FACTORS INFLUENCING CIVIC EDUCATION PROGRAMMES ON VOTERS’ AWARENESS IN KENYA: A CASE OF ECUMENICAL CIVIC EDUCATION PROGRAMMES IN NAIROBI COUNTY

BY

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NAIROBI, 2013
DECLARATION

This research project report is my original work and has not been submitted for a degree award in any other university.

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L50/72102/2011

This research project report has been submitted for examination with my approval as the University Supervisor.

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Signature                                      Date

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DEDICATION

This research project report is dedicated to my husband Hezron Odera who encouraged me to register for my master’s degree and gave me all the encouragement to complete the course, to my children Anthony Mbaja Odera, Vicky Diana Odera, Timothy Ben A. Odera and Mariana Wiwo Odera for their understanding and patience during the time I was undertaking my studies. Lastly to my house help, Mary Atieno, without whom I would not have had enough time to do my studies. She took care of the family and made sure that all was well in my absence, this gave me peace of mind and contributed to the completion of my studies. May God bless all of you.
ACKNOWLEDGMENT

From the formative stages to the final draft of this research project report, I am indebted to the all-powerful God for all the blessings He showered on me and for being with me throughout the study. To my supervisor, Mrs. Ruth Njora for her invaluable support towards this research project report. Her constructive criticism, careful guidance and patience enabled me to complete the project in time.

It has been an exciting and instructive study period at the University of Nairobi and I feel privileged to have had the opportunity to carry out this study as a demonstration of knowledge gained during the period studying for my masters’ of arts degree. In this regard, I would like to thank all my lecturers who taught me during my studies at the University, their efforts and determination in making a positive change in me cannot go unnoticed. I found all the units useful and relevant, not only to my work but also for me as a person and for the society which I serve.

To my employer, for the encouragement and all the support I got during the study period. It would be impossible not to remember those who in one way or another, directly or indirectly, played a role in the realization of this research project report. Let me, therefore, thank them all equally and to each of the above, I extend my deepest appreciation.
ABSTRACT

The main purpose of this study was to establish factors influencing civic education programmes on voters’ awareness in Nairobi County. This was addressed by focusing on the study objectives thus investigating the influence of financial resources, trainers’ skills, and IEBC policy on civic education programmes on the Voters awareness, in Nairobi County. Civic education and civic culture are vital components of a healthy democracy like Kenya. This study covers other scholars work on civic education, civic skills and knowledge. Further the study reviewed empirical studies on factors influencing civic education programme on voters awareness in Nairobi County and the classical theories of democracy. The research design was a descriptive survey method aimed at establishing factors influencing civic education programmes on voters awareness in Nairobi County. The target population were the employees from Constitution and Reform Education Consortium (CRECO), Ecumenical Civic Education Program (ECEP), National Muslim Civic Education Consortium (NAMCEC) and Consortium for Empowerment and Development of Marginalized Communities (CEDMAC). A sample of 10 respondents were picked from each organisation. Data was then analysed using descriptive analysis such as descriptive statistics mean scores and standard deviations, frequencies distributions and percentages. Findings are presented by use of tables and figures for clarity. Discussions, conclusion and recommendations were drawn from the study findings. The study is important as it will contribute to the generation of knowledge with regards to the civic education programmes on voters’ awareness in in Nairobi County. The study recommends that the government should take responsibility to ensure that its people are well informed on matters pertaining their daily lives which include people’s rights and responsibilities by providing enough resources that will enable effective training. Also the policies need to be re-looked at so that they can put more emphasis on civic education. The study therefore established how financial resources, trainers’ skills and how IEBC policies on civic education influence civic education programmes on Voters awareness in Nairobi County. The idea behind civic education is to promote the demand for good governance (i.e. an informed and engaged public), as necessary efforts aimed at improving the practice of good governance. Civic education has been used to address a wide range of political and governance issues like corruption, civic apathy or post-conflict reconciliation; as well as important social issues like domestic violence, drug abuse and HIV/AIDS.
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## ABBREVIATIONS AND ACRONYMS

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<thead>
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<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>CEDGG</td>
<td>Center for Enhancing Democracy &amp; Good Governance</td>
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<tr>
<td>FMA</td>
<td>Financial Management Agent</td>
</tr>
<tr>
<td>IEBC</td>
<td>Independent Electoral and Boundaries Commission</td>
</tr>
<tr>
<td>KRAs</td>
<td>Key Result Areas</td>
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<tr>
<td>NAEP</td>
<td>National Assessment of Educational Progress</td>
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<td>NAEP</td>
<td>National Association for Educational Progress</td>
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<td>NCEP</td>
<td>Kenyan National Civic Education Programme</td>
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<td>ECEP</td>
<td>Ecumenical Civic Education Programme</td>
</tr>
<tr>
<td>PMU</td>
<td>Programme Management Unit</td>
</tr>
<tr>
<td>PSC</td>
<td>Programme Steering Committee</td>
</tr>
<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<td>USAWA</td>
<td>UN Women under the Gender and Governance Programme</td>
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<tr>
<td>CEDMAC</td>
<td>Consortium for Empowerment and Development of Marginalized Communities</td>
</tr>
<tr>
<td>NAMCEC</td>
<td>National Muslim Civic Education Consortium</td>
</tr>
<tr>
<td>CRECO</td>
<td>Constitution and Reform Education Consortium</td>
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<tr>
<td>GDP</td>
<td>Gross Domestic Product</td>
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<tr>
<td>CE</td>
<td>Civic Education</td>
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<tr>
<td>CCE</td>
<td>Centre for Civic Education</td>
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<tr>
<td>NCD</td>
<td>National Commission on Democracy</td>
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<td>Abbreviation</td>
<td>Full Name</td>
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<td>--------------</td>
<td>------------------------------------------</td>
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<tr>
<td>NCCE</td>
<td>National Commission for Civic Education</td>
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<tr>
<td>CHRAJ</td>
<td>Commission on Human Rights and Administrative Justice</td>
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<tr>
<td>UHRC</td>
<td>Uganda Human Rights Commission</td>
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<td>UMWA</td>
<td>Uganda Media Women Association</td>
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<td>ECU</td>
<td>Electoral Commission of Uganda</td>
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<td>UJCC</td>
<td>Uganda Joint Christian Council</td>
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CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Civic Education is a term used to describe various educational programs, with different names, such as: Citizenship Education and Ethics, Civic Culture, Civic, legal and social education (Mishler, 1979). Civic education and civic culture are vital components of a healthy democracy. As Kenya moves closer to true statehood, an active and well-informed citizenry is necessary to ensure the building of modern democratic institutions that leads to sustainable development and a strong civil society. The overall goal of civic education according to HURIPEC (1997) is to promote civic engagement and support democratic and participatory governance.

Many scholars have analysed how postcolonial regimes in Kenya reproduced the colonial state and its apparatuses to silence civic awareness and opposition. Klopp and Orina (2002) and Amutabi (2002) have adopted a historical approach to demonstrate how the Jomo Kenyatta and Daniel Moi administrations resorted to repression and rhetoric of sycophancy to curtail dissent.

Civil societies, in the above described context were constrained in various ways to offer objective civic and voter education in post-colonial Kenya. As in the period of colonialism, the state played a central role in defining the direction of the civic awareness. But in that context of constrained freedoms, one thing that is also certain is the fact that civil society organizations increasingly took an important tasks in society, and had in their own different ways equally influenced the nature and character of the post-colonial state by creating civic awareness.

It is also significant to acknowledge the role of the international community in empowering civil society, through increased funding, to confront the Kenyan state on matters of political space. Therefore it must be recognized that the two programs of National Civic Education Program (NCEP) which Ecumenical Civic Education Program (ECEP) was one of the Consortia members, were implemented at vastly different stages of Kenya’s democratic
development. The NCEP I took place during the last stages of the Presidency of Daniel Arap Moi, a time when civic education was not completely unrestricted but also a time of intense optimism regarding the possibility of democratic change in the run-up to the 2002 national elections. NCEP II took place in a political context that was more hospitable to civic education, but also in a context of some disappointment with how Kenyan democracy and political institutions were functioning. This disappointment would turn even more sharply negative after the 2007 general elections which were characterized by violence, mass destruction of property and killings.

Civic education is concerned with three different elements: civic knowledge, civic skills and civic disposition. Civic knowledge refers to citizens’ understanding of the workings of a political system and of their own political and civic rights and responsibilities (e.g. the rights to freedom of expression and to vote and run for public office, and the responsibilities to respect the rule of law and the rights and interests of others). Civic skills refer to citizens’ ability to analyze, evaluate, take and defend positions on public issues, and to use their knowledge to participate in civic and political processes (e.g. to monitor government performance, or mobilize other citizens around particular issues). Civic dispositions are defined as the citizen traits necessary for a democracy (HURIPEC, 1997).

According to Galston, the question of whether civic education can instill political knowledge, values, and skills among citizens in democratic political systems is “once more on the radar screen of contemporary political science” (Galston, 2001, p. 271). Some of this renewed interest is rooted in concerns that the young generations are increasingly disengaged from political affairs and that increased efforts to instruct students in democratic political processes will stem this potentially dysfunctional trend (Bennett, 1997). As recent political science scholarship has demonstrated, the clear link between levels of political knowledge and engagement with the political system (Delli Carpini & Keeter, 1996), the notion that civic instruction can stimulate higher levels of participation, interest, and perhaps commitment to democratic values and processes among youth has become increasingly appealing.
In Kenya, to establish some facts on the impact of civic education on voters’ awareness, this study focuses on National Civic Education Program (NCEP I and II) and in particular activities implemented by ECEP, one of the consortia members of NCEP. This focuses on the period between 2001 to 2002 for NCEP I and 2006 to 2007 for NCEP II.

This study focuses on the “Factors Influencing Civic Education Programmes on Voters’ Awareness in Kenya: A Case of Ecumenical Civic Education Program (ECEP) in Nairobi County. The program of ECEP was carried out under the National Civic Education Programme (NCEP I and II) which took place in 2001 to 2002 and 2006 to 2007 respectively. The two programmes were implemented in the context of preparing Kenyans towards the 2002 and 2007 General Elections. This chapter presents background of the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, basic assumptions of the study, defines terms applicable in the study and describe how the study is organized.

**Civic Education Programmes**

Civic Education Programme consisted of some 50,000 discrete workshops, lectures, plays, and puppet shows, and community meetings conducted by nearly 80 Kenyan NGOs between late 2001 and December 2002 (Finkel, 2003). These activities aimed to promote civic skills, democratic values, and engagement in the democratic regime among ordinary Kenyan citizens specifically to prepare them to exercise the vote, to provide input to an ongoing constitutional reform process, and “to contribute to the consolidation of a mature political culture in Kenya” (NCEP Programme Document, cited in Finkel 2003b).

The Kenya National Civic Education Programme II–Uraia aimed at changing individuals’ awareness, competence and engagement on issues related to democracy, human rights, governance, constitutionalism, and nation-building. The program was the second National Civic Education Programme implemented throughout the country, and built on the successful outcomes produced by NCEP I from 2002-2003. The program took the name “Uraia”, meaning “citizenship” in Kiswahili. Forty-three Kenyan civil society organizations (CSOs) linked to four larger civil society Consortia including Ecumenical Civic Education Program (ECEP), Consortium for Empowerment and Development of Marginalized
Communities (CEDMAC), National Muslim Civic Education Consortium (NAMCEC) and Constitution and Reform Education Consortium (CRECO) took part in the programme. The consortia played a key role in the country’s governance and development process, through advocacy and engagement with governance structures while providing continuous civic education to citizens to enable meaningful engagement. These activities ran from April 2006 until September 2007. Programme documents show that NCEP II-Uraia carried out approximately 79,000 discrete workshops, poetry or drama events, informal meetings, cultural gatherings, and other public events, as well as extensive programming on democracy, governance, and rights-related topics through television, radio, and other mass media outlets. Documents indicate that some 10 million individuals were trained in some form or another in face-to-face civic education activities. Presumably many more were reached via the mass media component, which represented a new and innovative feature of NCEP II-Uraia compared to its predecessor. The programme was completed before the disputed December 2007 National Elections, and before the inter-communal violence and dislocations that wrecked the nation in subsequent months (Standard Newspaper, 17 March 2012).

The Uraia Trust Civic Education programme is an umbrella under which 57 Kenyan civil society organizations support the training and deployment of civic educators and the dissemination of a national civic education curriculum in all the 47 counties of Kenya. The programme is a direct response to the post-election violence that occurred in 2007 and 2008 when the public space was captured and dominated by the political class through campaigns based on hate, ethnicity, and incitement.

The Uraia Trust Civic Education programme provides quality civic education that helps Kenyan citizens pursue their rights under the new Constitution. A national civic education curriculum, “The Citizen Handbook”, was developed closely with the Independent Electoral and Boundaries Commission to ensure accurate and timely dissemination of information on voting processes and systems ahead of the 2013 general elections. The curriculum was disseminated through 359 trained civic educators from 57 civil society organizations. The trained civic educators return to their community organizations to improve citizens’ ability to monitor and participate in government decision-making processes. Each civic educator
reached out to at least eight organized groups (youth groups, women groups and other categories.) in his or her community (Uraia Fact Sheet, 2013).

Uraia Trust, in partnership with the Kenya Institute of Education, developed an online civic education module for primary and secondary schools. The programme also supported a yearlong radio and TV civic education programme (Uraia Fact Sheet, 2013).

The programme developed a critical mass of informed and empowered voters that is resistant to political manipulation. As of December 2012, more than 60,000 Kenyans had actively participated in community-based civic education meetings. Together, all of Uraia Trust’s voter and civic education activities, including community meetings organized by civil society organizations, media and other outreach activities delivered accurate and relevant information about Kenya’s Constitution to 6,466,405 citizens (Uraia Fact Sheet, 2013).

The development partners currently supporting Uraia include the governments of Canada, Denmark, Finland, The Netherlands, Sweden, The United Kingdom, Austria, Norway and development agencies including UNDP, USAID and the European Commission. Programme decisions are made by the Programme Steering Committee (PSC), which is composed of eminent Kenyans representing various sectors of the society, and development partners’ representatives.

Uraia was first managed jointly by a Programme Management Unit (PMU) and a Financial Management Agent (FMA). Uraia had five core themes - Nationhood and Nation Building, Democracy, Human Rights, Good Governance and Constitution and Constitutionalism, with three cross-cutting issues; Environment, HIV/AIDS and Gender. The Uraia work plan focussed on four Key Result Areas (KRAs) upon which the request for proposals were based and addressing the needs and priorities of the country. The four KRAs aimed to provide civic education that enhanced the participation in realizing national priorities as defined in the Kenya National Dialogue and Reconciliation Accord (Walters, 2009).

Due to high levels of illiteracy rates in Kenya, many adults are not aware of their rights and duties since they cannot read or write. This has-short comings especially during the elections. For example people are not aware that regular elections are a constitutional
right and duty and this needs to be explained to the masses (Ndegwa, 1997).

Women at the grass root level have not yet realized the importance of taking up leadership positions in society. The majority of the women are generally resigned and feel that they are merely being exploited by politicians or fellow women, ‘who got to the top in politics’ and immediately forget those who elected them into office. Lack of sufficient voter education prior to elections and poor mobilization to the women, youth and village councils caused many, especially women to decline from participating in these elections (Ndegwa, 1997). Most women do not know what was expected of them as candidates or even as voters. People do not understand that voting for incentives undermines their development and rights.

Kenya continues to face numerous challenges and barriers in its successful transition to democracy. Kenya’s prospects to be a sovereign, stable, secure and prosperous democracy depend not only on politicians’ activities, but also on ordinary citizens. A final and likely decisive battle will be fought between the movementists and the multipartists. The success of democratization in Kenya (Barkan, 2008) will depend mostly on strengthening civil society. To influence the real development of the situation in Kenya, it is necessary to place our stakes not on this or that political person, but on the people as a whole, on improving men’s and women’s political culture and citizens education, as well as cultivating the values of open society. Civic education is one way to develop civil society since it is able to provide an essential antidote to political destabilization, confrontation, and threats to national security. Civic education must help people overcome political apathy, teach more peaceful forms of political and civic behavior, and help provide tools to solve social problems in non-violent ways (Barkan, 2008).

Like other African countries, building democratic institutions and democratic politics remains a major challenge in Kenya. Kenya has what is described as a ‘no-party’ democracy implying that full political contestation is restricted. Similar descriptions of other countries include, ‘guided democracy’, ‘low intensity democracy’ and ‘democradura’, or ‘dictablanda’. These ‘democracies with adjectives’ as they have been called, lack some aspect of the common features of liberal democracy, or the lack of democratic politics within the institutions (Ndegwa, 1997).
Civic education in Kenya has become the catch word for Government, Civil Society, donors and commissions especially heading towards elections. According to Grindle (2004), civic education, aims to teach people about their rights and responsibilities as part of a democratic society and for them to have a more accountable government. Indeed, public education, as an essential tool for citizen empowerment is clearly fundamental for a stronger democracy.

Towards 2013 general elections, the Independent Electoral and boundaries Commission (IEBC) laid down a civic education programme to sensitize the public about their democratic rights to vote; Voter Education on the new electoral laws, importance of registering as a voter, elective positions under the Constitution, voting procedures, and increasing voter interest in the 2013 General Elections Civic Education on the Constitution aimed at increasing citizens’ awareness of the provisions of the Constitution including provisions on elections and leadership and integrity; Promoting peaceful co-existence, deepening reconciliation and preventing conflicts among different communities in the periods before, during and after the 2013 General Elections. This programme was recommended in 2013 since in the previous 2007 elections, the programme was not implemented and many voters did not have sufficient information. There were criticism that the IEBC programme was not effective in 2013 due to inadequate time allocated for the voter education exercise and financial resources were limited (Standard Newspaper, 9 Feb, 2013).

Kenya’s National Civic Education Programme Phase I (NCEP I) was first implemented between August 2000 and September 2002, through a partnership of a group of donors and about 70 Civil Society Organizations (CSOs) in Kenya. The Programme aimed at consolidating mature political culture in which citizens are more aware of, and exercise their rights and responsibilities, as well as participate effectively in broadening the democratic space.

The second phase of the programme (NCEP II) adopted the name Uraia, which means Citizenship in Swahili, because civic education is mainly about citizenship, what it means to be a citizen – especially, the rights and responsibilities of being a Kenyan citizen.
1.2 Statement of the Problem

Virtually in every democratic society, it is the duty and responsibility of the state to provide basic social and economic services including civic education. However, in Kenya, this critical role and constitutional right of citizens has been undermined and left to non-state actors to implement. The laxity and lack of goodwill from the government to provide civic education in a timely manner and in good quality thereby compromises the participation of citizens especially majority who live in the informal settlements of big cities like Nairobi. Whereas the non-state actors do not have the sole responsibility to provide civic and voter education to the electorate, they have often made tremendous contribution amidst government and political resistance. Such actors include the civil society and the religious institutions who have been at the forefront fighting for democracy and good governance in Kenya. The resistance equally affects the quality and content of the civic education. This is in addition to the over dependency on donor support that often comes late, in small amounts and sometimes not available at all. Such constraints do not support the common good of a society, but instead undermines positive change and eventually creating room for political manipulation of the electorate. Such levels of irresponsibility have posed major challenges to the electorate who are often not adequately informed and subsequently electing incredible leaders who hardly deliver for optimum change. In addition, the lack of electoral and voter preparedness leads to low voter turnout as has always been witnessed during Major and minor elections. Such was evidence in the 2013 general election in Nairobi that has a population of about four (4) million and only an estimate of 2 million turned out to vote. What this has led to is offering of incentives such as vote buying through cash, niceties and other goods to entice voters to register and eventually vote. Such behavior would be avoided if the electorate understood their role and responsibility as citizens through civic education programmes initiated and managed by the government as the lead agency.

1.3 Purpose of the Study

The main purpose of this study was to establish the factors influencing civic education programmes on the Voters awareness in Nairobi County. The study assessed the impact of Kenya’s Ecumenical Civic Education Program (ECEP) using questionnaires.
Objectives of the Study

The study will be guided by the following objectives:

1. To establish how financial resources influence civic education programmes on Voters awareness in Nairobi County.
2. To determine how trainers’ skills influence civic education programmes on Voters awareness in Nairobi County.
3. To identify how Independent Electoral and Boundaries Commission (IEBC) policy on civic education influence on civic education programmes on Voters awareness in Nairobi County.

1.5 Research Questions

The study ought to answer the following research questions:

1. How do financial resources influence civil education programmes on the Voters awareness in Nairobi County?
2. Does trainers’ skills influence civic education programmes on the Voters awareness in Nairobi County?
3. How does IEBC policies influence civic education programmes on the Voters awareness in Nairobi County?

1.6 Significance of the Study

The importance of this study is that, it may contribute to the generation of knowledge with regards to the civic education programmes in Nairobi County. Civic knowledge helps citizens understand their interests as individuals and as members of social and political groups. The more knowledge we have, the better we can understand the impact of public policies on our interests, and the more effectively we can engage and promote our interests in the political processes. Unless citizens possess basic level of civic knowledge especially concerning political institutions and processes it is difficult for them to understand political events or to integrate new information into an existing framework. Knowledgeable citizens on civic affairs are less likely to experience a generalized mistrust of, or alienation from, public life.
The findings of this study may be useful to the government in formulating policies relevant to civic education as well as other stakeholders to review their policies, operational procedures and come up with proper mechanisms of enhancing effective civic education programmes.

1.7 Delimitation of the Study

Civic education is a large programme in Kenya and is composed of many different concentrations. The scope of civic education can at best be understood from the electoral cycle that stipulates elections as a cyclical process and not a one off event. However, the researcher opted to concentrate on civic education programmes especially on voter awareness within Nairobi County because of its significant role in Kenya’s politics and its population. Nairobi is cosmopolitan county with the biggest population in the urban informal settlements, majority of whom are semi illiterate while at the same time contribute heavily to the national Gross Domestic Product.

1.8 Limitations of the Study

The study was limited geography within Nairobi County. It focused on civic education providers and organizations engaged by the National Civic Education Programmes I and II in 2001 to 2002 and 2006 to 2007 respectively. In conducting the research, the study was limited by finances, time and access of IEBC staff and other civic education providers to respond to the research questionnaire.

In financial limitation, the researcher had no sufficient financial support to conduct the research to reach out to all the groups of civic education providers in Nairobi County. Time factor limited study to be done only within Nairobi County, hence the study cannot be generalized to represent other Counties. The unavailability of the IEBC staff to give an inside view of how policies of the Commission influence civic education and voters’ awareness also was a major limitation. Some of the target groups like CEDMAC, during the study had closed their offices, hence it was hard to trace their representatives.
1.9 Basic assumptions of the study

The study was carried out on the basis of the following assumptions:

a) The sample chosen for the study represented the population under investigation

b) The data collection instruments used in the study were valid and are measured the desired constructs

c) The findings represents the general overview of factors that influence civic education in Nairobi County.

1.10 Definition of Significant Terms used in the study

Civic education: The process of educating citizens on their rights, duties and responsibilities to empower and motivate them to identify what areas of the political and governance processes they can effectively participate in; what they can do to influence political outcomes and thereby improve the quality of governance at both local and national levels

Constitution: A Constitution is a legal document with the force of law that defines the structure of the government in a given country and the relationship between a government and the people. It reflect the ideals and aspirations of the country and articulate the values that bind its people and discipline its government.

Policies: Policies define objectives, expectations, stakeholder responsibilities, behaviour, and processes to remediate inappropriate actions.

Policy makers: Policy Makers are individuals that define the rules and policies that regulate the delivery of services within or across custodial boundaries.

Scholar: A learned or erudite person, especially one who has profound knowledge of a particular subject or a person who has done advanced study in a special field.
Trainers’ skills: Skills involve adopting a position with the learners of guide and facilitator of learning and not the fountain of all knowledge, request the learners to accept an equal responsibility for their own learning.

Civic knowledge: Civic knowledge is concerned with the content or what citizens ought to know; the subject matter, if you will.

Civic participation: Civic participation refer to a condition in which every citizen has the means to actively engage in the public sphere, including political processes

Civic education programme: These are activities aimed to promote civic skills, democratic values, and engagement in the democratic regime among ordinary citizens specifically to prepare them to exercise their right.

Civic Disposition: Civic Disposition is defined as traits of private and public character that are important to the preservation of a county Constitutional Democracy.

voter turnout: Voter turnout is the percentage of eligible voters who cast a ballot in an election.

Civic skills: Civic skills are the knowledge, abilities and attitudes that people need to be able to take an active role in society and to be “engaged citizens”

1.11 Organization of the Study

Chapter One of the study contains introduction, giving a background of the study while putting the topic of study in perspective. It gives the statement of the problem and outlines the objectives, limitations, and the assumptions of the study.

Chapter Two reviewed relevant literature on civic education programmes. It critically looks at the issues of financial resources, trainers’ skills and IEBC policy as concerned with civic education. It also outlines empirical review as well as the conceptual framework variables.

Chapter Three consists of research methodology which was used in the study. It covers the research design, target population, sample design, data collection, validity and reliability of data collection instruments, data analysis techniques, and ethical considerations. References
and appendices are at the end of the paper. Chapter Four consists of data analysis, interpretation and presentation. Chapter Five consists of summary of findings, discussion, conclusion and recommendations.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covers other scholars work on civic education, civic skills and knowledge. It covers the study objectives which include financial resources, trainers’ skills, and IEBC policy. Further the study reviews empirical studies on factors influencing civic education programme in Nairobi County and the classical theories of democracy. The chapter finalizes with a discussion of the conceptual framework of the study.

2.2 Financial resources on Civic Education Programme

Financing civic education is a serious problem. Numerous programmes are supported by donors. But our further development should have more sustainable character. Therefore, building private sector support for this process is essential for civic education in developing countries. In order for a country to develop materials, training and concepts of citizenship on its own ground and make them more effective, it’s necessary to mobilize broad support for civic education from government, financial institutions, and for-profit companies (Atkinson, 1996).

Report of Independent Review Commission on the General Elections held in Kenya on 27 December 2007 (commonly referred to as Klingler Commission), concluded that Civic dispositions that contribute to the political efficacy of the individual, the healthy functioning of the political system, a sense of dignity and worth, and the common good should be identified in the National Standards for Civics and Government. In the interest of brevity, those dispositions or traits of private and public character might be described as: Becoming an independent member of society; assuming the personal, political and economic responsibilities of a citizen; respecting individual worth and human dignity; participating in civic affairs in a thoughtful and effective manner; promoting the healthy functioning of constitutional democracy (Finkel, 2005).

According to the Independent Review Commission on the General Elections held in Kenya on 27 December 2007, the main findings of Kenya’s constitutional and legal framework
relating to elections contained a number of weaknesses and inconsistencies that weaken its effectiveness. The commissions discovered that the legislation needed urgent and radical revision, including consolidation. The electoral management process as a whole needed revision. It was discovered that the preparation and conduct of the 2007 elections the ECK lacked the necessary independence, capacity and functionality because of weaknesses in its organisational structure, composition, and management systems. The institutional legitimacy of the ECK and public confidence in the professional credibility of its commissioners and staff had been gravely and arguably irreversibly impaired. It lacked functional efficiency and was incapable of properly discharging its mandate.

The commission established that the conduct of the electoral process was hampered and the electoral environment was polluted by the conduct of many public participants, especially political parties and the media. There were serious defects in the voter register which impaired the integrity of the 2007 elections even before polling started: it excluded nearly one-third of eligible voters, with a bias against women and young people, it included the names of some 1.2 million dead people. Serious anomalies in the delimitation of constituencies impaired the legitimacy of the electoral process even before polling started. There was generalised abuse of polling, characterised by widespread bribery, vote-buying, intimidation and ballot-stuffing. This was followed by grossly defective data collation, transmission and tallying, and ultimately the electoral process failed for lack of adequate planning, staff-selection/training, public relations and dispute resolution. The integrity of the process and the credibility of the results were so gravely impaired by these manifold irregularities and defects that it is irrelevant whether or not there was actual rigging at the national tallying center. The results were irretrievably polluted.

The main recommendations of the commission were: All political role-players in Kenya should recognize that materially defective elections accompanied by public violence will remain a feature of life in the country in the absence of a concerted and sustained commitment to electoral integrity by all Kenyans. Radically reform the ECK, or create a new electoral management body (EMB), with a new name, image and ethos, committed to administrative excellence in the service of electoral integrity, composed of a lean policy-making and supervisory board, selected in a transparent and inclusive process, interacting
with a properly structured professional secretariat. Devise, implement and maintain appropriate executive, legislative and political measures to enable the reconstituted or new EMB to initiate, popularise and sustain a national commitment to electoral integrity and respect for the inalienable franchise rights of Kenyan citizens. Empower the EMB, by means of executive, legislative and political measures properly to perform the essential functions entrusted to it under sections 42 and 42A of the Constitution (delimitation and the conduct of elections and associated activities).

Adopt a new voter registration system. Agree (as part of the constitutional review process) on an electoral system, which puts to rest the continuous discussion about a new electoral system for Kenya. Choose and implement the necessary constitutional and other legal amendments to give effect to whichever of IREC’s recommendations are accepted.

2.3 Trainers’ skills on Civic Education Programme

A recent review of research on one of the least recognized causes of poor quality teaching (Ingersoll, 1998) is sobering. The problem is out-of-field teaching, or teachers being assigned to teach subjects that do not match their training or education. It is more widespread and more serious than has been recognized. It happens in well over half of the secondary schools in the nation in any given year, rural and urban, affluent and low income. Low income public schools, however, have a higher level of out-of-field teaching than do schools in more affluent communities. Studies also show that recently hired teachers are more often assigned to teach subjects for which they are not trained than are experienced teachers. Lower-achieving classes are more often taught by teachers without a major or minor in the field than are higher-achieving classes. Junior high and middle school classes also are more likely than senior high classes to be taught by less than qualified teachers (Ingersoll, 1998).

More than half of all secondary school history students in the country now are being taught by teachers with neither a major nor a minor in history. No data currently are available on the subject matter qualifications of teachers of civics and government, but one could surmise that the numbers of teachers with majors or minors in political science or allied fields would be even less (Finkel, 2005). Formal instruction in civics and government according to
Gibson (1998) should provide a basic and realistic understanding of civic life, politics, and government. It should familiarize students with the constitutions of the United States and the state in which they live, because these and other core documents are criteria which can be used to judge the means and ends of government. Formal instruction should enable citizens to understand the workings of their own and other political systems, as well as the relationship of the politics and government of their own country to world affairs. Good civic education promotes an understanding of how and why one's own security, quality of life, and economic position is connected to that of neighboring countries, as well as to major regional, international, and transnational organizations (Kubow, 2007).

In an effort to ensure that teachers are qualified for the subjects they will teach, some states have begun to test applicants for teaching positions. The National Center for Education Statistics reported in 1997 that about one half of the nation's school districts now require passage of state tests of basic skills while 39 percent require passage of state tests of subject knowledge. While those efforts are a step in the right direction, they fall short of the goal of assuring that all children are taught by teachers who not only have in-depth knowledge of the subject they teach but who also have the skills and the enthusiasm to teach it well (Barkan, 2008).

According to Delli and Keeter (1996), civic education in a democratic society most assuredly needs to be concerned with promoting understanding of the ideals of democracy and a reasoned commitment to the values and principles of democracy. That does not mean, however, that democracy should be presented as utopia. Democracy is not utopian, and citizens need to understand that lest they become cynical, apathetic, or simply withdraw from political life when their unrealistic expectations are not met. To be effective civic education must be realistic; it must address the central truths about political life.

In addition to the formal curriculum, good civic education is attentive to the informal curriculum. The informal curriculum encompasses the governance of the school community and the relationships among those within it, as well as the "extra" or co-curricular activities that a school provides. The importance of the governance of the school community and the quality of the relationships among those within it can scarcely be overemphasized. Classroom and schools should be managed by adults who govern in accord with democratic
values and principles, and who display traits of character, private and public, that are worthy of emulation. Students also should be held accountable for behaving in accord with fair and reasonable standards and for respecting the rights and dignity of others, including their peers (Sifuna, 2000).

In their study on Zambia, Bratton et al., found that civic education has “consistently greater impact” on knowledge and values than on political behavior. This also seems to be the conclusion of Finkel and Ernst (2005) who utilize 1998 data on students in South Africa. Comparing effects on knowledge to that on attitudes, they say: “Exposure to civic training has weaker attitudinal than pure knowledge effects. It is more difficult to impart values and political orientations in the classroom than simple factual information (Langton & Jennings, 1968; Ehman, 1980). They state that this confirms previous research. In fact they found civic education to have twice as large an effect on political knowledge. Yet in another study Finkel (2002) had come to a different conclusion, arguing that civic education does not have much impact on knowledge, at least when compared to local level participation.

Citizenship in a constitutional democracy means that each citizen is a full and equal member of a self-governing community and is endowed with fundamental rights and entrusted with responsibilities. Citizens should understand that through their involvement in political life and in civil society, they can help to improve the quality of life in their neighborhoods, communities, and nation. If they want their voices to be heard, they must become active participants in the political process (Finkel, 2003b). Although elections, campaigns, and voting are central to democratic institutions, citizens should learn that beyond electoral politics many participatory opportunities are open to them. Finally, they should come to understand that the attainment of individual goals and public goals tend to go hand in hand with participation in political life and civil society. They are more likely to achieve personal goals for themselves and their families, as well as the goals they desire for their communities, state, and nation, if they are informed, effective, and responsible citizens (Finkel, 2003b).
2.4 IEBC policy on Civic and Voter Education Programme

The violence that engulfed Kenya in 2007/2008, was mainly blamed on the failure of institutions such as the judiciary, the police and the elections management body. There was a general consensus that most institutions needed to be reformed or new ones established. New institutions were, thus, created for the management of elections and resolution of election disputes. These included the Registrar of Political Parties, the Independent Electoral and Boundaries Commission (IEBC), the Political Parties Disputes Tribunal, the Ethics and Anti-Corruption Commission (EACC), and the National Cohesion and Integration Commission (NCIC).

The newly established Supreme Court was to play an important role in the post-election dispute resolution. The central goal of this reform overhaul was to improve the effectiveness of these institutions, but also to introduce safeguards against any potential negative post-election consequences (ELOG Report, 2013).

Against this backdrop, Kenya’s legal system has been evolving democratic values. The 2013 General Elections were conducted and measured against these standards. In order to have effective and responsive laws, the International Institute for Democracy and Electoral Assistance (IDEA) summarises the requirement thus: ‘The legal framework should be so structured as to be unambiguous, understandable and transparent, and should address all components of an electoral system necessary to ensure democratic elections.’ In translating this standard, there are various other legislations that have to be in place to ensure that the electorate and other elections stakeholders realize their democratic rights and are shielded from the excesses of an unfair system.

In brief, the electoral laws of a country have to meet the following criteria

1. They should be objective, clear and accessible to public;
2. They must meet the fundamental suffrage rights;
3. They must ensure the conduct of free and fair elections;
4. The entire body of all electoral laws must be in harmony with each other and consistent; and
5. It should be ascertained that none of the laws are enacted just before elections in order not to send a signal of unfair advantage to any candidate or party.

The legal framework governing Kenya’s electoral system and processes has evolved considerably since the reintroduction of multiparty politics in 1991 and the 1992 multiparty elections. But several gaps still remain that need to be filled to protect the sanctity of future elections. According to Verba et al., the correlation between educational attainment and voting is strong; it is consistently found in all studies, and usually survives controls for other demographic variables (Verba, Schlozman & Brady, 1995). Sondheimer and Green (2010) argue that this relationship has been found in “literally thousands of cross-sectional surveys” since 1924. For example, in the 2008 election, the turnout of young people who had completed even one college course was 26 percentage points higher than that of their peers who had never attended college (Kirby and Kawashima-Ginsberg, 2009).

The correlation between education and voting produces a paradox when viewed in historical context. Over the course of the 20th century, educational attainment rose gradually and consistently. The relationship between education and voting remained strong during those decades. Yet, contrary to what might be expected, turnout did not rise in tandem with education. On the contrary, the turnout of white men was considerably higher in 1900 than it is today, even though white men, like others, now attain much more education. The divergence between trends in education and turnout has led Nie, Junn, and Stehlik-Barry (1996), among others, to believe that education is mostly a proxy for relative social status. They argue that education does not increase turnout but rather defines a high-SES group that votes at a relatively high rate. In short, the correlation between education and turnout is not causal.

At the same time, there has been a virtual explosion of civic education programs in the past decade in the newly emerging democracies of Eastern Europe, Africa, and Latin America. Operating from the belief that democracies are most likely to function effectively when the populace endorses the values and norms inherent in democratic regimes, civic education programs among primary and secondary school children, as well as among some adult populations, have become commonplace in developing democracies (Brilliant, 2000;
Carothers, 1999). Many such programs are supported with contributions from the United States Agency for International Development (USAID) and other U.S. and European donors in efforts to help the process of democratic consolidation by inculcating knowledge and supportive values among citizens who previously had little exposure to pro-democratic socializing agents. Despite this renewed interest in the potential impact of civic education, there have been relatively few recent evaluations of the effectiveness of civics instruction in achieving changes in democratic orientations among student populations.

The adequacies and inadequacies of Kenyan electoral laws are seen through the substance of the laws themselves and how they have been exposed through the practice of the courts and the experience of the elections. In Kenya the Independent Electoral and Boundaries Commission (IEBC) in 2013, attributed high voter turnout during the March 4 election to the civic education conducted before polls (News 24, 2013). According to the IEBC Director of Voter Education and Partnerships, the voter education exercise was successful. “Voter education was a success because 80% of registered voters came out to vote for their preferred candidates during the general elections in 2013,” (News 24, 2013).

The Constitution of Kenya 2010 replaced the 1963 or Independence Constitution. The enactment of the new constitution was aimed primarily to ensure smooth transition from the colonial to post-colonial functioning of the state apparatus and avoid the experience of 2007 General Elections that were characterized by malpractices due to the poor electoral institutions and structures.

The Constitution of Kenya 2010 in Chapter 1, Article 1 proclaims that “all sovereign power belongs to the people of Kenya” and that this sovereign power “shall be exercised only in accordance with this Constitution”.

This essential legal basis opened the door wide for participatory democracy that had been neglected throughout Kenya’s history. The Constitution is the supreme law relating to the conduct of elections. Its supremacy is critical since it exists in cases of any incoherence of other laws. The Constitution has commendably regulated many legal, social and electoral elements. Some of the areas, which were not and/or adequately previously constitutionalized, among others, include: political parties’ management and operations,
independence and operational autonomy of the election management body and the resolution of presidential electoral disputes. With regards to the electoral system, the Constitution has to a large extent constitutionalized the elements of proportionality of representation. It incorporates provisions that ensure special categories of people are represented, including women, youth and people with disabilities.

This is the key legislation, which consolidated a number of previous electoral laws in one single volume. Previously, the system was networked through a system of laws which were sometimes not easily identifiable or coherent.

Judging from the conduct of the 2013 elections, the Elections Act is not immune to inadequacies. It has, however, been hailed as progressive in the conduct of elections. The law is operationalized through a number of regulations and rules:

i.) Supplement No. 60 Election (voter Registration) and Election (Voter Education) Regulations, 2012

ii). Supplement No. 161 Election (General Regulations), 2012

Previously, political parties were regulated via the Societies Act. The term “Political Parties Act” may relate to the two versions of the Act the November 2007 one and the current one, enacted in 2011. This section focuses on the latter one. The Political Parties Act of 2011 includes many provisions that aim at regulating political party activity in Kenya. The Act provides for the Office of the Registrar of Political Parties, it establishes the Political Parties Fund, the Political Parties Disputes Tribunal and the Political Party Liaison Committee. Other regulations related to this Act, meant to operationalize it, include: political Parties Registration Regulations, and Political Parties Funding Regulation.

Besides the Constitution, the Kenyan Electoral Management body, the IEBC is regulated by the IEBC Act. This Act specifies the working and the function of the Commission in the management of Elections. The Constitution, however, gives Constitutional protections necessary for the effective functioning of the Commission’s duties such as the appointments and security.
The government should make special efforts to reach the less powerful: civic education activities need to be carefully designed to match the needs and conditions facing such groups. Model democracy: civic education programmes need to be run in a democratic manner, to demonstrate the values being taught, such as participation, tolerance and respect. Address the supply side too: as civic education is generally concerned with increasing the demand for good governance, consideration also needs to be given to strengthening the skills, knowledge and awareness of the supply side actors to respond to this demand. Thus, civic education is most effective if accompanied by capacity building efforts directed at civil servants, the police, parliamentarians, etc. (Ndegwa, 1997).

### 2.5 Comparative of Civic Education

According to the cross-national study findings of International Association for the Evaluation of Educational Achievement (IEA) (1995) in twenty eight European countries, all societies have a continuing interest in the ways in which their young people are prepared for citizenship and learn to take part in public affairs. In the 1990’s this became a matter of increased importance in societies striving to establish or re-establish democratic government, but also in societies with continuous and long established democratic traditions. The question of what effective citizenship means and the role of formal education in building a civic culture are of importance not only to governments and policy makers, but also to the public in general. How much knowledge do young people have in order to understand democracy and citizenship? And what are their basic attitudes towards political issues in contemporary society such as tolerance for minorities or support for civil liberties?

The research finding by IEA also identified that “both new challenges and new opportunities for countries seeking to nourish and preserve democratic institutions. Effective civic education involves schools, as well as parents, communities, and peers.” Although countries participating in the IEA study represented diverse democratic political systems, there was a core of agreement about what constituted the most important topics in civic education. These includes the student knowledge about fundamental democratic principles and processes, as well as a survey of concepts of citizenship, attitudes, and civic-related activities.
2.5.1 Civic Education System in the USA

According to Marie Talec (2012, p.1), along with educating and training individuals to be efficient and successful in society, the role of school and of the education system in general has always been to create good citizens. In modern democracies, a good citizen is one able to understand, valuate and select political options, and willing to participate in a country’s political life.

In the United States, federal state, there is no national education program or plan, in keeping with the autonomy of the 52 states (CIRCLE, 2010). The curriculum, standards and organization of schools are decided at the local level, usually by local governments, whose general directives are applied in school districts and complemented by locally elected school boards. Besides, the federal state participates in funding schools, but the main income of the latter is granted by the state in which they are situated and by the local government. This diversity of funding already brings some differences between schools themselves – here talking about public education – in terms of opportunities and means of action (Telec, 2012).

Of relevance to this study is the argument by Mc Devitt and Kiousis (2006, p.38) that even in the USA, the social, racial, religious diversity in the United States impacts both on the way teaching is conceived and done, but also on the way it is “received” by students. It has been observed that most students who do not plan to go to university after high school, and more generally low-income students – which concerns in priority ethnic minorities - are left behind (e.g less encouraged by teachers to participate).

2.5.2 Comparative Civic Education Models in some African Countries

In this section we shall have a glance at a few examples of Civic Education (CE) models in other African countries such as Egypt, Ghana, Kenya, Uganda, The Gambia and Zimbabwe. Egypt is one of the African countries which have placed Civic Education programs at the forefront of their political and socio-economic agenda. However, the conceptualization of the term civic education in Egypt’s official circles has an unbalanced emphasis on citizen’s
rights and obligations, with duties and obligations of citizens receiving more emphasis than corresponding rights. Like in other post-independence African states, the teaching of Civic Education was largely to discourage independent thinking and questioning. Educationists and experts on teaching methodology in Egypt begun to contemplate Civic Education specialized teaching techniques such as role playing, simulation, problem solving, innovative thinking, and use of information technology. School curricula under the regime of President Hosni Mubarak they emphasized such themes as citizenship and civic rights, human rights, globalization, children’s and women’s rights, political awareness and meaning of democracy. The 2003 Ministry of Education’s publication outlines eight core principles or values that are supposed to constitute the teaching of civic education in Egypt.

These are:

- Citizen duties and rights;
- Life skills (ability to negotiate, to cooperate, tolerance of others, and diversity in opinions);
- Government system (democracy, constitution, people’s council, elections, citizens’ role in elections);
- Preserving heritage (Arab and Egyptian heritage, Islamic and Coptic heritage, Arab and Egyptian values and traditions);
- Egypt’s relations with other countries (on the Arab level, the Islamic level, the African level, and the global level);
- Non-Governmental Organizations (conditions for establishing NGOs, the role of NGOs);
- Arab organizations and institutions; and International organization and institutions.

According to the United Republic of Tanzania’s National Strategy for Civic Education (2011), it can be quickly observed, important issues for a national Civic Education (CE) curriculum such as rule of law, equality, social justice, and political rights have been left out. Moreover, the listed core values are inadequately reflected in CE textbooks. In fact, in some of the text books such things as the environment and tourist attractions have featured more
than the core values. A cabinet committee was formed in 2006 to set plans for citizenship education through other societal channels such as the media and non-governmental organizations.

In Ghana, civic education has been offered mainly through established state, quasi-state and public institutions such as the Information Services Department, state owned media and the Centre for Civic Education (CCE). Similarly in the 1966-72 period, there were other institutions such as the National Commission on Democracy (NCD) in the PNDC era, the National Commission for Civic Education (NCCE), the Electoral Commission (for voter education) and the Commission on Human Rights and Administrative Justice (CHRAJ) for human rights - under the 1992 Constitution.

In the East African country of Kenya, well–developed non–state actors [CSOs and others] took significant initiative to self-coordinate the provision of civic education. The consortia of civic education providers and their member CSOs produced a curriculum, a handbook and a trainers manual which are the main reference materials on civic education.

The involved consortia were Civic Education for Marginalised Communities (CEDMAC); Constitution and Reform Education Consortium (CRE-CO); Ecumenical Civic Education Programme (ECEP), and the Gender Consortium. The production of these CE materials has been carried alongside the implementation of two national civic education programmes, namely the National Civic Educational Programme I (2000-2002) and the National Civic Education Programme II - URAIA (2006-2007). As the timing suggests, these programmes were conveniently held in the period before elections in the country.

The Kenya’s curriculum takes cognizance of gender as a cross-cutting issue permeating all subjects discussed in civic education. It is also from the fact that women make up about 52% of the population in Kenya and therefore a majority group that plays a significant role in the society and in economic production. Four broad themes in four units are covered in this curriculum. These are a) nationhood and nation-building; b) state, democracy and democratization; c) constitutions, constitutionalism and constitution-making; and d) the practice of governance. Each unit comprises subject context, subject objectives and subject content. The content of the handbook is devoid of political bias and as such its neutral nature makes it accessible to people and groups of different political orientation.
One striking feature of this handbook for civic education which is titled, *Making Informed Choices*, is its conception of the relationship between the state and its citizens. It is conceived to be a two-way (reciprocal) relationship meaning that the state has certain duties to, and rights over, citizens and the entire population in its territory. The reverse is also true. One of the basic rights of citizens is the right to take part in the affairs of the state. Citizens’ responsibilities have been categorized into social duties, economic duties and political duties. Some of the social values that citizens are encouraged to promote are a constructive use of political freedom; gender sensitivity; non-discrimination; conscience; tolerance, and dialogue.

The provision of Civic Education in Uganda has not been continuous. Civic education delivery in Uganda has essentially been tied to the electoral process. Indeed, “it is civic, but limited to guidance to the people towards exercising their civic rights of voting (Kibwana and Kawive, 2009)” Since the Uganda Human Rights Commission (UHRC) was given a constitutional mandate to conduct civic education there is now a realization that it should be a permanent undertaking. The Uganda Media Women Association (UMWA) has also been involved in the provision of civic education that focuses on civic rights of voting (voter education as civic education). Other entities that have been involved more or less in the same capacity are the Electoral Commission of Uganda [ECU] and the Uganda Joint Christian Council (UJCC).

In Gambia, the National Council for Civic Education (NCCE) which was established by Act 1 of 1998 pursuant to Section 198 of the Second Republican Constitution is mandated to create and sustain awareness of constitutional democracy through civic education in that country. The NCCE is specifically charged with the responsibility of formulating, implementing and overseeing programmes aimed at inculcating in the citizens of Gambia awareness of their civic and fundamental rights, duties and responsibilities (The Gambia Second Republic Constitution, Section 199). To enable the NCCE fulfil this responsibility, its independence has been entrenched in the constitution which provides in section 199 (3) that, an Act of the National Assembly, shall not be subject to the direction or control of any person or authority.”
Zimbabwe presents one of the relatively unique models of civic education called community publishing. Community publishing has been defined as “an internally driven process of change, rooted in community wisdom, creativity and solidarity (Dawda A. Jallow, 2009).”

This means, it is the local communities which steer the process at the grassroots, practicing shared leadership and self-management. In method, community publishing combines community based research, publishing, education and organizing.

Comparative Civic Education models elsewhere reveal an emerging “push towards developing linkages between civic education and community ethos, a decentralization of methods and content to be in tandem with the felt needs and aspirations of communities (Kibwana and Kawive, 2009).” The new thrust affirms that civic education is but a subset of community education. Already in some countries relatively new and innovative approaches are being used to impart civic education to local communities.

2.6 Theoretical Framework
2.6.1 Classical theories of democracy

Most of the classical theories of democracy are predicated upon an assumption that even if individual values are not relative, true only for citizens who hold them, and then at least absolute values cannot be known or communicated to others. Although they varied in their commitment to this first and most important principle, the classical democrats, Mill in particular, maintained that, lacking knowledge of universal truths upon which to establish political authority, individuals in society must be accorded maximum opportunity to pursue their own goals and self-defined values, and to do so in self determined ways (Mill, 1991).

Recognizing, however, that the pursuit of individual goals inevitably brings citizens into conflict, the classical democrats established the sum of individual values or majority rule as the basis for resolving disputes and maintaining public order. Conflicts were to be resolved on the basis of laws established by popular consent. The majority preferences were to be identified through citizen participation, and the widest possible involvement of citizens in the political process was to produce a synthesis of the diverse and relative values of individual citizens into a unified, if still not absolute, basis of authority. Thus in classical
theories of democracy, consensus replaces truth as the source of authority and individual participation in the polity is the procedure that identifies consensus (Hutchful, 1996).

Besides providing the basis for resolving conflict, individual political participation was viewed by the classical democrats as a necessary condition for individual development and moral fulfillment. According to Rousseau (1996) participation was educational. It widened the individual’s perspectives, enabling him to acquire the “moral freedom which alone makes man the master of himself”. Participation “forced man to be free”.

Although Mill argued further that nothing less can be ultimately desirable than the admission of all to share in the sovereign power of the state, he also recognized that the blessings of participation are not unmixed. If participation were to succeed in generating an effective base for political authority, Mill realized that citizens needed to possess certain virtues principal among which were tolerance, rationality, and a spirit of civic activism (Hutchful, 1996). The classical democrats maintained that members of a democratic polity must have the capacity and motivation to become involved in a variety of political activities; they need to be capable of understanding a wide range of political questions; they must be intensely interested in political affairs; they must be well informed and behave rationally; and they must be willing not only to tolerate the participation of others but to defer the decision of the majority even when the will of the majority conflicts with their own (Hutchful, 1996).

The classical democrats did not believe that man is by nature a rational, political animal; but they were optimistic that rationality and a spirit of civic activism could be nurtured in man through an enlightened program of civic education. And they viewed the development of such a program as both instrumentally valuable for a just and orderly society and intrinsically valuable for the moral and intellectual development of the citizen (Mill, 1991).

2.6.2 Theories of Democracy and Relationship to the Study

The study on factors influencing civic education programs on voter awareness, relates to the classical theory in that civic education involves all the processes that affect people's beliefs, commitments, capabilities, and actions as members or prospective members of communities. Civic education need not be intentional or deliberate; institutions and communities transmit
values and norms without meaning to. It may not be beneficial: sometimes people are
civically educated in ways that disempower them or impart harmful values and goals. It is

certainly not limited to schooling and the education of children and youth. Families,
governments, religions, and mass media are just some of the institutions involved in civic
education, understood as a lifelong process. A rightly famous example is Tocqueville's often
quoted observation that local political engagement is a form of civic education: Town
meetings are to liberty what primary schools are to science; they bring it within the people's
reach, they teach people how to use and how to enjoy it.

Nevertheless, most scholarship that uses the phrase civic education investigates deliberate
programs of instruction within schools or colleges, in contrast to and other forms of citizen
preparation that involves a whole culture and last a lifetime. There are several good reasons
for the emphasis on schools. First, empirical evidence shows that civic habits and values are
relatively easy to influence and change while people are still young, so schooling can be
effective when other efforts to educate citizens would fail. Another reason is that schools in
many countries have an explicit mission to educate students for citizenship. As pointed out,
school-based education is our most deliberate form of human instruction. Defining the
purposes and methods of civic education in schools is a worthy topic of public debate.
Nevertheless, it is important not to lose sight of the fact that civic education takes place at all
stages of life and in many venues other than schools.

2.7 Conceptual Framework

The Independent variables in this research are the financial resources, trainer’s skills, and
IEBC policy on civic education. The dependent variable is the effectiveness of civic
education program in Kenya.
Research on civic education indicates that, while traditional lecture-based teaching can effectively impart civic knowledge, active classroom techniques such as discussion and role play are much more effective at changing student views and motivations. Classes centered on the instructor risk being counterproductive, since students in such environments place a great deal of weight on their teachers’ personal characteristics. If instructors are perceived
as unlikable, students may come away from civic education with a more negative view of civic rights and responsibilities.

Citizen education lacks the strong, sustainable, and broad-based financial and political support it needs, especially within the states. Generating this support is primarily the responsibility of state coordinators; however, this is an extremely challenging task, given their need to raise supplemental funds, lobby the state legislature, organize and conduct teacher training sessions, recruit teachers/trainers, and set up trainings for the public.

In every election, voter and civic education are necessary to ensure that all constituents—men, women, youth, people with disability and the marginalized communities alike understand their rights, their political system, the contests they are being asked to decide, and how and where to vote. For an election to be successful and democratic, voters must understand their rights and responsibilities, and must be sufficiently knowledgeable and well informed to cast ballots that are legally valid and to participate meaningfully in the voting process. Voter and civic education are even more critical in post-conflict countries, where political situations may be volatile and where elections may have an unprecedented impact on the countries’ future.

2.8 Research Gap

Civic Education in Kenya became the catch word for Government, Civil Society, development partners and commissions especially in the period towards the 2013 general elections. According to Grindle (2004), civic education, aims to teach people about their rights and responsibilities as part of a democratic society and for them to have a more accountable government. Indeed, public education, as an essential tool for citizen empowerment is clearly fundamental for a stronger democracy. Currently, people are still not fully aware of their rights and responsibilities; there are no clear plans by the government to put in place continuous programs targeting all categories of people. This study seeks to find out factors influencing civic education in Nairobi County and how the knowledge gained through civic education influence voters to participate in a democratic society.
2.9 Summary

This chapter has covered more on the scholars work on civic education, civic skills and knowledge. It has explained in details on the study objectives which include financial resources, trainer’s skills, participant’s attitudes and IEBC policy. The study reviews empirical studies on factors influencing civic education programme in Nairobi County and the classical theories of democracy. The chapter ends with a discussion on the conceptual framework of the study.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter outlines the overall methodology used in the study. This includes the research design, population of the study, sampling procedures, data collection methods, research procedures and data analysis and presentation.

3.2 Research Design

The research design employs a descriptive survey design aimed at establishing factors influencing civic education programme on the Voters awareness in Nairobi. According to Phil (1996), descriptive research studies are designed to obtain information concerning the current situation and other phenomena and wherever possible to draw valid conclusion from the facts discussed. According to Zinkmund (2000), “descriptive research designs are based on some previous understating of the nature of the research problem”. The survey research endeavors to explore the existing status of two or more variables at a given point in time. The method is preferred because it allows for prudent comparison of the research findings. Descriptive survey design attempts to describe or define a subject often by creating a profile of a group of problems, people or events through the collection of data and tabulation of the frequencies on research variables or their interaction as indicated.

This research adopted descriptive survey to observe the correlation of different factors that influence civic education on and voters’ awareness in Nairobi County. These approaches yielded quantitative and qualitative information that was analyzed through both qualitative and quantitative methods.

3.3 Target Population

According to Trochim (2006), Target population refers to the entire group of individuals or objects to which researchers are interested in generalizing the conclusions. The target population of this study consists of five consortia members who implemented civic
education projects under the National Civic Education Program in 2001 to 2002 and in 2006 to 2007. The members have national offices based in Nairobi and in different regions in Kenya. The study therefore targeted the staffs of the consortia as civic education providers. The consortia members include: 10 respondents from each of the following; Constitution and Reform Education Consortium (CRECO), Ecumenical Civic Education Program (ECEP), National Muslim Civic Education Consortium (NAMCEC), CEDMAC

3.4 Sample Size and Sampling procedures

Sampling means selecting a given number of subjects from a defined population as representative of that population. Any statements made about the sample should also be true of the population (Orodho, 2002). There were five consortia members of NCEP I and II that implemented civic education activities from 2002 to 2012. For purpose of this research, the study adopted purposive sampling to target the implementing agencies of the NCEP I and II. The sample of this research targeted the civic education providers in the five consortia members of NCEP I and II. The target population was 83 with a sample size of 50.

3.5 Data Collection Procedures and Instruments

The following are data collection procedures and instruments

3.5.1 Research Instruments

The data for this research were collected using a survey questionnaire. The survey was created using suitable questions modified from related research and individual questions formed by the researcher. In the questionnaire, Likert scale was used to determine if the respondent agreed or disagreed in a statement. The questionnaire had both close and open ended questions. The questionnaire was a self-administered questionnaire, to enable the study to gather a self-report on people’s opinion, attitudes, beliefs and values on factors influencing civic and voter education in Nairobi County.

3.5.2 Data Collection Procedure

The study collected both primary and secondary data. Primary data is the information the researcher obtained from the field. Primary data was collected using semi-structured
questionnaires. The questionnaire was used to allow the respondents to give their responses in a free environment. The questionnaire was self-administered to all the respondents.

Secondary data refers to the information obtained from articles, books, newspapers, internet and magazines. A clear benefit of using secondary data is that much of the background work that was needed was obtained through literature review. This wealth of background work means that secondary data generally have a pre-established degree of validity and reliability which need not be re-examined by the researcher who is re-using such data.

3.6 Validity of Instruments

Joppe (2000) provides the following explanation of what validity is in quantitative research where Validity determines whether the research truly measures what it was intended to measure or how truthful the research results are. In other words, does the research instrument allow you to hit "the bull’s eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others.

Wainer and Braun (1998) describe the validity in quantitative research as “construct validity”. The construct is the initial concept, notion, question or hypothesis that determines which data is to be gathered and how it is to be gathered. They also assert that quantitative researchers actively cause or affect the interplay between construct and data in order to validate their investigation, usually by the application of a test or other process. In this sense, the involvement of the researchers in the research process would greatly reduce the validity of a test. Data quality will be incorporated in the entire study process especially at the data collection point to include completeness of questionnaires, legibility of records and validity of responses. At the data processing point, quality control included; data cleaning, validation and confidentiality. There are three types of validity which will be addressed and stated; Face validity with pre-testing of survey instruments was a good way used to increase the likelihood of face validity. Content validity the use of expert opinions, literature searches, and pretest open-ended questions helped to establish content validity.
To establish the validity of the instruments used in this research, the instrument was presented to the research supervisor and defended in the faculty forums where the research proposal was presented. Thereafter the questionnaire was administered with approval of the supervisor.

### 3.7 Reliability of Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. According to Kothari (2009) reliability refers to consistency of measurement; the more reliable an instrument is, the more consistent the measure. Reliability is influenced by random error. As random error increases, reliability decreases. Random error is the deviation from a true measurement due to factors that have not effectively been addressed by the researcher (Mugenda & Mugenda, 2003). The researcher attempted to minimize random error and hence increased the reliability of the data collected by pre-testing the same instruments and later used the same instrument to collect data.

### 3.8 Data Analysis

The process of data analysis involved several stages: the completed questionnaires edited for completeness and consistency, checked for errors and omissions. Qualitatively the data was sought into themes, categories and patterns. This enabled the researcher to make general statements in terms of the observed attributes and conceptualization of the study. Quantitative analysis was employed both descriptive and inferential statistics. The use of correlation analysis; chi-square and regression analysis was employed. Data was analysed using descriptive analysis such as descriptive statistics mean scores and standard deviations frequencies distributions and percentages. The result was presented in table and charts.

### 3.9 Ethical Considerations

The study was conducted in an ethical manner. The respondents were explained the purpose of the study and they were assured that the information given was to be treated confidentially and their names were not divulged. Informed consents were sought from all the participants that agree to participate. A research approval was sought and given a letter of approval from the University of Nairobi. The researcher administered the questionnaire to the respondents.
3.10 Operationalization Table of Variables

This section analyses the operational definition of variables on the factors affecting civic education programme in Nairobi County, Kenya. Variable are given in Table 3.2

Table 3.2: Operationalization table of variables

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Variable</th>
<th>Indicators</th>
<th>Measurement</th>
<th>Scale</th>
<th>Data collection methods</th>
<th>Tool of Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>To establish how financial resources influence civic education programmes in Nairobi County.</td>
<td>Financial resources</td>
<td>Government and donor funding. Materials’ accessibility.</td>
<td>Frequency Percentage</td>
<td>Ordinal</td>
<td>Questioners</td>
<td>SPSS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td>Nominal</td>
<td>Observati on</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Standard deviation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To determine how trainers’ skills influence civic education programmes in Nairobi County.</td>
<td>Trainers’ skill s</td>
<td>Teaching quality and experience. Communication skills</td>
<td>Frequency Percentage</td>
<td>Ordinal</td>
<td>Questioners</td>
<td>SPSS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td>Nominal</td>
<td>Observati on</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Standard deviation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To identify how IEBC policies influence civic education programmes in Nairobi County.</td>
<td>Government’s policy</td>
<td>National civic education programme, participatory government programs, good governance</td>
<td>Frequency Percentage</td>
<td>Ordinal</td>
<td>Questioners</td>
<td>SPSS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mean</td>
<td>Nominal</td>
<td>Observati on</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Standard deviation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.0 Introduction

This chapter provides an analysis of data collected from the field. The results are presented in tables to highlight the major findings. They are also presented sequentially according to the research questions of the study. Mean scores and standard deviations were used to analyze the data collected. The raw data was coded, evaluated and tabulated to depict clearly the results of the factors influencing civic education programmes on the Voters awareness in Nairobi County.

4.1 Response Rate

Questioners were distributed in three organizations to 40 respondents. CECMAC which was one of the consortia to get 10 questionnaires apparently had closed down. Out of the 40 questionnaires that were distributed only 36 were returned fully filled and thus giving the study response rate of 90% which according to Mugenda Mugenda (1993), a response rate of more than 80% is sufficient for a study.

4.2 Demographic characteristics

The study sought to establish the information on the respondents employed in the study with regards to the gender, age, marital status and highest level of education. These bio data points at the respondents’ appropriateness in answering the questions.

4.2.1 Gender of the Respondents

Table 4.1: Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>25</td>
<td>69</td>
</tr>
<tr>
<td>Female</td>
<td>11</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>
The results in table 4.1 indicate that majority 69% of the respondents were male while 31% of the respondents were female. This shows that majority of staff working as civic education providers in the consortia members of NCEP I and II were male. Hence, it can be concluded that the field of civic education and voter awareness is male dominated.

4.2.2 Age of the Respondents

Table 4.2: Age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>18-20</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>21-30</td>
<td>7</td>
<td>19</td>
</tr>
<tr>
<td>31-40</td>
<td>15</td>
<td>42</td>
</tr>
<tr>
<td>41-50</td>
<td>9</td>
<td>25</td>
</tr>
<tr>
<td>Above 50</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

Results in table 4.2 indicate that the majority which is 42% of the respondents were aged 31-40 years. This was followed by 25% of those aged 41-50 years, 19% were those aged 21-30, 8% were aged above 50 years while 6% were aged between 18-20 years. In conclusion, the result indicated that the majority of the people involved in civic education and voter awareness are young aged between 31-40 years.

4.2.3 Marital Status of the Respondents

Table 4.3: Marital status

<table>
<thead>
<tr>
<th>Marital status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single</td>
<td>10</td>
<td>27</td>
</tr>
<tr>
<td>Married</td>
<td>20</td>
<td>55</td>
</tr>
<tr>
<td>Divorced</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Widowed</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>
Asked to disclose their marital status, the findings in table 4.3 indicate that majority of the respondents 55% were married, 27% of the respondents were single, 12% of the respondents were divorced while 2% of the respondents were widowed.

4.3.4 Highest level of Education of the Respondents

Table 4.4: Highest level of education

<table>
<thead>
<tr>
<th>level of education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary level</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Diploma level</td>
<td>10</td>
<td>28</td>
</tr>
<tr>
<td>University level</td>
<td>22</td>
<td>61</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>36</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The study findings in table 4.4 indicate that majority 61% of the respondents had attained education up to the university level, 28% had attained education up to the diploma level while 11% attained education up to the secondary school level. Therefore, one can conclude from the result in table 4.4 that knowledge of civic education has a correlation with the levels of education of individuals.

4.3 Factors influencing Civic Education Programmes on the Voters awareness in Nairobi County

4.3.1 Financial Resources

The respondents were asked to rate the following factors on how financial resources influence civic education programmes on voters’ awareness
Table 4.5: factors on Financial Resources

<table>
<thead>
<tr>
<th>Factor Under Consideration</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financing civic education is a serious problem and numerous programs are supported by donors</td>
<td>4.6211</td>
<td>0.48332</td>
</tr>
<tr>
<td>Building private sector support is essential for civic education in developing countries.</td>
<td>4.1579</td>
<td>0.44521</td>
</tr>
<tr>
<td>Poor incentives in voter’s education as grass roots educators are paid a nominal fee which at times is received belatedly</td>
<td>4.0526</td>
<td>0.3681</td>
</tr>
<tr>
<td>Others big areas of operation allocated to individual civic educators often results in poor and rushed performance.</td>
<td>4.2421</td>
<td>0.43063</td>
</tr>
<tr>
<td>There is lack of materials in local language</td>
<td>4.5325</td>
<td>0.6534</td>
</tr>
<tr>
<td>Some areas are inaccessible due to infrastructures</td>
<td>3.2765</td>
<td>0.3876</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>4.2804</strong></td>
<td><strong>0.4613</strong></td>
</tr>
</tbody>
</table>

The results indicate that the respondents agreed to a very great extent that financing civic education is a serious problem and numerous programs are supported by donors with a mean of 4.6211 and that there was lack of materials in local language m=4.5325. The respondents agreed to other factors at a great extent which include; others big areas of operation allocated to individual civic educators often results in poor and rushed performance m=4.2421, Building private sector support is essential for civic education in developing countries. m= 4.1579 and Poor incentives in voter’s education as grass roots educators are paid a nominal fee which at times is received belatedly m=4.0526. The respondents agreed to a moderate extent that some areas are inaccessible due to infrastructures m=3.2765.
4.3.2 Influence of Financial Resources on Civic Education

The respondents were asked to indicate whether financial resources affect civic education program in Nairobi County. The results are presented in the table (4.5) or (4.6).

Table 4.6: Influence of financial resources on civic education

<table>
<thead>
<tr>
<th>Influence of financial resources on civic education</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25</td>
<td>69</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>31</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>

The results in table 4.6 indicate that majority 69% of the respondents indicated that financial resources influence civic education. While 31% indicated that financial resources had no influence on civic education. Majority of the respondents indicated that financial resources to support and monitor the programmes is vital to delivery of effective programs. Financial resources enable provision of material needed for training and also buying of electronic material which make the process of voting easier.

4.3.3 Training Skills in Civic Education on Voters’ Awareness

The respondents were asked to indicate whether trainers’ skills have an impact on civic education programs. The results are shown in table 4.7

Table 4.7: Training skills

<table>
<thead>
<tr>
<th>Trainers’ skills have an impact on civic education programs</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>30</td>
<td>83</td>
</tr>
<tr>
<td>No</td>
<td>6</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
<td>100</td>
</tr>
</tbody>
</table>
Results in Table 4.7 indicate that majority 83% of the respondents indicated that trainers' skills have an impact on civic education programs. While 17% indicated that trainers’ skills have no impact on civic education programs.

 Asked to explain their answer the respondents indicated that training of the respondents indicated that the ability to engage in public life and affairs intelligently and responsibly is something that has to be learned. While a certain amount may be picked up informally in the family, the nature of life today is that this can never be sufficient to produce the kind of informed and effective citizens that modern democracies require to maintain their continued existence. The respondents indicated that the training skills help civic educators to be effective in delivering the education to the people and also it boosts their confidence knowing that they are professionals in the area.

High quality implementation of civic education provides a philosophical and structural framework on which to base the teaching of skills and strategies that reinforce reasoned decision-making skills, evaluation of information, practical application of civic virtue, and an in-depth understanding of citizenship responsibility.

4.3.4 Training Factors

The respondents were asked to indicate how training affects civic education. The results are shown in the table below.

Table 4.8: Training factors

<table>
<thead>
<tr>
<th>Factor Under Consideration</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The quality of instruction and the kinds of pedagogical methods employed by civic instructors is vital in training</td>
<td>4.3368</td>
<td>0.82785</td>
</tr>
<tr>
<td>When individuals are taught by instructors of highly perceived competence, likeability, interest, and the like, more significant gains are registered on democratic values</td>
<td>4.2316</td>
<td>0.76704</td>
</tr>
<tr>
<td>Average</td>
<td>4.2842</td>
<td>0.7974</td>
</tr>
</tbody>
</table>
The findings in table 4.8 indicate how training influence civic education show that the respondents agreed to a high extent that on the factors that were inconsideration. The rates were as follows; The quality of instruction and the kinds of pedagogical methods employed by civic instructors is vital in training $m=4.3368$ and when individuals are taught by instructors of highly perceived competence, likeability, interest, and the like, more significant gains are registered on democratic values and skills $m=4.2316$.

### 4.4 IEBC policy on Civic Education

The respondents were asked to rate the following factors on how IEBC policy influence civic education. The results are shown in the table below

#### Table 4.9: IEBC Policy on Civic Education

<table>
<thead>
<tr>
<th>Factor Under Consideration</th>
<th>Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is need for civic education providers to agree on a broad based National Civic Education Framework for efficient programme performance</td>
<td>4.0261</td>
<td>0.6254</td>
</tr>
<tr>
<td>Civic education activities need to be carefully designed to match the needs and conditions facing the less powerful in the society.</td>
<td>4.5125</td>
<td>0.3261</td>
</tr>
<tr>
<td>Civic education programmes need to be run in a democratic manner, to demonstrate the values being taught, such as participation, tolerance and respect.</td>
<td>4.3267</td>
<td>0.4215</td>
</tr>
<tr>
<td>Civic education messages need to focus also on issues of national importance as informed by the IEBC policy framework</td>
<td>4.2257</td>
<td>0.7518</td>
</tr>
<tr>
<td>Civic education is most effective if accompanied by capacity building efforts directed at civil servants, the police, parliamentarians etc.</td>
<td>4.1251</td>
<td>0.6541</td>
</tr>
<tr>
<td>The principles of participatory government should be adopted as a mechanism for enforcement and realization of the values and priorities of the community.</td>
<td>3.6652</td>
<td>0.8625</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td>4.1468</td>
<td>0.6069</td>
</tr>
</tbody>
</table>
The findings in table 4.9 indicate that majority of the respondents strongly agreed that Civic education activities need to be carefully designed to match the needs and conditions facing the less powerful in the society m=4.5125. The respondents agreed that Civic education programmes need to be run in a democratic manner, to demonstrate the values being taught, such as participation, tolerance and respect m=4.3267, Civic education messages need to focus also on issues of national importance as informed by the IEBC policy framework m=4.2257, Civic education is most effective if accompanied by capacity building efforts directed at civil servants, the police, parliamentarians etc m=4.1251, There is need for civic education providers to agree on a broad based National Civic Education Framework for efficient programme performance m=4.0261 and The principles of participatory government should be adopted as a mechanism for enforcement and realization of the values and priorities of the community m=3.6652.

4.5 Other Factors that Influence Civic Education in Nairobi County

Inadequate reading materials for the target group are another challenge encountered by the voters demanded for some reading materials for reference at their own time. This is important to reinforce the verbal communication and would help in extending the message to the ones who could not attend the sessions. Such materials should carry short, simple and clear messages.

Facilitators lack enough training or re-training: Need for facilitators re-training is necessary so as to enable them learn and gain more skills on how to address the issues and challenges experienced in the field. This would enhance their capacity in the provision of civic and voter education.

Lack of transparency and accountability: Facilitators face difficulties in conducting Civic education sessions simply because of poor cooperation from some of the leaders at various levels. It was later discovered that this was due to the fear that the knowledge will empower people to question on the use of resources. Thus to be on safe side, these leaders didn’t organize meetings pretending that people do not respond to public meetings.
CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study findings discussion, conclusions and recommendations. The findings are summarized in line with the objectives of the study which was to establish the factors influencing civic education programs on the Voters awareness in Nairobi County in Kenya.

5.2 Summary of Findings

The study established the factors influencing civic education programs on the Voters awareness in Nairobi County in Kenya by looking at the effect of financial resources, training skills of the trainers and IEBC policy on civic education.

Table 5.10: Summary of Findings

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Main findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>To establish how financial resources influence civic education programmes in Nairobi County, Kenya</td>
<td>It was found that Financing civic education is a serious problem and numerous programs are supported by donors. Due to insufficient resources there is lack of materials in local language. Some areas are inaccessible due to infrastructures and therefore they need more resources to repair the infrastructures for the places to be accessible.</td>
</tr>
<tr>
<td>To determine how trainer’s skills influence civic education programmes in Nairobi County, Kenya</td>
<td>The quality of instruction and the kinds of pedagogical methods employed by civic instructors is vital in training. When individuals are taught by instructors of</td>
</tr>
</tbody>
</table>
To identify how IEBC policies influence civic education programmes in Nairobi County, Kenya.

Civic education activities are carefully designed to match the needs and conditions facing the less powerful in the society. Civic education programmes are run in a democratic manner, to demonstrate the values being taught, such as participation, tolerance and respect. Civic education messages need to focus also on issues of national importance as informed by the IEBC policy framework.

5.3 Discussions of Findings

5.3.1 Financial Resources

The results show that financing civic education is a serious problem and numerous programs are supported by donors. Due to insufficient resources there is lack of materials in local language. Some areas are inaccessible due to infrastructures and therefore they need more resources to repair the infrastructures for the places to be accessible.

5.3.2 Trainers’ Skills

The quality of instruction and the kinds of pedagogical methods employed by civic instructors is vital in training. When individuals are taught by instructors of highly perceived competence, likeability, interest, and the like, more significant gains are registered on democratic values and skills.

Conducting civic education requires strong facilitation skills. The trainer should see himself/herself as a facilitator rather than a teacher or lecturer. At the same time he has to be more...
than just a moderator in order to make sure that knowledge and skills are transferred effectively and the training is results-oriented and serves the set minimum objectives. Training facilitators are responsible for guiding participants through the content and stimulate the learning process. More than just providing expertise, the facilitator draws on the existing knowledge of the participants and assists them in building on that knowledge by providing input and training. Facilitators must stay focused and alert, interested in the discussion and the learning that is taking place. They set and maintain the tone of discussion, by example and by setting ground rules. Facilitators should make eye contact with all participants, listen closely, and encourage everyone to contribute to the group.

Good communication skills are essential to effective facilitation. They are necessary for establishing a fruitful interaction between the group and the facilitator and ensure that people’s needs, concerns and interests are being heard and addressed. When conducting civic education at, the facilitator needs to carefully apply communication skills in order to be accepted and understood by the people and effectively get the message across. Failed communication and misunderstanding can seriously undermine the success of the training.

5.3.3 IEBC Policies

Civic education activities are carefully designed to match the needs and conditions facing the less powerful in the society. Civic education programmes are run in a democratic manner, to demonstrate the values being taught, such as participation, tolerance and respect. Civic education messages need to focus also on issues of national importance as informed by the IEBC policy framework.

5.4 Conclusions

The results show that civic education in Kenya is influenced by factors such as insufficient resources which are few and also not equally distributed across all counties. Financial resource to support and monitor the programs is vital to delivery of effective programs. Financial resources enable provision of material needed for training and also buying of electronic material which make the process of voting easier. Another factor that affects civic
education is training skills. High quality implementation of civic education provides a philosophical and structural framework on which to base the teaching of skills and strategies that reinforce reasoned decision-making skills, evaluation of information, practical application of civic virtue, and an in-depth understanding of citizenship responsibility. Also the policies of IEBC affect civic education.

The Constitution of Kenya puts more emphasis on voter rather than civic education, yet Article 1 (1) and (2) cannot be fully achieved without a civic and active citizenry. Voter education is very narrow in focus and periodic. Although IEBC has commenced modicum voter education through the media, it does not have the capacity to carry out exhaustive and direct countrywide voter education and its efforts are being complemented by civil society. Information gaps occasioned by delays in the implementation of electoral process reforms have further undermined voter education; for example, IEBC is yet to gazette the new constituency boundaries; and the regulations to the Election Act 2011 have not been ratified by Parliament.

5.5 Recommendations

The government has the responsibility to make sure that its people are well informed on the matters pertaining their daily lives which include people’s rights and responsibilities, know their constitution, better life provision in terms of food, shelter, health services, education etc and democratic governance. Because of this key responsibility we recommend the government to make strategies which will enable each wards & village and sub village/street office have a copy of national constitution which will make it possible for people to read/understand the contents let alone see it. Also it could be better if those parts of the constitution which really touches the lives of people at the grassroots are in simplified as much as possible for easy comprehension and accessibility to large section of the community. The government should also promote civic education in school by reviewing the school syllabus to ensure adequate coverage of the contents.

The IEBC must to begin to conducting the civic voter education and information exercises, which should include information on the spirit of the provisions on leadership and integrity chapters of the constitution to enable voters to make informed choices at the general
election. The IEBC should immediately adopt a system of maximum disclosure in all its processes as a way of keeping the public informed and engaged.

Because direct beneficiaries of civic education are the citizens at the grassroots level, it is better for the political parties to create grounds for free and fair elections by promoting the spirit of political tolerance so as to make their supporters come together on the discussion about issues of national interest. The opposition parties should penetrate to the grassroots level, establish themselves very well so as to promote democratic country and a sound multi party state.

5.6 Suggestions for further Research

The study recommends a further research to be done on the impact of civic education on voters turn out.
REFERENCES

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Almond (G-A), Verba (S), (1963), The Civic Culture. Political Attitudes and democracy in five nations, Princeton, New Jersey, Princeton University Press.


Steven F. Finkel and Howard R. Ernst (2004). “Civic Education in Post-Apartheid South Africa:


APPENDICES

APPENDIX I: Letter of Introduction

BEATRICE A. ODERA
Reg. No L50/72102/2011
University of Nairobi,
School of Distance and Continuing Education,
P.O Box 30197,
Nairobi.

6th September, 2013

Dear Sir/Madam,

RE: REQUEST FOR YOUR PARTICIPATION IN THIS RESEARCH PROJECT PROPOSAL

I am a Masters student at the University of Nairobi, School of Distance and Continuing Education. In partial fulfillment of the requirement for Master of Arts in Project Planning and Management, I am conducting a survey on the factors influencing civic education programmes on the Voters awareness in Nairobi County, Kenya

I am glad to inform you that you have been selected to form part of the study. I would therefore kindly request you for assistance in completing the attached questionnaire which forms a major input of the research process. The information and data will strictly be used for academic purposes only and strict confidence shall be observed on the identity.

You cooperation will go a long way in ensuring the success of this project.

I would like to thank you in advance for your time and consideration.

Yours Sincerely,

__________________
Beatrice A. Odera
Reg. No R.50/72102/2011
University of Nairobi
APPENDIX II: Research Questionnaire for Civic Education Providers under URAIA

Provide

Instructions

Please tick (✓) the box that matches your answer or fill the space provided

PART A: General Information

1) What is your gender? (tick one)
   Male ( )   Female ( )

2) Age in years (tick one)
   18-30 ( )   21-30 ( )   31-40 ( )   41-50 ( )   Above 50 ( )

3) What is your marital status?
   Single ( )   Married ( )   Divorced ( )   Widowed ( )

4) What is your highest level of education?
   Non-formal education ( )   Primary level ( )   Secondary level ( )   College level ( )   University level ( )
PART B: Factors influencing Civic Education Programmes on the Voters awareness

Using a Likert scale of 1-5, with 5 being ‘strongly agree’, 4 being ‘agree’, 3 being ‘undecided’, 2 being ‘disagree’ and 1 being ‘strongly disagree’, to what extent do you concur with the following statements related to the factors affecting Civic Education Programmes in Nairobi County.

5. Financial Resources

<table>
<thead>
<tr>
<th>Factor Under Consideration</th>
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<th>2</th>
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<tbody>
<tr>
<td>Financing civic education is a serious problem and numerous programs are supported by donors</td>
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<td>Building private sector support is essential for civic education in developing countries.</td>
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<tr>
<td>Poor incentives in voter’s education as grass roots educators are paid a nominal fee which at times is received belatedly</td>
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<td>Others big areas of operation allocated to individual civic educators often results in poor and rushed performance.</td>
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<td>There is lack of materials in local language</td>
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<td>Some areas are inaccessible due to infrastructures</td>
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6. (a) According to your own views, do financial resources affect civic education programme in Nairobi County? Yes ( ) No ( )

(b) briefly explain your answer in question 6

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7. Trainer’s Skills

In your opinion, do you think trainers skills have an impact on civic education programs?

Yes  No

Please explain your answer

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<thead>
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<tbody>
<tr>
<td>The quality of instruction and the kinds of pedagogical methods employed by civic instructors is vital in training</td>
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<td>When individuals are taught by instructors of highly perceived competence, likeability, interest, and the like, more significant gains are registered on democratic values and skills</td>
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10. IEBC policy on civic education

<table>
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<th>Factor Under Consideration</th>
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<tbody>
<tr>
<td>There is need for civic education providers to agree on a broad based National Civic Education Framework for efficient programme performance</td>
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</table>
Civic education activities need to be carefully designed to match the needs and conditions facing the less powerful in the society.

Civic education programmes need to be run in a democratic manner, to demonstrate the values being taught, such as participation, tolerance and respect.

Civic education messages need to focus also on issues of national importance as informed by the IEBC policy framework.

Civic education is most effective if accompanied by capacity building efforts directed at civil servants, the police, parliamentarians etc.

The principles of participatory government should be adopted as a mechanism for enforcement and realization of the values and priorities of the community.

11. In your own views, briefly outline other factors that you think affect the civic education programme in Nairobi County?

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Thank you for your participation.