committees must include women, and people living with disabilities.

4.3.5 County and sub-County Civic Education Steering Committee

The national structure will be replicated at the County level. The membership of the CSCESC will include representatives of relevant national government ministries (including the County Commissioner), County Assembly, the County Secretary, CSOs and CBOs and FBOs representatives at the county and other providers. The organizations contributing membership to the committees must include women, and people living with disabilities.

The structure may be duplicated at the sub-county level. This is particularly so for expansive counties where establishment of such structures will be critical for efficiency in delivery. The various stakeholders will consistently work together to ensure effective knowledge and information management.

Diagram 2: Civic Education Outcome Pillar



Civic education providers will deliver civic education using the curriculum and supporting training guides on “Devolution and Public Participation” and other materials that are already developed or will be developed based on emerging issues and trends. The Committee will

also be responsible for convening and coordinating civic education actors at the county and sub-county levels as well as convening sector working groups along the thematic areas. In any case the Steering Committee will be expected to periodically review and develop curricula as circumstances will demand. The Committee will be at liberty to establish any other specific thematic sub-committees.

4.4 Partners/Collaborators

Implementation of the framework will require collaborative approach in order to be effective. The partners and collaborators will include but limited to:

- i. Both levels of government (the executive national and county)
- ii. The Parliament and County assemblies
- iii. The Judiciary
- iv. Intergovernmental relations institutions
- v. Development partners
- vi. Civil Society Organizations
- vii. Media
- viii. Faith-Based Organizations
- ix. Education and training institutions
- x. Private sector actors

4.5 Procedure for conducting civic education

Civic education may be conducted in a procedural and systematic manner. This may follow a three-phase approach which could include planning, education, and engagement. The last two phases are intended to be replicated and repeated by the citizens themselves after gaining the knowledge on application of what has been learnt especially during education in phase two.

Phase One: Planning. An effective civic education requires a very targeted preparation. The initial activities in preparing a civic education program will include:

- i) **Identifying the issues and communities** for civic education.
- ii) **Hiring and training the cadre of local facilitators** to deliver the program across communities.
- iii) **Undertaking an assessment** for each of the locations being considered in order to determine the relevant content and scope that addresses the issues of the particular community or cohort of interest group. Ideally, a baseline study needs to be done using focus groups to gauge citizens' knowledge of local democratic processes, experience with and attitudes toward participation, and to test the use of discussion-based activities.
- iv) **Recruiting facilitators** from the target communities or cohort of interest groups. The local recruitment ensures that the facilitators understand the community sensibilities and sensitivities, as well as language differences and political environmental dynamics. When recruiting, considerations must be given to balancing gender and other demographic variables.

- v) **Extensive training of facilitators** in civic education, small-group process, issue organizing and political action. This training may start with introduction to concepts, and the basic skills and understanding needed to work in the targeted communities or interest cohort groups. The training of the facilitators may however continue over the life of the program, so that they are involved in a continuous process of learning and reflection.

Phase Two: Education. Once the facilitators have been identified and trained, they will undertake the following activities.

- i) Reach out to the identified or existing CBOs such as the youth clubs, pensioners association, women groups, and business organizations as the first activity. From within the ranks of the CBOs, discussion groups are formed comprising 15 to 20 citizens interested in the civic education opportunity and willing to make a voluntary commitment to the process. A facilitator may work with three to five groups concurrently. These may be located in different neighbor of a city, or in different villages of a municipality, or a rural location or ward.

- ii) The facilitator works with the group members to pick a convenient time and location for the series of educational discussions. The group members also set ground rules and make a mutual commitment to participate actively in the discussions. The facilitated sessions are held at regular intervals (e.g., every two weeks) and generally last approximately four hours. This phase of the program might take two to three months as the citizens develop the knowledge, skills and confidence needed to begin taking actions outside the groups. This approach does not prescribe a fixed civic education curriculum. Instead, it connects fundamental democratic principles to information about real-time, concrete political developments including electoral processes in the country²⁶. Otherwise, a fixed civic education curriculum is best suited to a long-term program which include embedding in education policy and curriculum.

- iii) Invite citizens into the program and have them appreciate the significance of the program which is designed to help them voluntarily organize and take action to improve their communities.

- iv) Citizens apply the knowledge, skills and confidence gained during the preceding months for tangible results.

- v) Facilitators help the groups to conduct a more in-depth assessment of community needs and challenges, and identify issues that require some level of government involvement to resolve such as naming problems and thinking about:

- a) Who is affected?
- b) What would be different if the issue is solved?
- c) How does that benefit the community?
- d) Who are excluded, and why?

²⁶ See Box 2.

e) Does anyone stand to lose if the issue is solved?

Group members are expected to gather information about the issue and build consensus about what a solution would look like. Once a preferred solution to the selected issue is determined, the groups develop a campaign strategy and campaign plan designed to achieve the solution through collective political action. A strategy and plan are needed because it is not enough for the citizen groups to have a clearly defined problem and a willingness to act. In most cases, there are power imbalances that favor government and the public officials. Real and perceived barriers exist that prevent citizens from having significant influence. For this reason, Civic Forum deals explicitly with power dynamics, in terms of understanding them and transforming them. Having a strategy is about overcoming barriers to participation by developing and using power, as much as it is about solving a concrete community problem. This is not to imply the need for confrontation. Rather, it is about understanding political dynamics in terms of building the power needed to influence and persuade those with the authority to make decisions and enforce rules. For instance, there can be power in numbers resulting from citizens acting collectively. This is one of the reasons why civic education is built on citizens learning to work together in a group. These groups have an inherent power that individual citizens may not possess.

Phase Three: Engagement. With the strategy and campaign plan in hand, the groups start taking actions to bring attention to the issue and develop the support needed to bring about a solution. The engagement phase is about groups actually doing politics. They use different strategies and tactics depending on their issues.

- i) The facilitators provide guidance and help the groups to ensure participation of a wide range of stakeholders affected by the issues.
- ii) Put additional skills into practice, including communication, negotiation and reflection and have stakeholders to turn out at public forums.
- iii) Build alliances with likeminded groups to help frame the issues and craft messages for different audiences that resonate with the particular target audience. This technique helps the groups as they begin to also reach out to public officials to discuss the issue and convince them why it should be of interest. Often by necessity, groups learn negotiation protocols and potential compromises. In case of resistance, or political realities that force changes in approach, groups have to make timely adjustments. Facilitators help the groups regularly reflect on how things are going and make determinations about what they should be doing differently. Essentially, there is value in citizen groups becoming directly involved in the problem solving and decision making of their communities. Politicians and public officials may not always give citizens what they want immediately, hence the need for sustained engagements through established working relationships with these decision makers.

Box 2: An excerpt from Civic Forum Program Designs

Although Civic Forum programs around the world are designed with similar objectives, the content and sequence of discussions may differ. This may be due to the political realities on the ground, and to the needs and interests of the particular citizens involved. Programs that coincide with a post-conflict election may introduce the election's purpose and process early in the program. On the other hand, programs that begin after an election may focus upon the idea of government accountability. The differences should not mask the fact that the same fundamental democratic issues and ideas underlie the discussions in each case. For instance, it is impossible to examine the purpose of elections without discussing the role played by citizens in determining the composition of government. Likewise, it is impossible to separate the accountability of elected officials from whom they are accountable to and why.

Based on this flexible approach, topics are selected and discussed in ways that help the groups learn about their democratic institutions, processes and local political realities. Groups come to understand the "political cycle" and begin to identify different entry points for citizen involvement. The discussions evolve into deliberations about community needs and interests. At the same time, the facilitators introduce skills and techniques, such as community mapping and power analysis, to help the group gather information, identify and analyze issues, and consider what decision maker is responsible for the issue. Throughout this phase, the group members are building relationships with one another and establishing a shared understanding of their democratic roles and responsibilities. This sets the stage for the groups choosing an issue that they want to work collectively to solve.

Source: Adapted from NDI Civic Forum

In summary, the following process may be used in implementing the civic education activities:

- i) Undertake civic needs assessment of the target group.
- ii) Identify any existing providers of civic education in the specific area to be covered;
- iii) Identify any existing government policies on civic education in the area to be covered
- iv) Understand the constitutional and/or legal framework within which the civic education programming might be undertaken
- v) Map out existing civic education provision by identifying the previous civic activities in the identified thematic area: target groups, sectoral priorities, geographical scope, methodologies used, materials available, partnerships and linkages, and the level of existing civic education capacity.
- vi) Map out the target audience and design the civic education activity according to the gaps identified during the needs assessment and the possible methodology for engagement.
- vii) Develop civic education modules and materials to fit the design.
- viii) Train civic facilitators.
- ix) Conduct pilot activities to test the training process and materials.
 - x) Make any revisions necessary and apply the full-scale civic education activity.
 - xi) Evaluate the impact

4.6 Factors for successful Civic Education

Review on international best practices reveals several factors that are critical for successful delivery of civic education. This section identifies and discusses some of these factors and especially those that have contributed to sustainable delivery of civic education. A point of note however, is that in some jurisdictions, civic education is delivered under a centralized institutional framework. In this context, there is established a body with the mandate and responsibility for delivery of civic education. Such a body may develop a framework and regulations to govern delivery of civic education.

In other instances, civic education is provided without a central coordinating body. All players act without coordination of their programs; they voluntarily submit to self-regulation in which they may form a loose body and agree on principles governing their conduct of civic education. But without coordination especially where there are many providers, challenges of wastage of resources, duplication of effort, overlapping in the field and in themes tend to undermine the impact. This justifies a need to establish a coordination framework to guide delivery based on internationally recognized principles of equity, freedom and social cohesion.

The equity principle espouses the right to fair and just treatment of all people in order to promote communal peace, harmony and productivity. On the other hand, freedom is the opportunity to free expression, speech, fear and want. Every citizen has a right to the freedoms and to protect every member of the community from being denied the freedom.²⁷ The principle of social cohesion addresses the feeling of belonging, common bond and vision of a people or community in a society. A strong social cohesion appreciates diversity of individuals and communities comprising the society. The following factors generally lead to successful and sustainable delivery of civic education:

4.6.1 Methodology and Approaches

This sub-section details the methodology to be applied, and the approaches to guide the delivery of civic education.

i) Methodology

Civic education programs that employ interactive and participatory adult learning methodologies result in relatively better impact on the target audience compared to passive teaching methods such as lectures and distribution of materials. The common participatory approaches include role-plays, group exercises, breakout sessions, problem solving activities, use of drama/theatre, games and sports. These methods tap on the values, experiences and opinions of the participants and accord them an opportunity to relate their new knowledge and skills to the realities they face in the community. On the other hand, use of standard and uniform materials and content in civic education by different players is an important part in ensuring that citizens get similar messages. This helps in ensuring quality civic education in all geographical and target audiences reached. Meanwhile, in terms of civic education targeting the young children in school, the formal curriculum will have to be developed, delivered and applied using the normal education curriculum teaching methodologies.

²⁷ United Nations Universal Declaration of Human Rights (United Nations, 1948)

ii. Approach

The approaches that will be used in undertaking sustainable civic education will be based on:

a) ***Inclusivity***: Successful and effective civic education makes efforts to reach and include all segments and social groups in the society. An inclusive approach ensures that the ordinary citizens and the elites are well reached. It ensures the poor, vulnerable and marginalized groups, the powerful and the less powerful are also reached through different methodologies and approaches. Thus, effective and successful civic education programs are designed and implemented with a clear focus on inclusivity. Civic education must be provided in venues that are easily accessible to all intended learners, educators and facilitators. It must therefore target venues at grassroot levels including villages or wards to attract more participants at no cost.

b) ***Continuous civic education***: Civic education has relatively better impact when delivered on continuous basis and when not tied to a particular event. This also helps in institutionalizing civic education and ensures that providers create permanent structures for delivery. It becomes part of societal institutions. Frequent civic education sessions with the same participants or audience have better impact compared to one off events. Participants who attend three or more sessions are likely to report changes in values, behaviours, and practices than those who attend one session.

c) ***Use of media and technologies***: Civic education can be delivered through the use of both social and traditional mainstream media; and new technologies that can be innovatively exploited to reach more people and varied constituencies in the society. The use of social media and the internet as well as mobile communications platforms are strong tools for creating visibility and impact especially if employed in an intensive manner.

d) ***Quality of civic educators***: Successful civic education programs can be achieved by using respected and competent trainers including those drawn from local communities. Such trainers can inspire confidence among the participants as their engagements relate to everyday local practices. Thus, it is important to invest in training of civic educators and facilitators in order to enhance their skills and knowledge on the content and approaches for delivering civic education.

e) ***Effective coordination among all players***: Effective coordination enhances efficiency in delivery. It helps in addressing challenges that evolve in delivery and ensures that all issues, areas, and audiences are well covered. Effective coordination also builds confidence in programs and fosters a high sense of accountability among the players. It also enhances collaboration in use of resources, promotes sharing of experience, and prevents duplication of effort.

f) ***Addressing both the supply and demand sides***: It is a good practice for civic education programs to address not only the citizens (the demand side) but also the government institutions (the supply side). A focus on citizens entails improving their civic character, knowledge and skills. On the other hand, civic education programs targeting governmental and other supply side actors seek to improve on their awareness on how to act responsively and how to engage with a more informed citizenry.

iii) Strategies

The section gives a summary of the strategies that may be applied in undertaking civic education. The strategies may depend on the type or category of civic education. This may be long-term or informal targeted issue-based civic education. It may apply to both demand and supply sides.

a) **Long-term civic education:** This strategy addresses a long-term impact of civic education in society where citizens are made aware of their civic duty from childhood. The education is provided through formal education with the structured curriculum taught at every level of schooling. It develops citizens with high level of patriotism, responsive to society norms and values. Such citizens will be obliged to civic duty including participation in electoral processes and putting their leaders to account. This framework should therefore be useful for government engagement in developing civic education curriculum to be taught in all schools and universities in the country. This is the sure way of producing generations that respect their civic duty with high level of national pride and patriotism.

b) **Informal targeted issue-based civic education.** This strategy is short-term and addresses current societal, cultural, economic or environmental issues that emerges in society such as elections, development plans, annual budgets among other topical issues. In other words, these are purpose driven civic education designed to trigger some actions from citizens to participate in specific process or to take specific action in a democratic process²⁸. It should be relevant, targeted and appropriately delivered for citizens to appreciate its value. Contents must be simple and relevant for the understanding of the target group.

c) **Delivery and funding.** The framework will ensure delivery of effectively coordinated and sustainable civic education. To achieve this, civic education providers will use the national curriculum developed for the purpose. Training of trainers using standard methodology will be undertaken with the guidance of the National Civic Education Steering Council. At the county level, the County and sub-County Civic Education Steering Committee will use the training guidelines developed for the purpose to provide direction on training of trainers at the county level. The trainers will deliver civic education and prepare training reports. A template for reporting will be provided. The County Civic Education units will play important role in supporting the Steering Committee in capturing the data on progress. The delivery of the national civic education program will involve regular events coordinated at county and national levels.

i) Key delivery results, activities and timelines

Initial key delivery results, activities and timelines are presented in **Appendix 4**.

ii) Media of delivery

Civic education may be delivered using a number of modes including;

- a) Classroom teaching,
- b) Public barazas,
- c) Group learning on topical issues,

²⁸ AHADI Toolkit. Civic education. County Governance. <https://countytoolkit.devolution.go.ke> accessed 21st March, 2024

- d) Structured workshops.
- e) Television/radio-based interviews and discussions
- f) Round table consultations, and
- g) Social media applications whatsapp, Facebook, Instagram, X, etc

iii) Resourcing and Funding

To sustain the efforts of civic education, there is a need for technical expertise and financing. The national and county governments will provide annual budgetary allocations for civic education as required under the enabling statutes. Support from non-state actors, and grants from development partners will fill in the budgetary gaps to sustain the education. A proposed initial National Civic Education 5-Year Budget is presented as **Appendix 2. Table 4** provides the possible expenditure areas and sources of funding

Table 4: Expenditure Areas and Source of Funding

No.	Expenditure area	Funding source
1	National Policy on civic education	a) National budget Development partners
2.	National curriculum	National budget Development partners
3.	National Coordination	National budget Development partners
4.	County Coordination	County government budget Development partners
5.	Training of Trainers at national level	National budget Development partners
6.	Training of Trainers at county level	County government budget Development partners
7.	Conducting of civic education	National and county governments Development partners

4.7 Preparation for Partnership Agreement

The NCESC shall develop templates for use in entering into partnership agreements with the civic education providers, supporters (funders), educators and facilitators in order to create a structured, sustainable meaningful and issue based civic education in the country. Civic education may not be construed from any quarter of governance or non-state actors as citizen incitement but a tool to improve the quality of life for Kenyans.

4.8 Approvals for Civic Education

The NCESC shall ensure that the content and materials used for civic education are standardized and objective based on the issue for education. It will then approve such instruments while also ensuring that the contents are delivered as approved.

CHAPTER FIVE: MONITORING, EVALUATION, REPORTING AND LEARNING

Monitoring and evaluation (M&E) is critical to the successful implementation of activities envisaged in this framework. It ensures effective and efficient delivery of civic education while flagging out areas that require review and improvement. It provides lessons to be learnt for further improvements.

5.1 Review of the Framework

The framework will be subject to periodic reviews so as to be responsive to the currency of the operating environment. This will help identify issues that may affect the civic education activities either in terms of desired or undesired outcomes for any corrective measures to be undertaken. The reviews will largely be addressing the results of M&E.

5.2 Monitoring and Evaluation

Mechanisms for monitoring and evaluating the impact of civic education have to be built in the design of the programme from the outset. The M&E will provide opportunities for sharing experiences and continuous improvement in delivery approaches. It is important that the framework contains baseline data as a starting point for tracking progress in implementation of civic education activities. M&E determines progress made, enhances multi-stakeholder cooperation, accountability and transparency in the process of undertaking civic education.

5.2.1 Modalities for Monitoring and Reporting

The NCEC shall develop a detailed annual plan for monitoring civic education training delivery on a regular basis. The Council shall have an effective Monitoring and Evaluation Unit to ensure effective monitoring and evaluation of the civic education process. The coordinating agency shall prepare reports that demonstrate progress. These will include:

i) **Quarterly monitoring reports:** submitted every quarter by the coordinating Secretariat to the National Civic Education Steering Committee; and

ii) **The State of Civic Education Annual Report:** prepared annually, and disseminated widely to state and non-state stakeholders. The report will coincide with the annual civic education conference.

iii) **Citizen feedback and grievance reporting:** Citizens shall have the opportunity to give feed back to the facilitators and providers of civic education. This may include their contribution towards the betterment of the program. They will also be able to report any grievance on the citizen education processes that may require the attention of providers, facilitators or educators.

5.2.2 Evaluation Cycle

The evaluation cycle will take the following forms to ensure a robust evaluation process.

i) **Baseline study:** The coordinating agency shall develop a baseline for NCE. The baseline study shall be guided by the NCEC, and all key stakeholders shall agree on the indicators and result areas which will be developed in line with the objectives of the national civic education framework.

ii) **Mid-term evaluation:** After two years of implementation, the coordinating agency with oversight by the NCESC, shall conduct a mid-term evaluation to determine the progress made in the NCE delivery. This mid-term evaluation will be a measurement of performance. Further, it will be an assessment of the experience gained; lessons learned in terms of results and approaches; measurement of improvements or changes in the designed indicators as a result of implementation, compared to the baseline indicators.

iii) **End term evaluation:** It is envisaged that the Framework will be implemented for a five- year period from 2024 to 2029. At the end of the period, an end term evaluation will summarize the experience gained, technically and institutionally, during the implementation period. The evaluation shall also assess sustainability, suitability and make recommendations to approaches and methodologies for implementation in subsequent periods of implementation. The outcome of the end term evaluation will inform the next framework approach.

5.3 Compliance

In order to implement a robust Civic Education Framework, all stakeholders in the process will be expected to comply with the provisions in the framework. All parties will observe the guidance and conditions provided in the approvals and partnership agreements entered into with the NCESC and the various committees. Failure to comply may lead to cancellation of the approvals and agreements.

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Annex 1: Summarized National Civic Education Results Framework

Overall objective: Coordinated and sustainable civic education framework for citizens empowerment

Key Activities	Outputs	Outcome	Means of Verification
Specific Objective 1: Institutionalize civic education through effective and accountable coordination of providers			
1.1 Establish coordinating agencies at national and county levels	National Civic Education Steering Council (NCESC) established as SAGA; 47 County Steering Councils established; Inter-County Civic Education Steering Committee set up	Cohesive and effective inter-governmental agencies and non- state actors collaboration that ensures Government responsiveness to citizens needs	NCESC gazette, Minutes of county steering council meetings; minutes of inter- county education steering council meetings
1.2 Establish, operate and coordinate civic education units at sub county and ward levels	Number of county and ward units formalized by the Governor(s); County Budget allocation to civic education units		List of officials in civic education units per sub-county and ward
1.3 Host Annual Conference on Civic Education	Number of conference participants (state and non-state actors) in attendance	Increased knowledge of civic affairs	Conference programme; Conference Report; List of participants; Conference proceedings reported in print and electronic media
2. Specific Objective: Improved understanding, appreciation, and engagement in the operationalization of the county system of government.			
2.1 Training of Trainers	Number of certified TOTs trained per county, sub-county and ward	Increased capacity for delivery of civic education at national and county level based on agreed curriculum	List of participants
2.2 Registration of service providers at national, county and by geographical regions	Number of registered individuals and organizations;		List of individuals and organizations

Key Activities	Outputs	Outcome	Means of Verification
	Number of learning institutions incorporating civic education in teaching		
2.3 Geographical mapping of civic education service providers	Number of wards, sub counties, counties covered; Number of wards, sub-counties, counties <u>not</u> covered.		List of regions and coverage by service provider(s)
3. Specific Objective 3: Institutionalizing a culture of constitutionalism- Promote delivery of civic education to facilitate empowerment of citizens; and constitutionalism			
3.1 Curriculum revision	Joint review of the NCE (state and non-state actors)		Revised curriculum, signed off by stakeholders
3.2 Coordinate national civic education campaign activities	Annual theme agreed by the NCESC; Launch event for annual campaign; Number of wards involved in the campaign activities	Broadened outreach of civic education to citizens for increased public participation	Launch reports in the print and electronic media; Ward-based activity reports
Specific Objective 4: Promote accountability in the delivery of civic education through improved performance by county and national governments, and other providers			
4.1 Conduct baseline assessment as part of M&E framework	Baseline conducted	Measurement of performance, documentation of experiences and lessons learned in efficiency and effective delivery of civic education	Report
4.2. Conduct mid-term evaluation in 2020	Evaluation conducted		Report
4.3 Conduct end term evaluation	Evaluation conducted		Report
4.4 Receive quarterly reports from county steering committee	4 Reports received from 47 counties		Report
4.5 Submit bi-annual reports to the National Steering Committee	2 consolidated reports submitted		Report
4.6 State of Civic Education in Kenya Report	1 report published per year; Number of copies		Report published; Feedback from stakeholders

Key Activities	Outputs	Outcome	Means of Verification
	disseminated to stakeholders		
4.7 Annual planning and inclusion in performance management contracts	Annual plans and performance contracts signed off		Departmental Annual Plans; Public servants performance contracts; Monthly individual and departmental reports

Appendix 2: Proposed National Civic Education 5-Year Budget

Estimated Costs for the National Civic Education Framework Implementation 2024 – 2029								
	Activities	Unit	No of Units	Frequency	Unit Cost	Cost per year	Total Cost	Notes
1.	Annual civic education campaign							
2.	National communications consultant for campaign	Days	45	1	50000		2,250,000	
3.	IEC materials	Copies	1,000,000	1	500		500,000,000	
4.	Civic Education trainees lead activities	Months	4	7325	15000		439,500,000	Activities in 1,465 wards over 4 months period
5.	Monthly allowances to civic educators	Months	4	7325	30000		879,000,000	
6.	<i>Sub-total Annual Campaign</i>					364,150,000	1,820,750,000	
7.	State of Civic Education in Kenya Report							
8.	Consultant writers			5	40,000		-	
9.	Editor	Days	30	5	40,000		6,000,000	
10.	Printing	Copies	500,000	5	250		625,000,000	
11.	Launch event	Pax	1,000	5	5,000		25,000,000	
	<i>Sub-Total State of CE Report</i>						656,000,000	
	GRAND TOTAL					691,040,000	3,455,200,000	

NB: Due to inflation there could be need to revise the budgetary provisions upwards.

Appendix 3: List of Respondents Interviewed during Stakeholder Consultations

S/No.	Name	Organization	Designation
1.	Mr. Ole Kirgoty Done on 9 th Jan 2018	State Department for Devolution-SddP	Secretary, State Department for Devolution
2.	Dr. Benard Mogesa 12 th Jan 2018 9 am	KNCHR	For Secretary
3.	Mr. David George Gathii Scheduled for 18 th Jan 2018 at 10 am	National Anticorruption Steering Committee	Director NACCSC
4.	Ms. Nancy Gathungu Scheduled for 11 th Jan 2018 at 10:30 am	Office of The Auditor General (OAG)	Director for Audit and Communication, OAG
5.	Sheilla Karani, Zephania Aura, Faye Haselkorn Done on 9 th Jan 2018	USAID	Senior Officials
6.	Ms. Grace Maingi Done in 2017	Uraia	Executive Director
7.	Ms. Regina Opondo Done in 2017 dec	CRECO	Director
8.	Mr. David	Media Council of Kenya (MCK)	CEO
9.	Mr. Mule	Elections Observation Group (ELOG)	Coordinator
10.	Susie Ibutu	National Council of Churches of Kenya (NCCK)	Programs Director
11.	Mr. Rasi Ndago Masudi	IEBC	Director, Civic Education
12.	Mr. Wambua Kituku	UNDP	UNDP Elections Support to IEBC
13.	Mr. Paul Famba	Kiambu County Commissioner	Deputy County Commissioner- Kikuyu
14.	MR. DAVID NGURE,	Kiambu County Assembly	DEPUTY CLERK-
15.	Hon Philip Mabea	Kiambu County Assembly	Deputy Speaker
16.	Zeituna Abdikadir	County Government of Isiolo	Civic Education Coordinator,

S/No.	Name	Organization	Designation
17.	Yussuf H. Jillo	County Government of Isiolo	Civic Education Coordinator
18.	Adan Gollo Roba	County Government of Isiolo	Cohesion Officer
19.	Dr. Ahmed Galgalo Guyo	County Government of	County Secretary
0.	Isack Abduba Fayo	County Assembly of Isiolo	Majority Leader,
21.	Ali Dima Duba	County Assembly of Isiolo	Minority Leader,
22.	Mr. Adan Bonaya	County Assembly of Isiolo	Senior Clerk Assistant,
23.	Jillo Mumina Konso	County Assembly of Isiolo	Member County Assembly,
24.	Otieno Okich	Isiolo County Commissioner	Assistant County Commissioner 1, Sub-County,
25.	Mohamed Dukana G.	Non-state actor: Pastoralist Women for Health and Education	Programme Officer
26.	Mr. Ambrose Lotim	County Commissioner- Kwale County	Assistant Commissioner, Matuga Constituency,
27.	Mr. Martin M. Mwaro	County Government of Kwale	County Secretary,
28.	Mr. Joseph K. Ndeme	County Assembly:	Majority Leader,
29.	Ramadhan Bungale	County Government of Kwale	CEC
30.	Fakii M. Omar, Mohammed Baroh	Msambweni Human Rights Watch	Programme Officer
31.	George Jaramba	Kwale Human Rights Network	Programme Officer
32.	Omar Mwandaro,	County Government of Kwale	Sub County Admin/
33.	Md. Nimosi	County Government of Kwale	Ward Admin
34.	Evans Ogutu Ouma-	Migori Assembly County	Finance Officer, representing the Office of the Clerk,
35.	Malal Ogega,	Migori Assembly	Majority Leader,
36.	Hon George	Migori Assembly County	Deputy Speaker,
37.	Hon Boaz Okoth	Migori Assembly County	Speaker,
38.	Feif Matata	Migori County	County Commissioner,:

S/No.	Name	Organization	Designation
39.	Hon. Bernard Parsaloi	Narok Assembly County	Majority Leader, & MCA Narok Town
40.	Hon. Kosim Lemurt	Narok Assembly County	Minority Leader, and MCA Malili Ward
41.	Mr. Shed Simotwo	Narok County Assembly	Clerk
42.	Mr. Justus Tiale	Narok Assembly County	Deputy Clerk,
43.	Ms. Beatrice Masago	Narok Assembly County	Principal Clerk Assistant
44.	Mr. Nicholas Lenkoi	Narok Assembly County	Administrative Officer,
45.	Hon. Nkoidila Ole Lankas	Narok Assembly County	Speaker,
46.	James Wamugo	Narok Government County	CEC
47.	Mr. Bunde Aurther	Narok East Sub County	Deputy County Commissioner
48.	Ms. Angela Wanyama	Narok North	Deputy County Commissioner
49.	Mr. Hassan Noor	Transmara West	Deputy County Commissioner
50.	Mr. Mohammed	Transmara East	Deputy County Commissioner
51.	Mr. Osuga	Narok West	Deputy County Commissioner

Appendix 4: Key Delivery Results, Activities and Timelines

	Results and activities	Timeline
1	<p>NCE Curriculum review, revision or update Based on feedback from community civic education trainers, review of laws, and/or changes in the operating context the coordinating agency will review the NCE curriculum and make the necessary adjustments.</p>	Every two years or as may be necessary
2	<p>Training of Trainers to deliver civic education Through the Steering Council, state and non-state actors will identify individuals to be trained for TOTs and community civic education trainers. The Kenya School of Government (KSG), through consultations with the National Steering Council, will provide training and/or accredit other institutions to train those who will deliver civic education. This training approach will be cascaded to the county level.</p>	Annually or as may be necessary
3	<p>Civic Education Delivered at national and county level Using the NCE Curriculum and trainers, providers will identify target constituencies or groups for the civic education within communities across the country.</p>	Continuous
4	<p>Progress/Monitoring reports submission Trainers or educators will submit activity reports to the specific client organization (state or non-state) which will be consolidated and submitted to the county level Steering Council.</p>	Quarterly or as may be applicable or as may prescribed in the partnership agreement
5	<p>Monitoring/Oversight review meetings At national and county levels, state and non-state actors will jointly review progress of civic education from the Ward, Sub-County, County and national levels with a view to ensure geographical coverage, focus on targeted groups, and standardized delivery of NCE.</p>	Quarterly
6	<p>Stakeholder Conference on NCE As part of the coordination process, stakeholders in the democracy and governance process, and key actors in civic education delivery will gather and deliberate on emerging issues, new insights, delivery method and content of the NCE program. Recommendations from this conference will be implemented, as relevant by the coordinating agency.</p>	Annually

	Results and activities	Timeline
7	<p>State of Civic Education Report</p> <p>The coordinating agency will document and publish report that describes the operating context for civic education in the country. It will detail the achievements in that period, challenges and opportunities observed.</p>	Annually
8	<p>National Civic Education Campaign</p> <p>Given the need to promote civic education outside the electoral cycle to increase citizens’ awareness and knowledge as well as their rights and responsibilities, the coordinating agency shall identify a theme for the year that shall motivate interest and mobilize citizens to participate in the civic education programme.</p>	Annually
9	<p>Use of Media and new Technologies</p> <p>As part of coordination, a communication strategy will be developed that maps out internal and external stakeholders, as well as strategies to reach the different target audiences.</p> <p>Further, the communication strategy shall ensure connection to various social media platforms, sending out regular information as appropriate and providing for feedback, complaints and/or grievances.</p>	Continuous