INFLUENCE OF CIVIC EDUCATION ON CURBING ELECTION-RELATED CONFLICTS:

A CASE OF KIANDUTU VILLAGE, THIKA SUB- COUNTY, KIAMBU COUNTY KENYA

BY

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DECLARATION

This proposal is my original work and has not been submitted for an award of degree in any other university.

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DEDICATION

To my husband, children; Joy and David whose foresight in education, encouragement drove me to this level of education. You inspired me .God bless you

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ABBREVIATIONS

AFCIC	Action for Children in Conflict
NGO	Non- Governmental Organisation
IEBC	Independent Electoral and Boundaries Commission
PNU	Party of National Unity
ODM	Orange Democratic Movement
SMS	Short Messages
UNDP	United Nations Development Program
TV	Television
KIE	Kenya Institute of Education
IDEA	Institute for Democracy and Electoral Assistance
SPSS	Statistical Package for Social Sciences
URAIA	Kenya National Civic Education Program
MOE	Ministry of Education
USA	United States of America

ABSTRACT

Civic education plays a proactive role on curbing election- related conflicts. Despite the concerted efforts by the national government, religious institutions, community groups and organizations, NGOs among others in delivering civic education, election- related conflicts are still being experienced. The study will therefore focus on the influence of civic education programs, the methods used to deliver the civic education and the skill and knowledge that every civic education facilitator ought to have, on curbing election-related conflicts. The study will adopt a descriptive survey research design. The population of the study will be all the residents from Kiandutu Village. The sample will be obtained using stratified sampling, which will comprise of the IEBC in the area of study,the local residents and NGOs in the area of study. The data will be collected using a questionnaire with both closed and open ended questions and focus group discussion. My supervisors from the university of Nairobi will validate my instrument. Pretest of the instruments will be carried out with two NGOs, five local residents and two IEBC officials. The collected data will be analysed with the aid of Statistical Package for Social Scientists (SPSS). Quantitative data will be analysed using descriptive statistics and the findings presented in percentages and frequency distribution tables. The findings of the study will help the community-based organizations, opinion leaders and NGO's working in Kiandutu village, for example, Action for children in conflict (AFCIC), to realize the areas that they need to dwell on and put more efforts in ensuring civic education is well delivered, and put into practice.The government from the county to national level will be provided with an in-depth understanding of the appropriate programs, the applicable methods of delivery and the skills and knowledge required for the facilitators of civic education in their area.This information may therefore form the basis for designing the right policies on carrying out civic education, to ensure the reduction of election-related conflicts in Kiandutu village Thika sub-county.

CHAPTER ONE

INTRODUCTION

1.1 Background

Civic education is of great importance in that, people learn about their rights, they gain knowledge about their country, political systems, understand the ideals of a democracy, hence they become actively involved in their own governance (Stanford encyclopedia of philosophy, 2013). Civic education is intended to make individuals think about the welfare of others and not themselves. It helps them make informed decisions in choosing their leaders and participate fully in the electoral process. It is an education that contributes greatly in peace building. According to Branson (1998) civic education should start early, for example, at the time of registration, on election day and should be a continuing program through the electro process that engender right attitudes and behaviour, which leads to conducive, smooth and peaceful elections. This helps in educating and mobilizing the public on maintaining peace.

Different institutions, for example, the family unit, religious institutions, media, community groups, non-governmental organizations and the national government help in conducting civic education in shaping the citizens' character, that is, by understanding civic life, politics and government (Quigley, 2000).

Civic education all over the world is conducted for the purpose of educating citizens, pass information on their rights, guide them on how to conduct themselves, especially before, during and after elections in order to curb election-related conflicts, (Branson,1998). This ensures maintenance of peace and harmony and actively participate in the political arena. They turn to be citizens a country would like to bank on and individuals who co-exist well with their fellow citizens

According to Loewen (2011) the United States of America and Canada have established that at school level, standards or benchmarks have been set out precisely what

should be covered in a civic educational programme. Such precision does not seem to be similarly available in other countries, nor is it available for informal interventions with adults. Yet civic education, if conducted only at schools, has the potential to reduce it to the same level as other subjects which become irrelevant either after school or even during the school period because of the limited opportunities for children to participate in political life.

Studies in Australia, young people were described as having a civic deficit (Dalton, 2008). This is because they lacked political knowledge, they lacked trust in the political system and there is media influence

Kenya's civic education has been steered by the Uraia Trust as well as the Independent Electoral and Boundaries Commission (IEBC) and religious institutions. According to a study by (USAID, 2014) the government of Kenya has come out strongly since 2010, to be involved in the civic education agenda. This was a result of the 2007/08 Post-election violence, which was a result of disputed election result.(Rotich, 2008) . Uraia has set itself a target of equipping Kenyans with civic education. It has made efforts in training civic educators at every constituency on knowledge and understanding of the constitution of Kenya 2010. Its main aim is to ensure quality civic education which leads to citizen participation to bring about long term democratic transformation in society. Slightly before the year 2013 elections, the civic education curriculum was used to disseminate information on the electoral process and system. In the same year the Uraia Trust and K.I.E. developed civic education module for primary and secondary schools. It disseminates civic education through radio and TV programs (Ministry of Education, 2009)

Election involves the decision making process by citizens in a given country in choosing individuals by voting who represent them in public office and to run a government. Elections enable the electorate to select leaders and hold them accountable for their job execution in the office (Eulau, 2014). It therefore contributes to democratic governance since

the citizens are involved to participate in making decisions through voting. They are given an opportunity to express their opinions and have their say.

Election-related conflicts have led to human tragedy, for example, displacement of populations, crimes against humanity like rape, trafficking and disappearances of individuals, deaths, child soldiers, loss of infrastructure for example Sudan has almost no viable road because of the prolonged civil war. (New York Times, 2014)**.**It has been fighting over power and oil. The war has been between the Arabs in the North and Africans in the South. The country later split leading to the newest country i.e. South Sudan, which got independence in the year 2011. There has been tribal conflicts emanating from political parties differences. They have caused grave violations against children, deaths, recruiting child soldiers, rape, disappearances, attacks against schools and hospitals and denial of human rights (UN News Centre, 2014). The war between the two communities also led thousands of people dead and others displaced, there was looting and destruction of property. Neighbouring countries' governments have steered several peace deals, but none has succeeded (Ismail, 2015).

Kenya has lately experienced election- related conflicts in our country Kenya. Examples are tribal clashes in the 1992 and the Post -election violence 2007/08. The post-election violence was as a result of the perceived rigging of the Kenya's general election 2007, (Rotich, 2008). The conflict took place between two opposing parties i.e. Party of National Unity [PNU] and Orange Democratic Movement [ODM]. The major tribes that were targeted in the Rift Valley and coastal areas were the Kikuyu and Kisii for them to flee and leave the land to the majority of tribes in the region (Center for Strategic International Studies, 2009). This is where properties owned by the government were looted and destroyed. In return, Luos, Luhyas, and Kalenjins were targeted in areas like Nakuru and Naivasha where they were driven away to leave the Kikuyu land and premises. According to Rotich (2008), about 300,000 people were displaced, 350,000 injured, 12,000 killed and about 42,000 businesses and houses were

looted and burnt. Other areas of violence were Villages in Nairobi for example Kibera where about 100 Kikuyu homes were burned and families fled.

Civic education can have a positive effect on members of the public if well conducted by the people involved. If not well conducted conflicts can be experienced among the general public at large. For example, Liberia had a civil war for 14 years. Civic education has played a great role in helping the country in curbing election-related conflicts. Hence, the country has continued realizing peace (UNESCO, 2010).

According to International IDEA (2011) civic education should be emphasized to make people avoid triggers of violence in the electro process, for example, some tend to seek electoral advantage and others just like disrupting the electoral process.

Kiandutu village in Thika Sub-County, Kiambu County was one of the areas that was affected by the post-election violence. Majority of the people shifted from their homes for safety. It is for this reason the researcher will attempt to investigate the influence of civic education in curbing election- related conflicts experienced by the Kiandutu Village residents in Thika Sub-County Kiambu County.

1.2 Statement of the problem

The National government, local and international NGO's, religious institutions, community based organisations, have put mechanisms in place, i.e. by offering civic education among the Kiandutu residents, to ensure smooth learning before, during and after election period. This is therefore done to curb conflicts experienced by the Kiandutu residents especially during the election period. They include conflicts like, displacements, torching of houses, disappearances of individuals, sexual harassment, destruction of properties, looting of businesses, among others. This may be due to several factors namely, politics, tribalism, poverty, low levels of education among others.

Despite the applied efforts by the Kenyan government, non-governmental organizations, religious institutions, community based organizations in offering civic education to residents of Kiandutu Village, They have been using huge amounts of money to ensure civic education is taught to all residents, but conflicts related to elections continue to be experienced. Little has been done in evaluating the impact of civic education on the citizens. The concern of the researcher is the skills and knowledge of the facilitators of civic education, content and methods used to deliver civic education, on how they influence in curbing election- related conflicts among Kiandutu Village residents.

1.3 Purpose of study

The purpose of this study, it to establish the influence of civic education on curbing election –related conflicts in Kiandutu Village in Thika Sub- County, Kiambu County in Kenya.

1.4 Research objectives

The research proposal will be guided by the following objectives,

i. To determine how different programs of civic education influence the curbing of election-related conflicts.
ii. To establish the influence of delivery methods of civic education on curbing election-related conflicts.
iii. To establish the influence of skills and knowledge of civic education on curbing election- related conflicts.

1.5 Research questions

The research proposal will be guided by the following questions,

i. How do the different programs of civic education influence curbing of election-related conflicts?

ii. What is the influence of delivery methods of civic education on curbing election – related conflicts?

iii. What is the influence of skills and knowledge of civic education on curbing election-related conflicts?

1.6 Significance of the study

The study will benefit the primary stakeholders i.e. The Kiandutu residents in that they will acquire the education that will enlighten them, especially on how to be solving the problems they encounter non- violently. They will know the importance of living and co-existing peacefully with oneself, others and the environment by respecting others values, human rights and culture. It will help in producing integrated individuals and communities socially, politically and economically.

The study will help the community-based organization, opinion leaders and NGO's working in Kiandutu Village for example, Action for children in conflict (AFCIC), to realize the areas that they need to dwell on and put more efforts in ensuring civic education programs are relevant and appropriately delivered. They will ensure adequate skills are acquired and put into practice.

The government from the county to national level, Thika sub- county officials will be provided with an in-depth understanding of the appropriate programs, the applicable and appropriate methods of delivery and the skills and knowledge required for the facilitators of civic education in their area. This information may therefore form the basis for designing the right policies on carrying out civic education, to ensure the reduction of election-related conflicts.

The researcher will benefit by contributing greatly to the academic body of knowledge.

1.7 Limitation of the study

The targeted respondents may not be receptive, especially during the election period. This will cause the researcher to conduct the study a period far much earlier from election period. The researcher will explain the importance of the study to the respondents, to ensure responses which are as accurate as possible.

1.8 Delimitation

The study will be conducted in Kiandutu Village within Thika Sub- County, Kiambu County in Kenya. It will involve the IEBC officials, Kiandutu Village respondents, facilitators of civic education, which are from the NGOs in the study area.

1.9 Assumptions

The study assumes that respondents have ever undergone trainings on civic education, or they have ever conducted civic education programs. The study also assumes that the respondents will be available during the entire period of the study and will cooperate throughout by responding positively and truthfully to the questionnaire. Some respondents may be reluctant to respond, but the researcher will assure them the confidentiality of the information they will give.

1.10 Definitions of key terms

The following terms are defined in the content of the study as follows:-

Civic education

This is knowledge passed on to the participants by civic education facilitators, on the country's political system and context. It aims in teaching people about their rights and responsibilities which influences political outcomes.

Election-related conflicts

They can be referred to as actions which are as a result of wrong perception of how well electoral process has been conducted. The conflicts causes damage against people and their properties. It may happen before, during or after elections.

Village

This is an area inhabited by people from different ethnic background.

Programs

They involve different topics of civic education offered to participants which involve activities which promote civic skills.

Delivery methods

They are the techniques and materials used to teach civic education. For example mass and print media can be used to deliver civic education.

Skills and knowledge

This include the abilities, attitudes and understanding of the content that people acquire through civic education, for them to fully participate in the democratic space.

1.11 Organization of the study

This study is organized into three sections. The first section explores the background and the statement of the problem. It is closely followed by the purpose, objectives, research questions, significance, limitations and delimitations, basic assumptions and definition of the key terms. The second section comprises of the literature review, theoretical framework and conceptual framework. The third section covers the research methodology employed in the study. It covers the research design, the target population, the sampling procedure, the instruments used and their validity and reliability. Finally, the procedure for both data collection and data analysis.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter explores and summarises the literature related to this study. It accounts for what has been credited by scholars on Civic education. The first part focuses on the influence of civic education on curbing election-related conflicts, under the following topics, different programs of civic education, methods and materials used to teach civic education and finally the skills and knowledge that a civic educator must have as they disseminate civic education. The second part will be concluded by a presentation of theoretical framework and finally the conceptual framework.

2.2 Influence of civic education programs on election-related conflicts

Civic education globally is conducted to encourage citizens to participate fully in the political life of a community and a country and become committed to the fundamental values and principles of democracy. For example, it enables them to make rightful and informed decisions in choosing their political leaders democratically. According to Freire (1996) education is a liberating tool. It is designed to liberate and make people responsible members of a society. He argues that education empowers people and helps them in making informed decisions, and are able to implement them.

With this as a working purpose, those planning and conducting civic education programs have developed a considerable variety in their syllabi or curricula.

Due to implementation of civic education programmes in Canada, studies have shown indications of high voter turnout due to political knowhow, interests and attitude which are built on participation in the electoral process. The education has fostered democratic participation and prepare young people to be responsible citizens.

A study in the USA has shown that civic education has a great impact on elections. Learners who are in civic education programs portray a difference from those who have not participated in the programs (Centre for Civic Education, 2012). They have a clear understanding of the core values relevant to their daily lives. The students are more tolerant than others, they respect the rights of others, which helps learners become great and responsible future citizens.

A study conducted in South Africa by R. Ernst, (2005) has examined the impact of democratic civic education programs among the South African high school students. According R. Ernst, (2005) to it included a measure of political knowledge, civic duty, tolerance, institutional trust, civic skills and approval of legal forms of political participation. The study has shown that civic education programs had the largest effects on political knowledge.

Kenya has had a number of civil society initiatives and activities around civic and voter education since the introduction of multiparty politics in 1992. In the aftermath of 2007/08 post-election violence, a number of civic education initiatives came up in Kenya. They include, Amkeni Wakenya, USAID supported Act Kenya, Kenyan civil society and Kenya transitional initiatives and the Kenya National Civic Education Program-Uraia (USAID, 2014). This ensures quality civic education which leads to citizen participation in the democratic space. Kenya through the MoE has come up with a Social Studies Syllabus for Primary schools which enables civic education to be taught in the classroom set-ups. This is where topics on citizenship, democracy, human rights, constitution where emphasis is put on the role of a citizen in the electoral process and also the importance of participating in elections, is done (Ministry of Education, 2009). The different civic education programmes include;

Education for democracy, which is concerned with preparing people for democracy on the assumption that it must be established and then maintained. Amongst the content of such an educational programme will be the skills and understanding necessary for this establishment

and maintenance. Educators may conduct education for democracy programmes in undemocratic societies and see this as a social intervention in ensuring that they become more democratic (Tardioli, 2014). The definition of democracy, therefore, becomes very important both in determining what should be taught and also in the actual educational programme. Such a definition might be a classical one, but it might also be a more radical one, including aspects of industrial democracy, consumer rights, and social justice. Education for democracy requires public information programmes to render rights and duties known and understood, particularly to those who have been politically disadvantaged in the past when they were prevented from exercising their democratic rights, because of age, sex, race or religion, social status, and social diversity and disabilities.

Citizenship education enables all people from all walks of life become more like the ideal citizen. The rights, roles and responsibilities of citizenship will be emphasised. According to, The ACE Encyclopaedia (2012) this educational intervention may actually be linked with the naturalisation process by which immigrants become citizens. As such, it is likely to invoke serious discussion of the legal position of citizens and the manner in which their identity and relationship to the state is defined. It is a type of education that enables one have a state of belonging to a country and hence become patriotic. Education programmes dealing with citizenship are based on the assumption that citizenship is possible. In other words, they are more likely to take place in societies where the concept of the citizen has been established and where the practice of citizenship is possible. Such societies have, whether explicitly or implicitly, constitutional arrangements that recognise individuals and their contribution to governance and their relationship as an independent actor within the country and in relation to the state.

Political education involves those who consider themselves in the conduct of public life in politics. However established, to be important may describe their work as political education.

The ACE Encyclopaedia (2012) where politics exists, individuals need to develop literacy i.e. the ability to read and understand the political life around them. Social analysis, the investigation of public discourse and communication, the understanding of the ways in which political and social systems interact and the manner in which they negotiate and divide power will all be a part of such an educational program.

Leadership training is another programme of civic education. Such training presupposes that leadership can and should be learned and then exercised by humans. The programme will consider a wide range of leadership skills and relationships. They are likely to consider questions of personal and political power with a strong ethical and value-driven approach to power (The ACE Encyclopaedia, 2012).

Voter education is a programme that takes care of illiteracy levels. According to (UNDP, 2003), voter education uses different languages in a country. Messages on how to register, how to cast ballots are taught. It is a type of education that focuses on encouraging people to vote. Voters are also informed about the type of election to be held. For example, secret ballot. The polling dates, the location of casting votes, the opening time for opening and closing the polling station are emphasised.

2.3 Influence of civic education delivery methods on election-related conflicts.

Globally, close attention is given to a variety of methods and aspects that have been used in civic and voter education programmes. These may form part of the programme currently envisioned by the user.

A study done in Afghanistan, shows electronic media, printed materials and promotion officers were mostly used for information campaigns on constitutional and electoral process (Reinhardus, 2003). Many policymakers believed that the media could play an important role in bridging this gap by providing some basic civic education and better coverage of public policy news. It is an important gap to fill, because limited public understanding makes it

difficult not only for policymakers to serve effectively, but also for citizens to hold them accountable for fulfilling their responsibilities.

In Ghana, three quarters of all respondents said radio was somewhat or very important to them as a source of information on government services, with 65 percent saying the same of TV, newspapers and the internet were regarded as very important by 32 and 9 percent, respectively.

In Kenya, the reliance on media was even more widespread the share of respondents calling each source somewhat or very important for information on government services was 82 percent for radio, 64 percent for TV, 55 percent for newspapers, and 14 percent of the internet. The advantage is that radio programmes are cheaper to produce and broadcast and it is possible to duplicate them in a variety of languages at a low cost. It normally also allows telephone-in audience participating.

Printed Materials are also relied upon for civic education programmes. They include materials such as posters, leaflets, fliers and brochures, but also on booklets and pamphlets. This is a fast and low cost method for spreading messages. Moreover, it can be applied almost anywhere in the world as most countries have printing facilities. However, when designing printed materials some legal aspects must be taken into consideration. Some countries have restrictions regarding the use of the national flag, symbols, pictures of political leaders, language and slogans, and so on. For election purposes, most countries prohibit the use of certain colours as having political parties' connotations. Regarding distribution of printed material, some local municipalities have strict laws governing the display of posters and handing out of materials in public places. It is important to take these issues into account for the regularity of activities.

Arts and Culture is another mode used for disseminating civic education. According to The ACE Encyclopedia (2012) concerts, plays, poetry readings, dance having both

traditional and modern expressions, music and other forms of artistic communication can all be used to promote participation, since civic education is a cultural activity. The most used way to educate citizens through art is the ‘street theatre’. This is a generic term used to describe performances conducted where people really are, and it is not only limited to the street or the marketplace. Performances are usually short, impromptu and interactive with the watching crowd. They can also be longer and carefully scripted and rehearsed. The advantage of this method rests on the fact that the audience can leave during the performance. This is an important commodity in today’s world.

Face to Face Interaction has been proved to be the best method in teaching civic education. This is because, capacity building sessions implemented by face-to-face interaction are the most direct form of communication in delivering a civic education message. This method is usually the most effective to transmit skills, tools, knowledge and attitudes that will allow a person to become an active and engaged citizen (The ACE Encyclopaedia, 2012).Moreover, the oral nature of the face-to-face meetings enables the inclusion of illiterate and semi-literate people and it is also a low cost activity. Capacity building sessions normally consist of training, workshops and briefings. Training is usually a process and a series of actions aiming at teaching a set of skills; Workshop is defined as an intensive session targeting a small group of people; Briefing is a short session aimed at providing essential information in a fast and effective manner. All these methods are widely used in civic education programmes.

Social media, which include the use of telephones, internet, blogs, websites, and twitter among others can be used to deliver civic education to citizens. The use of social media is an effective means to reach a high number of people, especially when they have a national impact. However, the use of social media is an indirect method and primarily a one-way system of communication, in spite of the fact that the newest technology is striving to increase interactivity. The increasing use of the Internet has opened doors to an effective and low-cost

way to spread civic education messages (The ACE Encyclopaedia, 2012). With new technology and the growing impact of social media it is now possible for individuals to register their interests and select the type of information they would like to receive. In short, the Internet has changed the way education is imparted.

Although the digital division between those who have access and those who do not have access must be considered when formulating a civic education project, it is now possible to design programmes and tailor messages, even in developing countries where few people have access to the Internet. The web is in fact a medium without borders and material on the web can be accessed anywhere in the world regardless of where it was created. The cost of publishing on the web is low and the technique is quite easy to operate.

For an effective civic education, the following messages need to be conveyed to the citizens. They need to be taught; the meaning of the term democracy, the role, responsibility and rights of citizens, good governance, democratic principles and procedures and democratic institutions and laws. By having the knowledge of the above areas and is put into practice, election related conflicts that are normally witnessed will never reoccur (IFES and Canadian International Development Agency, 2008).

2.4 Influence of civic education Skills and knowledge on election-related conflicts

Civic skills and knowledge worldwide are of importance in order to transfer them to participants in the training which enable citizens to participate in the democratic process of which without them, people cannot effectively participate in the democratic space. (Karol, 1999).

Studies in the United States of America have identified the following as civic skills and knowledge that are possessed by the civic education facilitators, in order to impart the same to the to the learners. According to Kirlin (2003) the different civic skills and knowledge include; cognitive skills, communication skills, collective decision making skills and participatory skills.

He explains that the cognitive skills enable individuals to analyse and interpret situations. For example the cognitive skill acquired helps an individual to interpret political leaflets and cartoons and state the political parties associated with the leaflets.

Communication skills are enabled, especially where language skills have been well developed. According to American democracy, English language skills are needed for an effective civic education. (Kirlin, 2003) Participants are able to communicate well while giving speeches and make public statements. In language, people develop other skills like reading and writing. This will enable them to successfully write a letter or give a speech that conveys their opinion. During voter education the marking of the right party colour, symbol, candidates of a given election will be successfully done having the proper communication skills.

Participatory skills involve the news monitoring skills. According to Almond (1963), the participatory skills help people in participating in political activities. They are also able to monitor public events by reading daily newspapers, watching TV news, listening to broadcast news on radio and also reading news on the internet.

Collective decision making is another civic skill. It helps the participants in understanding multiple perspectives about a given issue. It also gives exposure to diverse populations. This is because the skill will be developed when there is an interaction between the peers, parents and even teachers. Group discussion skill is hence developed because one is able to participate in a discussion with a given group (Almond, 1963).

Studies in Sudan by (Daniel, 2010) have shown that civic skills have assisted Sudanese citizens on conflict management skills like negotiation and problem handling skills which were handled and taught in the civic skills programs which responded to the demand on the specifics of elections and electoral process. The workshop in the institute for voter education and citizenship skills aimed at college level teachers, students, journalists, civil society activists and political party members among other sector in Sudanese Society.

In Kenya, civic education is valued since it influences social economic and political issues that affect the lives of citizens. It educates citizens on their civic roles and responsibilities. According to USAID (2014) the Kenya National Civic education program - URAIA aims at changing individuals' awareness, competence and engagement in the political areas, issues of human rights, governance and nation building. In the process, civic skills like becoming active participants in the democratic process, better advocacy skills and increase levels of understanding of their constitution are taught. According to Finkel (2003) essential components of civic education are civic knowledge, civic skills which include intellectual and participatory skills. They are essential for informed, effective and responsible citizenship. They enable citizens to identify emotional language and symbols being employed in a particular event. They lead to citizen competence whereby, individuals can influence over a significant government decision. For example, decisions made in voting, contacting political leaders over certain issues or even organizing petitions if not satisfied with the election results.

Such skills may include those necessary to take part in an election, or to make communal decisions, or to participate in public debate. They are likely to include those necessary for ensuring a responsive state or for participating in its construction. For example, skills on advocacy, organising, and lobbying for public policy.

Long lasting peace worldwide depends on the effectiveness of civic education among other factors as far as election- related conflicts are concerned (Tardioli, 2014). Education plays an important role in conflict reduction.

2.5 Theoretical framework

This study will be guided by conflict transformation theory by Paul John Lederach, (1995) in an attempt to understand the influence of civic education in curbing election- related conflicts in Kiandutu village in Thika Sub-County, Kiambu County. According to Lederach (1995) conflict transformation recognizes conflict as normal and continuous within human

relationships. It is a process which not only focus on the sources and causes of a situation that brought about conflict, but necessitates the transformation in the attitudes and the relationship between the parties. The theory suggests the best and essential way to promote constructive change is through dialogue. In dialogue there is direct interaction between people and groups. People gain communicative abilities to exchange ideas, and come up with ways forward towards solutions.

According to this theory, an effective transformation occurs when, there is proper response to the conflict, life-giving opportunity, constructive change process, reduce violence and increased justice and direct human interaction.

For the purpose of this study it is evident from the above preposition that, civic education is a process that plays a proactive role in preventing conflicts and especially election-related conflicts. It is put in place as a response to election- related conflicts, it increases understanding of ourselves and others, it therefore helps us in building relationships and social structures, civic education reduces violence by understanding our human rights and the political systems of a given country, civic education brings about direct human interaction whereby communicative capacities and exchange of ideas are realized.

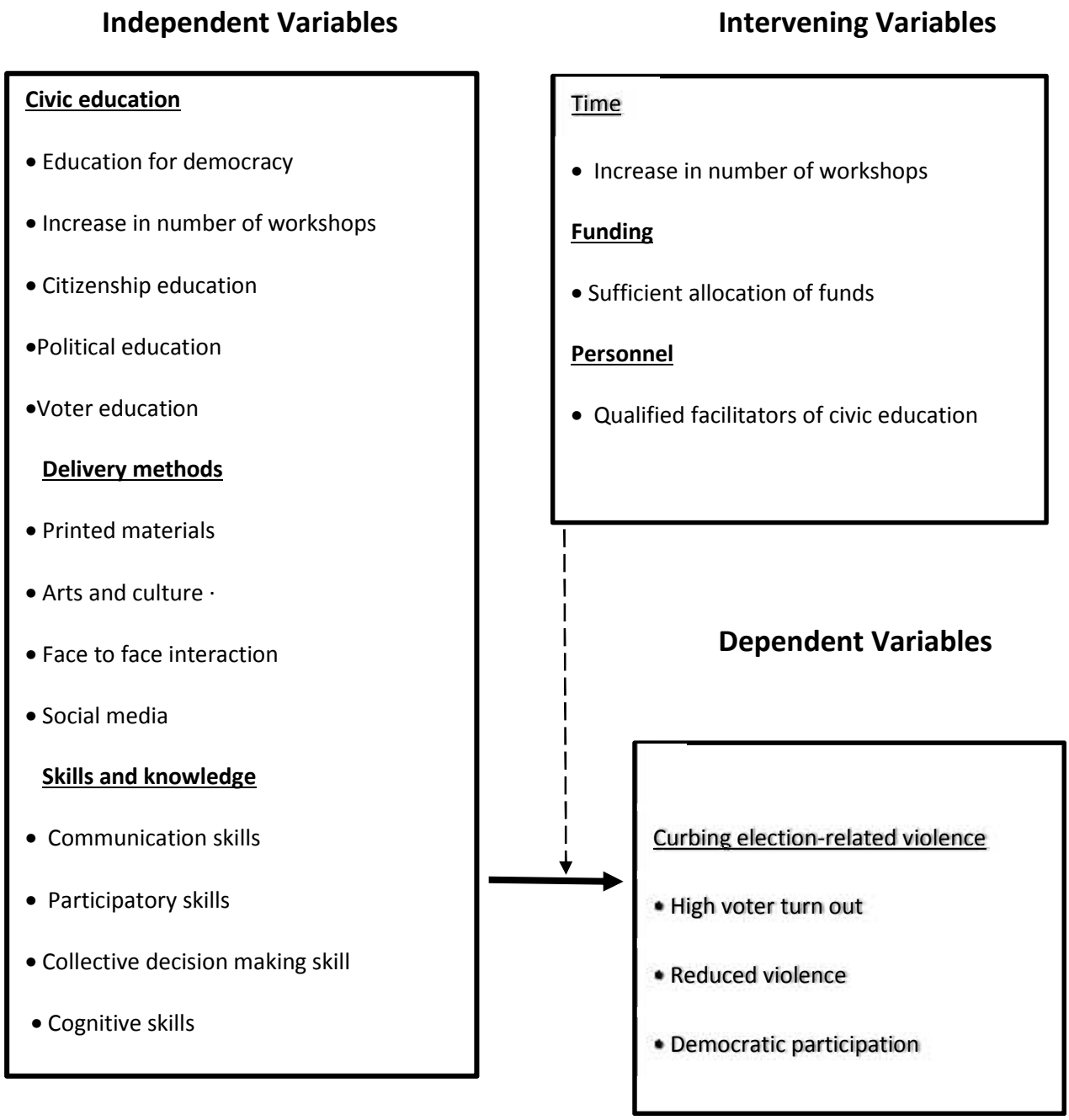
2.6 Conceptual framework

This study has identified the following independent variables in facilitating civic education which directly helps in curbing election- related conflicts. They include, programs of civic education, the delivery methods used to facilitate civic education and skills and knowledge required in civic education. The dependent variable is the election -related conflicts as illustrated graphically in the conceptual framework.

However, there are intervening variables between the independent and dependent variables, which have been identified as, time allocated for teaching civic education, funds

budget for civic education, qualified personnel for civic education. The linkage between independent, intervening variables and dependent variables is shown in the figure below.

Figure 1 Conceptual Framework



If there are inadequate skills and knowledge with civic education facilitators, which need to be imparted to participants, inappropriate programs meant for civic education and poor methods and materials for delivering civic education, then it means civic education offered will likely fail in curbing election-related conflicts. Other intervening factors that may lead to unsuccessful civic education are, less time allocated on civic education, insufficient funds budget for civic education, lack of qualified personnel for facilitating civic education. It may hence call for building capacities on skills and knowledge among the facilitators, program development and training methodologies for an effective civic education. Still, sufficient time should be provided, sufficient funds and those facilitating need to be trained and qualified. This will hence enable absence of election-related conflicts among citizens.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents a research methodology and specific procedures to be followed in conducting the proposed study. It describes the research design, population sampling and sample size, instruments and data collection procedures, validity, reliability of instruments, data collection and data analysis.

3.2 Research design

This study will adopt the descriptive survey research design. A survey is done as an attempt to collect data from members of a population in order to determine the current status of that population with respect to one or more variables. In the descriptive survey research design a researcher has no control over the variables, they cannot be manipulated. The researcher will study and explain a situation as it exists (Wiersman, 1985). According to Mugenda & Mugenda (1999), the design will not only give descriptions and explanations of activities, people and objects, but will also identify and predict relationships between variables of the study. The researcher therefore found a descriptive survey design appropriate in understanding the influence of civic education in curbing election- related conflicts in Kiandutu Village, Thika sub -county in Kiambu County.

3.3 Target population

According to Mugenda & Mugenda (1999) target population consist of all the members of an area or hypothetical set of people, events or objects from which the researcher wishes to generalize the research study. There are 15 community based organization groups of about 950 members, approximately 30 IEBC officials and 5 NGO's of about 20 each. This will make a total of 1,000 people, which will form the study's target population.

3.4 Sampling procedure

A sample size refers to the number of items to be selected from the universe to constitute a sample while a sampling procedure is the technique to be used in selecting the items for the sample (Kothari, 2004).Stratified sampling is the process of selecting a sample in such a way that identified sub-groups in the population are represented in the sample in the same proportion that they exist in the proportion. The stratus will include, community organization groups, civic education facilitators from non- governmental organisations and IEBC officials. The sample size will be calculated as follows for each strata. Simple random sampling will hence be done in all stratus to enable each member equal opportunity for participation.

Table 3.1 sampling table

Respondent strata	Total population	Membership	Sample size 20%
Community-based organization groups	15	950	190
IEBC Thika branch	1	20	1
NGOs	5	30	6
Total	**21**	**1000**	**197**

3.5 Research instruments

The researcher will use questionnaires to collect data. The questionnaires will be used to obtain information on issues of civic education from Kiandutu Village residents, civic education facilitators from the non-governmental organisations and IEBC officials. They will cover a range of issues related to civic education like the programs covered in civic education, methods and materials used to disseminate civic education and skill and knowledge imparted through civic education.

The questionnaire will have two sections. Section A and section B. Section A has questions about demographic factors. Section B deals with programs, methods and skills and knowledge acquired during civic education sessions among the Kiandutu Village community.

3.6 Validity of instruments

Validity is the accuracy and meaningfulness of inferences based on research results (Mugenda & Mugenda, 1999). It is the ability to measure well what it intends to measure. To enhance content validity, the researcher will request her supervisors to appraise the instrument. During the pilot study, the instrument will be discussed with the respondents so as to establish their suitability, clarity and relevance for the purpose of this study.

3.7 Reliability of instruments

Reliability is a measure of the degree to which research yields consistent results after repeated trials (Mugenda & Mugenda, 1999). For research data to be reliable, it must have the ability to consistently yield the same results when repeated measurements are taken under the same conditions to test the reliability of the instruments (Kothari, 2004). In case of low reliability, correction and modification will be done. Additional tests will be included to capture the information that could have been left out. This will ensure a comprehensive and a detailed instrument able to collect a desired information.

The researcher will be using split-half reliability whereby the questionnaire will be administered on randomly divided respondents, and calculate the total score for each randomly divided half.

3.8 Data collection

After getting an approval letter from the University of Nairobi, the researcher will report to the Thika sub-county director and the county director of education, giving each a copy of

research permit before embarking on her research. The researcher will explain to the IEBC, NGO and CBO officials about the importance of research

3.9 Pilot study

Pre-study visits will be made to sampled village residents, civic education facilitators from non- governmental organisations and IEBC officials. This will be done with the help of trained research assistants in data collection. All respondents will be visited during normal working time.

3.10 Data analysis

The data collected will be checked for errors, coded and analysed with the aid of the Statistical Package for Social Sciences (SPSS). Descriptive statistics such as frequency, percentages and tabulations will be used to summarize the data, but it will be accompanied by quantitative explanation to reinforce the numerical presentation of the study

3.11 Ethical issues

The researcher will ensure research ethics are observed. Participation in the study will be voluntary. The researcher will assure the respondents of privacy and confidentiality of their names and responses. Only the researcher will know the respondents.

The objective of the study will be explained to the respondent with an assurance that the data Collected will be used for academic purpose only.

3.12 Operationalisation of variables

Objective	Independent variable	dependent variable	Indicators	Scale of measurement	Statistical tests
To determine how different programs of civic education influence curbing of election-related conflicts	Civic education programs • Education for democracy • Citizenship education • Political education • Voter education	Curbing election related conflict • High voter turn out	Attendance register of the conducted seminars	nominal	Descriptive statistics
To establish the influence of delivery methods of civic education on curbing election –related conflicts	Delivery methods • Printed materials • arts and culture • face to face interaction • social media	Curbing election related conflict • reduced violence	Number of seminar conducted	Nominal	Descriptive statistics
To establish the influence of skills and knowledge of civic education on curbing election related conflicts	skills and knowledge • communication skills • participatory skills • collective decision making skills	Curbing election related conflict • democratic participation	Attendance register of the conducted seminars	nominal	Descriptive statistics

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APPENDICES

Appendix A:

LETTER TO RESPONDENT

Julia Wanjiku Njoroge,

P.O BOX 90

Limuru

TEL: 0722 351 936

Dear respondent,

My name is Julia Wanjiku Njoroge, a Master Degree student at University of Nairobi carrying out a research on the subject: **The influence of civic education on election-related conflicts in Kiandutu Village in Thika sub-county in Kiambu County, Kenya.**

As an important stakeholder, you have been selected to participate in the study by answering a few questions.

All information which you offer, will be kept strictly confidential and used for academic purposes only.

Thank you.

Julia Wanjiku Njoroge.

L51/66890/2013

Appendix B:

QUESTIONNAIRE FOR THE FACILITATOR

This questionnaire will be used to collect data from civic education facilitators in the non-governmental organizations in the area of study and the IEBC. The study is intended to investigate the influence of civic education in curbing election related conflicts among the Kiandutu residents in Kiandutu Village in Thika sub -county in Kiambu County.

Please tick or explain where appropriately.

1. What have been your roles in the village?

2. Have you ever conducted civic education?

   Yes [ ]

   No [ ]

3. If yes, how do you conduct the trainings

   Weekly [ ]

   Monthly [ ]

   Quarterly [ ]

   Before elections [ ]

   Other…….

4. What did you teach in the training?

   Democracy education [ ]

   Political education [ ]

Voter education [ ]

Leadership education [ ]

Citizenship education [ ]

Other ……

5. Which method did you use to teach civic education?

Face to face [ ]

Media [ ]

Print outs [ ]

Other ……..

6 Which are some the skills did you impart the participants with?

Communication skills

Participatory skills

Collective decision making skill

Cognitive skills

Other……..

7 If it was face to face, which type of venue did you use?

School [ ]

Public hall [ ]

Open air venue [ ]

Church [ ]

Market place [ ]

Other……..

8 which was your target group?

Youth [ ]

People with disabilities [ ]

Men [ ]

Women [ ]

9 which was the approximate number of people reached?

Men [ ]

Women [ ]

10 Do you have training manuals?

Yes [ ]

No [ ]

11 What are the contents in the civic education curriculum?

12 Do you evaluate the education you offer?

Yes [ ]

No [ ]

13 If yes, do you think the education has been of help to participants?

Yes [ ]

No [ ]

14 If no, which areas do you think you need to improve on?

15 Are there challenges while facilitating civic education?

Yes [ ]

No [ ]

16 If yes, how do you think the challenges can be addressed?

THANK YOU.

Appendix C:

QUESTIONNAIRE FOR THE LOCAL RESIDENTS

This questionnaire will be used to collect data from local residents in the area of study. The study is intended to investigate the influence of civic education in curbing election- related conflicts among the Kiandutu residents in Kiandutu Village in Thika sub -county in Kiambu County.

Please tick and explain where appropriate.

1. Name……
2. Age

   20 year and below [ ]

   21years to 25 years [ ]

   31 years to 35 years [ ]

   35 years and above [ ]
3. Education level

   Primary [ ]

   Secondary [ ]

   University [ ]

   Any other (specify) ……
4. Which language do you communicate well with others?

   English [ ]

   Kiswahili [ ]

   Others [ ]

   2 Are you able to read and write?

   Yes [ ] No [ ]

   3 Can you interpret a political party colours and symbols?

   Yes [ ]

No [ ]

4 Which media gadgets do you have at home?

Radio [ ]

TV [ ]

Both [ ]

None [ ]

5 Do you read newspapers?

Yes [ ]

No [ ]

6 If yes, how often?

Daily [ ]

Saturdays [ ]

Sundays [ ]

Other [ ]

7 Do you listen to broadcast news?

Yes [ ]

No [ ]

8 Did you receive any form of education before election?

Yes [ ]

No [ ]

9 If yes, what form of education did you receive?

Education for democracy [ ]

Citizenship education [ ]

Political education [ ]

Leadership training [ ]

Other……..

10 what is your opinion on the statement, **the civic education programs taught were relevant *to the needs of the local residents***

Strongly agree	agree	Neutral	Disagree	Strongly disagree

11 How did you receive the education mentioned in question 9

Face to face [ ]

Print materials [ ]

Social media [ ]

Arts and culture [ ]

Radio, TV [ ]

Other [ ]

12 If it was face to face where did it take place?

School [ ]

Church [ ]

Mosque [ ]

Community group meetings [ ]

Barraza's [ ]

Market place [ ]

Other [ ]

13 In your opinion how would you rate the methods of training used.

Excellent	Good	average	Below average

14 What is your opinion on the statement, ***methods of delivery used were relevant and effective.***

Strongly agree	agree	disagree	Strongly disagree

15 what skill and knowledge did you acquire from the training

Participatory skills [ ]

Communication skills [ ]

Interpretation skills [ ]

Cognitive skills [ ]

Other [ ]

16 In your opinion how do rate the of skill and knowledge that was imparted on you during training

Excellent	Good	Average	Below average

THANK YOU.

Appendix D:

FINANCIAL BUDGET

Item	Costs {Kshs}
Proposal preparation	
• Stationaries	2,000
• Printing proposals	600
• Internet costs	2,500
Piloting	
• Printing questionnaires	1,000
• Photocopying questionnaires	1,500
• Transport costs	5,000
Data collection	
• Travelling	6,000
• Photocopy questionnaires	2,200
• Research assistance allowance	5,000
Data analysis/ project preparation	
• Typesetting	1,500
• Printing	2,000
• Binding	500
10% contingency	2,980
Total	**32,780**

Appendix E: YEAR 2014 -2015

Time frame

Proposal writing and submission	December to February
Data collection and analysis	March to April
Report writing	May
Compilation and presentation	June to July