THE ROLE OF IEC IN CIVIC EDUCATION: THE CASE OF SECONDARY SCHOOLS OUTREACH PROGRAMMES UNDERTAKEN BY HUMAN RIGHTS ORGANIZATIONS IN KENYA.

BY: MAINA, J. KAMAU
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SCHOOL OF JOURNALISM
2005
DECLARATION

THIS RESEARCH PROJECT IS MY ORIGINAL WORK AND HAS NOT BEEN PRESENTED FOR A DEGREE IN ANY OTHER UNIVERSITY.

SIGNATURE ___________________ DATE ____________

MAINA. J. KAMAU

UNIVERSITY OF NAIROBI
EAST AFRICANA COLLECTION

THIS PROJECT HAS BEEN SUBMITTED FOR EXAMINATION WITH MY APPROVAL AS UNIVERSITY SUPERVISOR.

SIGNATURE ___________________ DATE ____________

MR. MUBUU, KAMAU
LECTURER, SCHOOL OF JOURNALISM
UNIVERSITY OF NAIROBI
(Supervisor)
DEDICATION

This work is dedicated to my wife, Nancy, our sons, Maina and Lewis, my mother, Victoria Muthoni as well as to my late father, Charles Maina and my late brothers, Stanley and Peter. It is also dedicated to all those that fight for human rights in secondary schools in Kenya.
ACKNOWLEDGEMENTS

The pursuit for this Masters degree was not a piece of cake to me. Many times I felt like quitting. Many people helped me wobble on to the end. I would like to acknowledge some of those who pitched in.

My wife, Nancy Wanjiru, and our two sons. Maina and Lewis, persevered my chronic absence in the family affairs. My mom, Victoria, and my late father, Charles, also lost a son in “those books you so much love”, as mom would always say. I want to thank them most sincerely for being so encouraging, prayerful and tolerant.

The lecturers at the University of Nairobi’s School of Journalism, under the directorship of Wambui Kiai, the acting director, kept encouraging me by making the impossible look possible. My deepest thanks go to Mr. Kamau Mubuu, my project supervisor, not only for correcting my syntax, but also for expertly, tirelessly and patiently encouraging me_ as he always does with students_ to keep working hard to achieve my objectives.

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Organizations’ programme staff, teachers and students, filled my questionnaires and gave me valuable advice. Rachael and Bernard, the librarians at the university’s School of Journalism, offered me their expert assistance in the library.
My classmates were ever with me. When my dear dad passed away a few weeks to examinations, they encouraged me to face both the loss and the exams. Abdalla, Elizah Chege, Damaris Kimilu, Robert Wahome, George Obanyi, Lydia Manyasi and the rest provided me with information and encouragement. And Washington Rurigi understood that money was required. So he selflessly advised me in the auto business so that I could pay for this expensive venture.
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<th>Abbreviation</th>
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<td>KHRC</td>
<td>Kenya Human Rights Commission.</td>
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<td>LRF</td>
<td>Legal Resources Foundation.</td>
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<td>COBADES</td>
<td>Community Based Development Services.</td>
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<td>CLARION</td>
<td>Center For Law and Research International</td>
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<tr>
<td>IEC</td>
<td>Information. Education and Communication.</td>
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<td>HRE</td>
<td>Human Rights Education</td>
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<td>SOPs</td>
<td>Schools’ Outreach Programmes</td>
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<td>NGOs</td>
<td>Non-Governmental Organizations</td>
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<td>FIDA</td>
<td>International Federation of Women Lawyers.</td>
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<td>ANPPCA</td>
<td>Forum for Legal and Human Rights Education</td>
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<tr>
<td>CJPC</td>
<td>Catholic Justice and Peace Commission.</td>
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<tr>
<td>COVAW</td>
<td>Coalition on Violence Against Women.</td>
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<tr>
<td>ECJP</td>
<td>Ecumenical Centre for Justice and Peace</td>
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<td>ERF</td>
<td>Education Rights Forum.</td>
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<td>EYC</td>
<td>Elimu Yetu Coalition.</td>
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<tr>
<td>GCN</td>
<td>Girl Child Network</td>
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<td>KAACR</td>
<td>Kenya Alliance for the Advancement of Children.</td>
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<td>YMA</td>
<td>Young Muslim Association.</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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This study sought to determine the impact of Information, Education and Communication (IEC) intervention strategies used by Human Rights organizations to create the desired Human Rights Education (HRE) so as to reduce Human Rights violations in secondary schools in Kenya. It is about two decades since the introduction of multipartism in Kenya. With multipartism, Human Rights Non-Governmental Organizations proliferated all over the country. Their core interest was to educate Kenyans about Human Rights. As they endeavored to achieve this mission, these organizations took their efforts to secondary schools as well.

A network dubbed the Forum for Legal and Human Rights Education in Kenyan Schools – FLEHURE- was formed to coordinate the organizations’ efforts in this endeavour. FLEHURE has seen about 500 secondary schools in Kenya benefit from the efforts of the organizations. These organizations have individually trained teachers to teach Human Rights Education in secondary schools in Kenya. At schools, law clubs, comprising members who willingly wish to learn and subsequently influence others to respect Human Rights, have been formed. Despite all these efforts, Human Rights violations have continued unabated even in schools where Human Rights Education has taken place.

This study’s objective therefore was to demonstrate the importance of formulating, planning and implementing efficient and effective IEC intervention strategies in the creation of human rights awareness among the target audiences so as to reduce human rights violations in secondary schools in Kenya. From the findings, the study sought to make recommendations to benefit future planners of secondary schools’ outreach programmes in Kenya.
The study was undertaken in nine schools drawn at random from a sample of three provinces in Kenya namely Eastern, Nairobi and Western, comprising Nyanza. The researcher considers the sample to ably represent secondary school learners in Kenya.

The findings of the study may, therefore, be generalized to all learners in secondary schools in Kenya.

The survey method was used in the study. 360 self-administered questionnaires for students and nine for teachers were dispatched. 222 questionnaires for students were returned, achieving a 61.66 percent response rate. Seven out of nine questionnaires for teachers were returned. This is 77.77 percent. A focused interview guide for use with project planners and implementers as well as existing literature in Human Rights Education in secondary schools in Kenya were also used.

All these provided the study with primary and secondary data.

The findings indicate that, either implicitly or explicitly, IEC intervention strategies were used to administer HRE in secondary schools in Kenya. For instance, experts of Human Rights Education, who are professionals in the Legal fraternity, were used on a majority of learners. Besides, the findings show that all the organizations have embraced the importance of reference groups in changing behavior and attitudes of learners towards Human Rights. The project also found out that interpersonal communication has been exploited to some extent in the attitude and behavior change through networking among teachers and learners in the Schools Outreach Programmes. However, communication of HRE messages and their subsequent attitude and behavior change can be improved through use of a mix of types of communication, particularly mass communication. There have been serious impediments to the successful adoption of IEC strategies in teaching-learning of Human Rights Education in secondary schools in Kenya. Such
problems include big workload for teachers, short supply of literature and lack of HRE curriculum.

It can safely be argued that, given the gratification derived from HRE by both teachers and students, the efforts of Human Rights NGOs are clearly notable. This points towards the need for Human Rights organizations to continue offering Human Rights Education to secondary school students in Kenya. Twenty years is a long time but it is a short time for Human Rights Organization to achieve considerable attitude and behavior change among secondary school students without quality IEC intervention strategies. If the recommendations given are adopted by planners of HRE in secondary schools in Kenya, the secondary schools' outreach programme will be efficient and effective.
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Chapter 1: Introduction and Background

1.1 Background information

This study sought to determine the impact of Information, Education and Communication (IEC) intervention strategies in creating the desired Human Rights Education (HRE) so as to reduce Human Rights violations in secondary schools in Kenya. Since 1992, Kenya’s democratic space expanded with the introduction of multipartyism. Before this, the subject of human rights was viewed as a subversive topic and could not be freely taught to Kenyans. Since then various non-governmental organisations (NGOs) have been formed. Among these are Kenya Human Rights Commission (KHRC), Legal Resources Foundation (LRF), Community Based Development Services (COBADES) and Centre for Law and Research International (CLARION).

For citizens to claim and defend their rights, they have to know them. This appeared to have been the principle that propelled NGOs into initiating activities among the Kenyan citizens. Thus HRE became necessary for citizens to learn and value their Human Rights. Educated citizens, it was expected, would take responsibility in respecting, defending and promoting their rights as well as the rights for others.

Karuru et. al., (1999) put it succinctly: “These organizations mushroomed to mobilize and sensitize the people (civil society) over the critical role they were expected to play in the new dispensation.” They could not be mere spectators of the political arena. They therefore embarked on educating citizens on the role they are required to play in society. It would appear that their mission was to address some of the following issues:

(a) Promote, protect and enhance the enjoyment of human rights for all Kenyans.
Promote access to justice among the poor and the marginalized in Kenya through Human Rights Education (HRE) and Policy Advocacy.

Nurture the growth of democracy and enhance a culture that promotes the rule of law and respect for human rights in Kenya.

These NGOs have endeavored to achieve their mission through participatory programmatic interventions. These programmes carry out various IEC activities to, among other objectives, enhance critical, legal and Human Rights awareness and reduce human rights violation in Kenya. Unfortunately, Human Rights violations continue unabated in Kenya.

At each organization, various programs are conceived. The aim of each program is to carry out activities that would help address the sorry state of Human Rights in Kenya. At LRF, for example, three programs were initiated. These were: (1) Paralegal training and impact litigation. (2) Media and (3) Schools’ outreach programs. The Kenya Human Rights Commission also had three programs: (1) Research and monitoring (2) Advocacy and (3) Human Rights Education and Outreach.

Among the programmes initiated by these NGOs is the Schools’ Outreach Programme (SOP). This was initiated with one principal and immediate goal- to instill a culture of awareness, respect for and acknowledgement of human rights and democratic principles among students. Another goal was to raise a culture of resistance to human rights violations. At LRF, for example, the Schools’ Outreach programme was born. The three-year programme, covering year 2000-2003, was conducted in 45 secondary schools in Nairobi, Thika, Maragua, Makueni and Kiambu districts. It was charged with the following objectives:

a) To create general HRE (Human Rights Education)
b) To equip teachers with the knowledge and skills for passing the same to the students.

c) To establish a network of teachers who could advocate for democracy and HRE for their inclusion in the school curriculum.

d) To empower students to think critically on HRE issues.

e) To promote tolerance among the citizenry (via schools)

As NGOs dealing with HRE in secondary schools fast mushroomed, there arose a need to coordinate their work in schools to not only reduce duplication but also to enhance effective delivery of non-formal HRE. As a result, in 1999, various Human Rights NGOs came together to discuss ways of cooperating to enhance their collective effectiveness in the teaching of HRE in schools. This cooperation would grow into the fully-fledged network dubbed the Forum for Legal and Human Rights Education in Kenyan schools – FLEHURE.

FLEHURE members have continued to work with students through non-formal and co-curricular avenues such as law clubs, debating, child rights, history and government clubs, pastoral sessions and whole school lectures. As a result, schools offering Human Rights Education through non-formal and co-curricular avenues have grown in number from a handful in 1998 to almost 500 secondary schools today – one seventh of all secondary schools in Kenya.

For several years now, NGOs have directed their IEC efforts in the activities of the Schools Outreach Projects. Through activities such as essay-writing competitions, establishment of students’ magazines, training of teachers as trainers, formation of law-related clubs, debates/talks/lectures in schools, mock trials, conducting inter and intra-schools debates and so on, HRE has been taken to schools.
It was hoped that cultivation of a culture to respect human rights could reduce Human Rights violations that is so rampant in schools and improve communication between students and administrators /teachers. Unfortunately, there is still a wide gap between Human Rights awareness and behavioral change in matters of Human Rights among secondary school students.

An assessment needs to be done on these projects with a view to determining the progress and/or impact of IEC in creating the desired Human Rights Education in secondary schools. Although each NGO has done its own subjective evaluation, a more independent and wholistic that could be broader in terms of coverage needs to be done. Besides, this evaluation, unlike others initiated by individual NGOs, is more specific; it covers the role of a combination of informational, educational and motivational processes in planned interventions in HRE in secondary schools in Kenya.

1.2 Problem statement

Despite the various efforts put in HRE in secondary schools, human rights violations continue unabated even in schools where HRE is being carried out. The IEC strategies used neither seem to bring about a “greater sense of justice, tolerance and fairness” nor in “developing a willingness and ability to resolve disputes through informal and where necessary, formal mechanisms”. (COBADES, 1998) A good example is the circumcision of 12,000 school-going girls in December 2003. Out of the 12,000 girls circumcised, 5,000 later dropped out of school.
The Quarterly Human Rights Report, Volume 5 No.3, July-September 2003, paints a grim picture of human rights among youth in secondary schools. According to the report, sexual abuse has become alarmingly prevalent in Kenya and is exposing children to grave dangers, including HIV/AIDS infection. It is even sadder to note that this is happening regardless of recent legislation, the enactment of the Children’s Bill, which expressly protects children from any form of abuse. Child abuse, the report says, rarely comes out in the open because its perpetrators are either closely related to the children or are their teachers.

A report released by the United Nations Children’s Fund (Unicef), puts IEC efforts in Human Rights Education awareness in secondary schools to question. This is because sexual abuse is still rife in families as well as in schools. The report reveals that close family members abuse 10 percent of children. The worst scenario is in secondary schools, where 25 percent of girls, most of them at puberty, record having been harassed by their teachers. The boys are not any safer, as several cases of molestation have been documented too. This study, therefore, sought to address the following questions:

What IEC strategies have been used to administer HRE in secondary schools?

1. Of what quality are the IEC strategies, if any, developed by NGOs to achieve their Schools’ Outreach Programmes objectives?

2. What are the hindrances to the adoption of IEC strategies for the SPOs?

3. What aspect(s) of the IEC strategies for HRE is not appropriate to the realisation of the programme objectives?

4. What ought to be done to enhance IEC strategies for the future use in SOPs?
1.3 Specific objectives

The objectives of the study were to:

1. Determine the quality of Human Rights Education IEC strategies used to achieve SOP objectives.
2. Identify the hindrances to the adoption of the formulated IEC strategies in the SOPs.
3. Evaluate the performance of IEC intervention strategies used in the SOPs.
4. Make recommendations on viable intervention strategies for the future of such programmes.

1.3.1 Study hypotheses

This study was based on the hypotheses that:

1. Ineffective and inefficient IEC strategy for HRE results in continuation of Human Rights violations in schools.
2. Effective and efficient IEC strategies in SOPs can be hindered by certain barriers.
3. IEC intervention strategies used in the SOPs have had both successes and failures.

1.4 Scope of study

This study assessed the performance of Information, Education and Communication (IEC) intervention strategies by Human Rights organizations in creating Human Rights Education in secondary schools in Kenya. It sought to identify the IEC intervention strategies used in the schools outreach projects by Human Rights organizations, assess their performance in changing the behaviour of secondary school students in Kenya and offer recommendations based on the findings.
Because of limitations of time and funds and the desire to minimize bias, the study focused attention to schools from the sampled provinces of Coast, Nairobi and Nyanza/Western in Kenya. The study reached a total of 222 learners, seven teachers in the schools from the three provinces and programme staff from Human Rights NGOs. It focused on these groups of persons as they had been involved in the creation of Human Rights awareness by Human Rights NGOs in secondary schools in Kenya since the initiation of SOPs. Thus in terms of geographical coverage, this is a national survey.

The study focused on reference groups for learners of Human Rights in secondary schools in Kenya, otherwise called law clubs, and the groups’ impact in attitude and behavior change in Human Rights among students. The clubs are the fora that are used to modify individual students behaviour and attitudes to Human Rights. Members of these clubs, who are students in the given school, were the recipients of HRE messages. All genders, age brackets and classes in a high school situation are represented. All the schools reached were government-owned. This is because most schools listed in the Human Rights Directory are government-owned. Three of the schools are in an urban set-up while four are in a rural set-up. Classroom teachers and deputy head-teachers, who are either patrons or deputy-patrons to the clubs in the sampled schools, were interviewed in order to get a clear picture of the impact of IEC strategies used in HRE in the SOPs. Patrons of these clubs were targeted by the study as they were trained as teachers of HRE by Human Rights NGOs. The sample in this study, it is believed, was a good representative of the target population. The findings and recommendations may therefore be generalized to the rest of secondary schools in Kenya.
1.5 Justification and significance of the study

Evaluation research - sometimes called programme evaluation (Babbie, 1995) - is undertaken after the project has been implemented and its special purpose is to examine the effectiveness of the project in achieving its stated goals and the types of changes resulting from the project (Mbeche, 2000). Since initiation of SOPs, an independent and wholistic evaluation at the national level has never been undertaken. This research hopes to do so with a view to evaluating the impact of IEC intervention strategies in creating human rights awareness in secondary schools in Kenya.

Babbie (1989) says evaluation is necessary whenever some social intervention occurs or is planned. A social intervention, adds Babbie, is an action taken within social context for the purpose of producing some intended result. Evaluation research is simply a process of determining whether the intended result was produced. It is hoped that the findings of this study will be used by SOP planners to re-adjust their IEC intervention strategies to keep them on track.

This is a pioneer scholarly study in the use of IEC intervention strategies in the teaching of HRE in secondary schools in Kenya. It is hoped that the study will not only determine the path taken in the planning and designing interventions by NGOs dealing with Human Rights Education in secondary schools in Kenya, but will also open the floodgates to other researches in this area of HRE.

The result of the study will also be used to determine the socio-cultural and political impact that HRE in secondary schools can have to the general Kenyan society.
Since the initiation of SOPs, substantial amounts of money have been used to create Human Rights awareness in secondary schools in Kenya. For example, in 2002 LRF spent over 1.3 million and over 1.4 million in 2003. Such huge sums of money ought to be accounted for in terms of tangible behaviour and opinion change.
Chapter 2: Literature Review and Theoretical Framework

2.1 The meaning and purpose of IEC

According to UNFPA Technical Paper No.1, IEC stands for “information, education and communication”. The acronym IEC refers to a comprehensive programming intervention. The purpose of the intervention is to achieve or consolidate behaviour or attitude changes in designated audiences. IEC uses a combination of communication technologies, approaches and processes in a flexible and participatory though systematic and well-researched manner. The paper defines IEC as a package of planned interventions, which combine informational, educational and motivational processes. IEC aims at achieving measurable behaviour and attitude changes within specific audiences, based on a study of their needs and perceptions.

This definition concurs with a report of a 3-week workshop for journalists that defines IEC as a process of interventions used through the mass media, interpersonal communication, traditional media or group communication to create awareness and attitude change, motivate or change behaviour of an individual or groups of people. The goal of IEC, according to this report, is to increase awareness or change attitudes, beliefs, values and behaviour within individuals or groups of individuals. Thus the outcome of an IEC intervention is increased awareness as well as a change in individual or community’s, attitudes, values and behavior.

Snehendu (Draft), rather than define IEC, defines communication categorising it into two: planned or unplanned processes. Through these communication processes, one
person may influence the behavior of another person. Thus communication is generally a
science of interactions between individuals that have behavioural consequences and not
one of communication gadgets or hardware. What others called IEC, Snehendu calls
planned communication. Planned communication includes all those deliberate
interventions that are aimed at achieving predetermined changes in the covert and overt
behavior of the communicatee.

Snehendu likens the process of planning and implementing an intervention to the steps
involved in the process of clinical treatment in which a physician begins with a diagnosis
of the illness before he administers effective treatment. Snehendu recommends that just
like in the process of clinical treatment, a process aimed at changing behavior through
planned intervention must begin with:

(a) A sound understanding of the causal factors or determinants of the behaviour,
(b) A determination of which of the causal factors are amenable to change through
communication intervention and
(c) A careful evaluation of which of the various alternative forms of intervention is more
effective and efficient.

Successful IEC campaigns should combine informational, educational and motivational
processes. It aims at achieving measurable behaviour and attitude changes within specific
audiences, based on a study of their needs and perceptions. IEC has to be well articulated
with the provision of relevant products and/or services. It requires multi-disciplinary
skills and may borrow techniques from various disciplines. Designing an IEC strategy is
a cyclical, trial – and – error process. It involves proposing options and making informed
decisions in a systematic and step-wise manner.
2.2 The meaning of IEC for HRE in secondary schools in Kenya.

Information includes the generation and dissemination of general and technical information, facts and issues regarding human rights to create awareness among all members of the school communities, policy makers, students, teachers, school administrators and so on. It may involve advocacy activities to bring necessary changes in policies, leadership and resource allocation.

Communication is a planned process aimed at motivating students and teachers and the entire school community to adopt new attitudes or behaviour, or to utilize existing services. It is based on the target audiences’ concerns, perceived needs, beliefs and current practices. It promotes dialogue (two-way communication), feedback and increased understanding among teachers, students, parents, school administrators and all other actors in a school environment. It is thus an integral component of all services and outreach activities. This process is most effective when it involves a strategic combination of mass media, and interpersonal (or face-to-face) communication supported by print media and other audio-visual aids. Education on the other hand refers to the process of facilitating learning to enable teachers and students to make rational and informed decisions, and to influence their behaviour over the long-term. (UNFPA, 1992)

There were two audiences for human rights IEC: primary audience and secondary audience. The primary audience consisted of students. These were the individuals or groups of individuals whose awareness, attitudes, beliefs and behaviour regarding human rights were to be modified. The secondary audience was the teachers, the key informants and the programme staff. These were the individuals or groups of individuals whose
attitudes and behaviour sought to influence the attitudes and behaviour of the primary
target group.

2.3 Reasons for NGOs to target high-school students in Kenya.

At the time of initiating the Schools' Outreach Program, teaching of human rights
education among adults through civic education was generally disjointed and
uncoordinated. Besides, teaching democracy and human rights principles to adults
through civic education and paralegalism could only be sustained if schools continuously
churned to the society young people who were knowledgeable in matters of democracy
and human rights. There was therefore the need to focus attention on schools.

The Teachers' Human Rights Education Training Workshop 1 by LRF held in Nakuru
gives the following reasons for working with secondary school students in Kenya:

(a) Schools provide the best foundation for responsible citizenship. This is because the
biggest share of a young person's waking hours is spent in schools with teachers and
peers, not with parents. So teachers and peers are the greatest agents of socialization
for such a young person. Knowledge, attitudes and practices learnt at this stage are
likely to endure throughout adulthood. The IEC challenge here is therefore to ensure
that these agents of socialization impart this human rights culture to the youth.

(b) Kenya is a young nation with majority of its citizens below the age of forty. As such,
most voters (whose votes shape the destiny of the country) are likely to come from
this category. In his /her last year of secondary school or immediately after, the
average student is an eligible voter. As the school curriculum does not pay particular
emphasis on democracy and human rights education, young citizens find themselves
in a situation where their only education on why and how to vote is from politicians
on the campaign trail. This narrows their choices in democracy.
The Kenya government has the responsibility and the necessary capacity for Human Rights Education to the Kenyan citizenry, students included. Yet the government seems to be doing very little work to create that much needed human rights awareness.

The Kenya's jurisprudence assumes that every person is aware of the law and therefore ignorance of the law is no defense. Unfortunately, many young people learn law too late—when they are already on the wrong side of it. For many, their first impression of the law is very unpleasant, leading to a general mistrust in the legal system. The provision of legal and human rights education before students attain the age of majority can ensure that the young citizen is aware of both his rights and his duties and the proper procedure of effecting change if dissatisfied, thus less conflict.

Schools provide a forum through which citizens can be reached indiscriminately regardless of tribe, socioeconomic status, religion or geographical location. Co-curricular activities such as informal human right education also provide an entertaining, interesting and informative way of occupying students' leisure time in schools. Participating and excelling in co-curricular activities builds students' self-esteem making them less vulnerable to negative peer pressure.

The above reasons are the firm foundation on which successful IEC strategies for HRE in secondary schools and their immediate communities ought to be based. Apparently, however, IEC strategies for HRE seem to be founded on shaky grounds resulting in lack of substantial reduction of human rights violations in secondary schools.

2.4 Definition of attitudes, behaviour and beliefs

Persuasive communication, as is evident in information campaigns, can be a lot of fun if the subjects' attitudes and behaviours are modified. On the contrary, it can be very
disappointing if the recipients do not change their attitudes and behaviour. This is because persuasive communication is an attempt to socially influence. In them, a person or groups of persons attempt to modify or bring about some change in another person or group. This change can be in terms of attitudes and behaviours. In persuasive communication, unlike in other social influence situations, the key induction for change is a message that contains arguments why the receiver should adopt a certain conclusion on some issue (Tan, 1985). Such an issue can be human rights related.

So what are attitudes and behaviours? An attitude is a learned predisposition to respond in a consistently favourable or unfavorable manner with respect to a given object (Fishbein and Ajzen, 1975). Attitude is also defined as an enduring organisation of motivational, emotional, perceptual and cognitive processes with respect to some aspects of the individual’s world. (Krench and Crutchfield, 1948) Thurstone defines attitudes as the intensity of positive or negative affect for or against a psychological object. In his definition, a psychological object can be any symbol, person, phrase, slogan or idea toward which people can differ as regards positive or negative affect.

Identifying affect as the most essential part of the attitude concept, Fishbein and Ajzen distinguish affect, cognition and conation. They define affect as a person’s feelings toward and evaluation of some object, person, issue or event. Cognition, they say, denotes a person’s knowledge, opinions, beliefs and thoughts about the object. Conation is a person’s behavioural intentions and his actions with respect to and in the presence of the object.

Even though there is no agreement about the definition of attitude, the following are some of the characteristics of attitude deduced from definitions by communication
scholars: (a) Attitudes are learned; (b) Attitudes are enduring; and (c) Attitudes determine behaviour. Fishbein and Ajzen (1975) define behavior as an observable overt act. Thus, according to them, all questionnaires or verbal responses are instances of overt behaviour. This is so because questionnaires and verbal responses (Tan, 1985, Fishbein and Ajzen, 1975, etc) such responses are used to infer beliefs, attitudes or intentions.

Beliefs represent the information a person has about an object. A belief joins an object to some attribute. The object of a belief may be a person, a group of people, an institution, a behaviour, a policy, an event, etc. and the associated attribute may be an object, trait, property, quality, characteristic, outcome or event. Behavioural intentions refer to a person’s intentions to perform various behaviours. In other words, behavioural intention is an indication that a person will probably perform the behaviour in question.

Tan (1985) acknowledges that there are four major positions on the attitude–behaviour question: 1. Attitudes and behaviours are causally unrelated; 2. Attitudes cause behaviour; 3. Behaviors cause attitudes; and 4. There is reciprocal causation between attitudes and behaviours, that is, attitudes cause behaviours and behaviours cause attitudes. Tan declares that the positions most relevant to communication and persuasion are the first two. This study will also limit itself to the first two positions.

2.5 Components in the communication process

McGuire (1967) in his Persuasion Model has identified the different components in the communication process: the source, message, channel and the receiver. Laswell (1948), prescribes that a convenient way to describe an act of communication is to answer the following questions:

Who?
Says what?
In which channel?
To whom?
With what effect?

To each question, Laswell attaches a particular type of analysis necessary for a successful information campaign.

<table>
<thead>
<tr>
<th>Who</th>
<th>Says what</th>
<th>In which</th>
<th>To who</th>
<th>With what</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control</td>
<td>Content</td>
<td>channel</td>
<td>Audience</td>
<td>effect</td>
</tr>
<tr>
<td>Studies</td>
<td>analysis</td>
<td>Media analysis</td>
<td>analysis</td>
<td>Effect analysis</td>
</tr>
</tbody>
</table>


This section offers a discussion of the above communication components. The source of a communication is the originator of the message (Snehendu). In HRE, the source of a communication can be a teacher, a lawyer, a fellow student, a policeman, a magistrate and so on. There are three characteristics of a successful communication source: credibility, attractiveness, and power (Tan; 1985).

2.5.1 Source analysis

Source credibility has two components-expertise and trustworthiness. Expertise refers to the degree to which the audience thinks the source knows the “right answer” to a question or the “correct stand” on the issue. Trustworthiness refers to the objectivity of the source. That is, to what extent does the audience think that the source communicates his/her stand without bias. To determine attractiveness (the second component in the
communication process), communication researchers focus on similarity, familiarity and liking.

People are attracted to others who are similar to them. Similarity is two folds: demographic similarity and ideological similarity. Similar demographic characteristics include: age, education occupation, income level, religion, race and place of residence. Ideological similarity refers to likeness of attitudes and opinions. When sources are similar to audiences, communication is more effective. The strategy for IEC in HRE in secondary schools is to use teachers to train other teachers as well as using students to teach other students, especially in discussion groups.

2.5.2 Message/content analysis

Research by Lumsdaine and Janis on one-sided communication versus two-sided communication concluded that when there was no subsequent exposure to counter propaganda, the two versions were equally effective in changing opinions. However, where subsequent exposure to counter propaganda was provided, the two-sided version was more effective. A study on which side of an argument should be presented first for maximum impact concluded that the order of presentation does not really make a difference.

Hovland et al did a study on the effectiveness of persuasive communication depending on the organization of the arguments used in support of the position advocated. They concluded that for a less complicated audience e.g. students, more opinion change occurred when the communicator explicitly drew the conclusion. With a complicated audience like teachers, however, leaving the conclusion implicit would be more effective.
2.5.3 Audience/receiver analysis

Hovland and others studied the effects of group membership and group conformity on the acceptance of persuasive communication and personality factors and their effects upon persuasibility. On effects of group membership, Hovland and others concluded, "opinion change is inversely related to the degree to which the person values group membership." That is, if a person places his membership in a group very highly, his attitudes and opinions closely conform to the wishes of the group.

Hovland et al discussed two types of personality factors namely: intellectual abilities and motive factors. They found out that it is easier to persuade people with high intelligence than those of low intellectual ability; people of high intelligence are able to draw inferences that rely chiefly on logical arguments. They are more critical and unlikely to be influenced by illogical and irrelevant argumentation.

In analyzing response, Hovland et al. focused on two factors: (a) active versus passive participation by the subject and (b) the duration of the effects of communication. Active participation was found to have more effect in changing opinions than passive communication.

The study on the second factor concluded that the meaningfulness of the content would influence retention. That is, the more completely the material is initially learned, the longer it will be remembered. Motivation of the audience influences the quality and quantity of retention, that is, unpleasant material tended to be forgotten more rapidly than pleasant material. Following Hovland et al's advice, IEC strategists for HRE should make learning not only entertaining but should also actively involve the students.
Rogers Everett (1992) identified different types of people in the adoption process. They were early acceptors, early adopters, the majority and late acceptors. It is essential for communication strategists to identify and understand the role played by each type in regard to Human Rights Education in secondary schools.

2.5.4 Channel/media analysis

The channel of communication is defined as the medium through which a message is transmitted from a source to the receiver and is divided into two categories: mass communication and interpersonal communication. (Snehendu.) Mass communication is a process through which communication is directed simultaneously at a large population on a massive scale (Snehendu). Media that can serve such a purpose is called mass media. Some of these include radio, television, movies, newspapers, leaflets, posters and other printed materials. Availability, literacy, differential exposure, wide variation in use of mass media, selective exposure and selective perception are some of the factors that should guide the selection of media to be used for HRE among secondary school students.

Interpersonal communication is defined as face-to-face interaction that takes place between two people. It consists of both verbal and non-verbal communication (Gikonyo, 1999; Snehendu;). Examples of interpersonal communication for high school students are group meetings, classroom sessions, conferences and the day-to-day conversations among individuals. Interpersonal communication is "two-way" communication and ensures immediate feedback. It also ensures comprehension of a communication, identifies barriers to communication and allows an opportunity for the source to help overcome selectivity processes within this area. For these reasons,
communication researchers say interpersonal communication can be more effective in changing attitudes and behavior.

Research in diffusion of innovations (Rogers and Shoemaker, 1971) posits that a new opinion, practice, message or idea spreads in a community through a multiple-step process. It also says that mass and interpersonal communication play significantly different but complementary roles.

2.6 The persuasion process

McGuire breaks down the persuasion process into 5 steps: attention to the message, comprehension, yielding to the message, retention and action. According to McGuire, the receiver should go through all these steps in succession for communication to be effective on him or her. However, communication critics (Tan, 1985; Gikonyo, 1999), while lauding the McGuire's research efforts argue that these steps are not a linear process which individuals must go through when changing their behaviour. Some individuals may experience some or all of the five steps but not necessarily in the same order presented by McGuire.

The first step in the persuasion process is the attention of message. For it to be effective, the message must reach the intended audience. This means that IEC efforts must be made to have HRE messages reach the intended audience- students and teachers. The second step is comprehension of the message. The arguments and the conclusion in the message must be understood. These first two factors are referred to by McGuire as message "receptivity" factors.
Yielding, the third step is known as acceptance of the message's conclusions and recommendations. Yielding is usually referred to as attitude change. Retention of the message, which is the next stage, ensures that what was yielded to is retained in the mind of the receiver.

Action, which is also referred to as overt behaviour, is the ultimate interest of most communicators. For example, an advertiser's interest is not brand preference but actual purchase of the product. Very often, action resulting from a persuasive message is not actually measured but is inferred from the yielding variable. The ultimate objective of human rights messages in schools is to have students not only retain the messages but also to show overt behaviours that reduce human rights violations in society.

2.7 Factors impeding the communication process

There are several factors that militate against the success of persuasive communication, despite the fact that there could be an increasing flow of information. An approach adapted by IEC, which draws heavily from the social psychological theories, Knowledge, Attitude and Practice (KAP) postulates that:

(a) A person may be knowledgeable about a given recommendation but fail to think, feel or believe that such a recommendation is good, beneficial or proper with his social, cultural, psychological and economic context or environment.

(b) A person may be knowledgeable and have a positive attitude towards the recommended behavior but fail to properly practice that behaviour due to unfavourable personal circumstances, lack of skills and training, socio-economic constraints and/or community related barriers.

(c) Social, psychological, cultural and economic factors and constraints may also impede behavioural change.
Poor communication or training process can impact negatively on adoption of behaviour. A human behavioural dimension must always be adopted when dealing with Human Rights issues at the secondary school level.

In their article, *Some Reasons Why Information Campaigns Fail*, Hyman and Sheatsley (1972) cite psychological and physical barriers to non-adoption of information campaigns. Physical barriers merely impede the supply of information making it physically impossible for certain sections of the audience to access information. To increase public knowledge, more information needs to be presented to the target audiences and appropriate steps taken to insure that those audiences absorb the information. Some of the questions that should arise among IEC planners for human rights education in secondary schools are: Is the target audience accessible? What can be done to improve accessibility?

To ensure such exposure and absorption, the psychological characteristics of human beings must be taken into account. This is because the most difficult barriers to address in an IEC campaign for Human Rights Education in secondary schools are psychological rather than physical.

It is disappointing to note that all persons do not offer equal targets for information campaigns. After exposure to the same information, different groups display differential knowledge levels in the given area. There is a group that appears totally unfamiliar with the given topic even when exposed to the information campaign. This group, referred to as a hardcore of "chronic- know- nothing", is harder to reach (Hyman and Sheatsley). Due consideration should be given to students of different knowledge levels with
appropriate steps being taken by IEC planners to reach the students. This calls for thorough audience segmentation, which is informed by a reliable baseline survey.

According to Hyman and Sheatsley, interested people acquire the most information. Thus motivation in learning or in assimilating knowledge is a very important factor in information campaigns. Information may be disseminated widely yet fail miserably if it is not geared towards the public interest. Academic studies have shown that with increased interest to learn, knowledge also rises correspondingly. Efforts should be made to understand the factors that motivate the students. Only then will efforts toward behavior-change among the students be cost-effective.

Another factor which must be considered by those in charge of information campaigns is that people tend to expose themselves to information which is congenial to their prior attitudes and avoid exposure to information which is not congenial. (Sears and others; Hyman and Sheatsley, 1972; Mbindyo, 1981).

Lazarsfeld Personal Influence theory clearly illustrates this. After exposing a sample panel to political campaign propaganda, Lazarsfeld concluded:

People selected political material in accord with their own taste and bias. Even those that had not yet made a decision (on their vote) exposed themselves to propaganda which fit their not-yet-conscious political predisposition. (In Hyman and Sheatsley in Schramm, 1972)

While it is important to sustain the “flow of information”, it may be meaningless to do so if information continues to flow in the direction of those already on your side unless the IEC strategists want to use those already on their side as satisfied acceptors.
It is naïve to suppose that there is a perfect correspondence between public exposure to information and amount of material distributed. It is equally naïve to suppose that exposure, once achieved, results in a uniform interpretation and retention of the material. It is wrong to assume that information always affects attitudes, or that it affects all attitudes equally. Research has demonstrated that individuals, once exposed to information, change their views differently, each in the light of his own prior attitudes (Hyman and Sheatsley, 1972). The IEC challenge remains not only to educate and inform the various audiences about Human Rights but also to convert these gains into changed behaviour and beliefs.

2.8 Some relevant behavior-change theories and their contribution to IEC intervention strategies for HRE in schools.

The principle behind all information campaigns is that the disseminated information will alter attitudes and behaviour. Unfortunately, discrepancies will always arise between awareness and behavioural change. The IEC challenge therefore remains not only to educate and inform the various audiences about human rights but also to convert these gains into changed behaviour and believes. Several theories address such an anomaly and provide appropriate information campaign strategies. The following section attempts an analysis of some of these theories.

2.8.1: The Yale Programme

The Yale Programme, first developed by Hovland, Janis and Kelly in their book, Communication and Persuasion, posits that one of the main ways in which persuasive communication leads to attitude change is through changing related opinion. Following several steps in the process of behavior change can do this. These steps are: attention, comprehension (understanding of the message), acceptance and retention.
These stages were discussed above. IEC strategists for HRE need to pay attention to each of these steps.

Hovland and others outlined the importance of source credibility (expertise and trustworthiness) in the effective communication. In the case of HRE awareness campaign there is need to utilize experts in the legal and Human Rights fraternity to authenticate messages. Hovland also acknowledges the “sleeper effect” which bridges the gap between high and low credibility sources for message acceptance. This means that all sources of HRE for secondary school students should be appropriately utilized by planners of SOPs for effective communication. Therefore, both low and high credibility sources should be used for maximum gains.

2.8.2: The group dynamic approach

Initially developed by Kurt Lewin, the main assumption of the Group Dynamics approach is that the individual is a social being with an intimate dependency on others for knowledge and decisions on his attitudes and actions. In sharing beliefs, attitudes and behaviour, the group one belongs to or identifies with are important.

According to Zimbardo and others (1977), the main factor that changes people’s attitudes, beliefs and perceptions is the discrepancy between the individual’s attitudes or behaviour and the group norm. Other people do not have to persuade you by arguments, they need merely to hold a position that is different from yours, and you have to be aware of that discrepancy (Mbindyo). If you really need to gain their acceptance, approval and recognition, that can cause you to change.
This theory acknowledges the importance of developing strategies around group norms (read law clubs). IEC strategies for HRE must identify the positive norms of groups of students and teachers and strengthen them by motivating members.

2.8.3: The social learning theory

The Social Learning theory argues that most human behaviour is learnt observationally through the informative function of modeling. The theory looks at behaviour and the situation. The theory argues that there is a continuous reciprocal interaction between a person's behaviour, events going on within a person and the environmental consequences of that behaviour. Thus most human behaviour leads to consequences that feedback on behaviour, either maintaining or changing the probability of similar behaviour in the future. The theory assumes that the mechanism by which a person's behaviour is changed is a form of learning.

The important dimensions in the Social Learning theory are that people can directly experience the consequences of their own behaviour; people can learn by observation (also known as observational or vicarious learning) and through media exposure. Planners of human rights education should therefore use a combination of media channels to change the students' behaviors and attitudes.

The theory also emphasizes vicarious reinforcement or incentives. This is indicated when observers increase behaviour which they have seen others reward. Since both direct and vicarious reinforcement inevitably occur together in everyday life, it is their interactive effect, rather than their independent ones that should be of primary interest to HR information campaigns.
2.8.4: The Cognitive Dissonance Theory

The Cognitive Dissonance theory is related to the Group Dynamics Approach. However, rather than forces being the social forces of the group, they are cognitive forces within the individual (intra-personal). The theory explains how needs explain behaviour. Needs can be assumed to be a result of "discrepancy or inconsistency".

Festinger et al (1957), in the theory of cognitive dissonance postulate that discrepancies or inconsistencies cause psychological tension or discomfort and that people try to reduce or eliminate them by bringing their attitudes and actions into line. Dissonance becomes the motivating factor for an individual to change his knowledge, attitudes or actions.

Cognitive elements are bits of knowledge or opinions or beliefs about the environment or individual. A common dissonance situation is where an individual says "every one has a right to be recognized before the law", yet he or she says "Women are inferior" HR is yet" Faced with such a dissonance an HRE IEC strategy is by adding consonance elements such as "Women rights are human rights", "Women are entitled to be accorded the same dignity of the person as men" and so on.

In developing an appropriate strategy, Festinger's theory lays stress on the need to fully comprehend the various individuals' cognitive elements. There are times when situations of cognitive – dissonance call for manipulation to result in behavioural change. The idea, however, is to let people think it is their own decision to express this new attitude that you intended.

Snehendu also believes that environmental manipulation and external control can produce significant behavioural changes and advises communication strategists that "there are..."
some instances where a society may collectively choose such measure for those who are deviants and who pose a threat to the society at large”. Kelman (1969) discusses three processes through which behaviour can be changed. These are: (1) compliance; (2) identification; and (3) internalization.

Compliance occurs when an individual is forced by another person or group to modify his behaviour in order to get rewards or avoid punishment. On the other hand, behaviour change through the process of identification takes place voluntarily but due to desire to be accepted by other people and not from fear of rejection. By accepting such influence, individuals emulate other persons such as teachers, charismatic leaders, officials of clubs and so on.

Lastly, through the process of internalization, an individual evaluates the pros and cons of an issue, adopting only the behaviour that agrees with his value system. Since the content of the adopted behaviour is internally rewarding, the behaviour is stable and gradually becomes independent of the external source. Such internalized values are likely to be passed from one generation to another through the socialization process.

A critical evaluation of the processes of behaviour change is pertinent for intervention decisions for Human Rights Education in secondary schools. When compulsion for change of behaviour may not be acceptable, when a change in behaviour must be achieved through voluntary participation of the people, and when such change must be stable, the role of systematic education, persuasion and communication becomes absolutely necessary. A stable behaviour based upon the willing participation of the students and teachers need be firmly founded on their inner cognitive, attitudinal and motivational predispositions.
Chapter 3: Methodology

3.1 Site selection and description

3.1.1: Introduction to site selection

The following section describes the site of the study. It looks at the areas where the schools in the study are located and gives a brief description of both the area and the club found in that school. The research was conducted in three out of the seven provinces in Kenya where Human Rights Education clubs are in existence. The provinces where the research took place are Nairobi, Eastern and Western, which includes Nyanza. Nairobi, the smallest province in Kenya, borders Central province to the north. Eastern province to the east and Rift Valley province to the south. Eastern, the second largest, borders Nairobi and Central provinces to the west, Coast to the south-east, North Eastern to the north-east and Rift-Valley to the south-west and north-west. Western province, including Nyanza in this study, borders Rift Valley province to the west.

Western region has about 25 schools where HRE is in place. Majority of those schools are sponsored by COBADES. In this province, three out of the five schools visited filled the questionnaires and were used for the study. They include Kisumu Day, St. Xavier School and Lions Secondary School. There are 85 such schools in Eastern province. They are sponsored by Clarion, COVAW and COBADES with the former two organizations dominating. The schools visited were Machakos Boys, Machakos Girls and Masii Boys schools. Nairobi province has 26 schools dealing with HRE. COBADES, LRF, CLARION and COVAW work in Nairobi. Schools visited in Nairobi were Starehe Boys Centre, Lenana School and Mary Leakey Girls School. The following section describes the schools visited:
3.1.2 Site description

Kisumu Day High School is a big day school within Kisumu town, a short distance from the City Business District [CBD] next to the stadium on the Kisumu-Nairobi highway. The law club in the school seemed well run with a patron who seemed committed. The club is big relative to other schools visited since it had over forty members. Lions High School is a mixed school on the Kisumu-Nairobi highway, a short distance from the Central Business District. The law club in this school comprises of some twenty members who are both girls and boys who filled the questionnaires. ST. Xavier Secondary School is a small mixed day school in the up-market Milimani estate on the fringe of the CBD. The law club in this school is small since it comprises of about fifteen members. Because of on-going end of term exams, it was not possible to either meet the members or even have them to fill the questionnaires and hence the forms were left with the club patron for her to administer them after the exams were over. The fact that they were filled and duly sent by post goes a long way to demonstrate that the club is well run with a committed patron.

Kasagam Secondary School is a mixed school in Nyalenda area off the Kisumu-Nairobi highway. The teacher who used to be the patron of law club at this school had just transferred to Kisumu Day High School at the time of the research. In his absence, the headmaster had assumed patronage. He promised to administer the questionnaires and then send them but did not.

DHT Secondary is a mixed day private school in the Kibuye area of Kisumu city along the Kisumu-Kakamega road. In this school the teacher had already left the school by the time of the visit. The administration had already banned the school on the believe that it fostered rebelliousness among students. A mixed day school of small size, Obwolo Secondary School is in Kajulu area, which is a periurban suburban area on the fringes of Kisumu City. At the time of the visit, the current patron was barely a term old in the
position. The previous patron had gone for further studies and the club had fallen dormant for a year. As a result, there were no club members from the lower classes, form two and three.

Situated in Machakos town, a short-distance from the town center along the Nairobi-Machakos road, Machakos Boys is a well-established big boys-only boarding school with ample facilities. The population of club members in the school is small relative to the population of the school-about twenty members in a population of about a thousand students. A well-established big girls-only boarding school with ample facilities Machakos Girls School is located on the Machakos-Kitui road on the western side of Machakos town. It was absolutely difficult to get any information from students in this school. After concerted efforts only 10 questionnaires were filled. Masii Boys School is a large boys-only boarding school situated in Masii town—a relatively large urban set-up some 40 kilometers from Machakos town on the Machakos-Kitui road. During the time of the visit the school was in the midst of end of term exams. Despite this hurdle, the patron went out of her way to administer the questionnaires to members during préps. This went a long way to demonstrate the vigour of the club and the seriousness of the patron.

Starehe Boys Centre is one of the biggest and oldest school not only in Nairobi but also in Kenya. A boys-only school catering for the bright underprivileged, it is situated about three kilometers from Nairobi's Central Business District. At the time of the visit, the patron was on study leave. An assistant was in charge. She kindly assisted in the filling of the questionnaires and sent them to the researcher. A girls-only school situated off Kabete road about fifteen kilometers from Nairobi's CBD, Mary Leakey Girls is a well-established provincial school. Even though it is located in Kiambu district on the map of
Kenya, it is, however, situated in Nairobi province in the HRE directory used by HR organizations. Situated off Ngong road about seventeen kilometers from Nairobi's CBD. Lenana School is a well-established boys-only national school.

3.2 Research design.

This study used a sample survey. A sample survey has been extensively used and cited as one of the most important data collection methods in social sciences (Nachmias, 1995). While acknowledging that the survey method has potential errors, namely interviewer bias, low response rate and difficult in asking sensitive questions, Cohen, in Chava Frankfort Nachmias and David Nachmias (1995), offered the following advice to readers who might be discouraged by these less than perfect goals:

Practical work consists in good part of guessing what irregularities, where, and how much one can afford to tolerate.... The same is true for survey research. It should be done well, it can and should conform well, even if not perfectly to an ideal situation.

Cohen said it- the survey method, if done well, could produce almost the ideal results.

The principal aim of this study was to create the necessary new information- the answers the respondents gave to survey questions. This determined the role played by IEC intervention strategies to create human rights knowledge and attitude in secondary schools in Kenya. To create new information, the researcher deliberately provokes a reaction or response from the person being studied. The ability to create new information is considered the enormous strength of a sample survey. (Prewitt K, 1986). This is what differentiates sample survey from many other research designs.
The survey research is perhaps the best method available to the social scientist that wants to collect original data or describing a population too large to observe directly (Babbie, Earl, 1995). Required in this study was a careful sampling of students and teachers as well as key informant sources involved in the Schools’ Outreach Programmes planning and implementation.

Surveys are also the best tools of measuring knowledge and attitudes (Babbie, 1995). This study endeavored to measure the knowledge and attitude of secondary students in Kenya towards human rights several years after the initiation of SOPs.

3.3 Human rights organizations working within and out of school youth.

The following are human rights organizations working with schools in Kenya. They are also members of Forum for Legal and Human Rights Education in Kenya Schools (FLEHURE) whose main concern is to co-ordinate the work of NGOs for their delivery of HRE in schools. The organizations are: African Network for the Prevention and Protection Against Child Abuse (ANPPACA); Catholic Justice and Peace Commission (CJPC); Catholic Secretariat- Education; Community Based Development Services (COBADES); Coalition on Violence Against Women (COVAW); Ecumenical Center for Justice and Peace (ECJP); Education Rights Forum (ERF); Elimu Yetu Coalition (EYC); Girl Child Network (GCN); Kenya Alliance for the Advancement of Children (KAAC); Kituo Cha Sheria; Legal Resources Foundation (LRF); and Young Muslim Association (YMA)
3.4 Geographical coverage of the study

These NGOs work with schools in the following provinces: Central, Eastern, Nairobi, Nyanza, Western, Coast, and North Eastern Province. None of them reach all the provinces in Kenya; most are concentrated in just a few provinces to avoid duplication of efforts. For example COBADES works in Eastern, Nairobi, Western and Nyanza provinces, CLARION works in Nairobi, Eastern and Coast provinces while LRF works in Nairobi, Eastern and Central Provinces. In terms of geographical coverage, this is a national survey.

3.5 Sample Design and sampling procedure.

The target population in this research comprised of the members of human – rights education clubs commonly the law club students and the club patrons who are teachers in the various selected schools visited. According to the Human Rights Education Directory, 2002, Human Rights organizations in Kenya have worked with secondary schools in all provinces in Kenya except Rift Valley province.

According to the directory, there are 42 secondary schools in Central province that are involved in non-formal human rights education through clubs and other co-curricular activities. There are 85 such schools in Eastern province while in Nairobi there are 26 schools. There are 25 schools in both Western and Nyanza provinces. The directory combines Western and Nyanza provinces into one region—Western. Coast province has 25 schools while there are only 2 schools involved in non-formal Human Rights Education in North Eastern province.
The directory lists a total of 245 schools that work with Human Rights in Kenya. Also listed is at least one contact person who coordinates with the supporting organization in the teaching of HRE in the school. In some schools, there were two contact persons. In addition, in most of these schools, it was expected, there were about 40 students who were members of law clubs or other related clubs that are involved in non-formal HRE. This population formed the sampling frame for this study and their activities formed the subject of the study.

Purposive sampling was used. This involved using the multi-stage area sampling where provinces were first sampled to select three provinces namely: Nairobi, Eastern and Western. Multi-stage cluster sampling was used due to the following reasons (Mugenda, 1999):

(a) This was a national survey. As such the population was scattered over a very large geographical area.

(b) The clusters were similar or closely similar in characteristics. High school students share the same demographic characteristics: age, economic status, social status, marital status and so on. As such, the degree of generalization of the research findings, it was expected, would be reasonably high.

The provinces where NGOs work to impart HRE among secondary school students were listed in alphabetical order. They were: Central, Coast, Eastern, Nairobi, North Eastern, Nyanza / Western. From the top of the list, every second province was selected to form the sample. Thus the sampled provinces were: Coast, Nairobi, Nyanza / Western.
From each of the sampled provinces, and with assistance of the supporting NGOs, three schools were selected at random. It was expected that there were at least 40 students in each school. Therefore, a sample population of 120 students and at least 3 teachers were targeted by the study from each province. This gave a total sample population of 360 i.e. 360 secondary school students and nine teachers who are involved in HRE in the selected schools.

3.6 Data sources and data collection methods

In this research, there were two sources of data: the primary and secondary sources. The primary data was derived from the sample population of teachers, students as well as key informant sources, all involved in the planning and/or implementation of the SOPs. The secondary data was derived from the existing programme monitoring reports, baseline survey data and other relevant human rights education literature.

3.6.1 The Structured Questionnaire

The structured questionnaire, both closed and open-ended, was used to collect data from students who are members of recognised law clubs in their respective schools. Data from club patrons (teachers who were trained as trainers) was also collected using this method as well as using the interview.

The following are reasons why the structured mail questionnaire was preferred in collecting data (Nachmias, 1996; Prewitt Kenneth, 1996) from students who were not only many but also dispersed in various schools: Compared to other methods, the cost of collecting data from a target population of many students is low; Biasing error was drastically reduced; Questionnaires provided a high degree of anonymity for the students:
Respondents had time to think about their answers and/or consult other sources and questionnaires provided wide access to geographically dispersed samples at low cost.

This study endeavored, where practically possible, to distribute the questionnaires to the sampled population directly and collected them soon after respondents filled them up. Where the researcher could not distribute the questionnaires directly, the researcher requested patrons to distribute them directly to members of law clubs, collect them and keep them. The researcher would then collect the filled-up questionnaires from the patron.

3.6.2 The focused interview

The focused interview targeted the programme staff and key informants, who were the planners and implementers of the SOPs. It sought to, among other things, review the training materials used in the programme, the curriculum that was used, the criteria used to select teachers as trainers and the quality of facilitators as well as establish goals and objectives of the SOPs.

3.6.3 Existing human rights education literature.

The research reviewed the available copies of minutes of clubs' meetings in some sampled schools. It also reviewed planning and implementation reports of the SOPs, workshop reports, annual reports, club portfolios, baseline survey reports and other publications found relevant to the study.
3.6.4 *Type of data collected*

Data collected for this study was of two categories: quantitative and qualitative data. Quantitative data is expressed in percentages and frequencies. Qualitative data that gives evaluation opinions, perceptions and suggestions, is expressed in percentages and frequencies.

3.6.5 *Data analysis*

The researcher closely co-coordinated the process of data collection through telephone. The research assistant was expected to write a detailed report of the data collection process and describe problems encountered during the process. Data collected was thoroughly checked for consistency and reliability of response, with students responses being verified by discussions with teachers and programme staff. Then SPSS computer program was used to analyze the data, running frequencies and cross tabulations.

3.7 *Problems encountered*

The collection of data in this exercise faced a number of hurdles and challenges which demands to be noted. The first challenge was getting the questionnaires filled within the short period that the researcher was within a given area. This was particularly so because in most of the schools the clubs have their set meeting day and hour. It therefore took a lot of convincing to have the questionnaires administered within the short notice necessitated by time and financial budgetary constraints.

Another problem was posed by the coincidence of the time of data collection and end of term examinations. This was compounded with yet another problem of the need to fix a
suitable time when the researcher could administer and guide the students in filling up the questionnaires. This created quite a puzzle since for most of the schools this tended to be after four in the evening and yet there was need to complete the exercise within a tight time budget.

The final problem was that of getting the relevant teachers when they were out of class. This created a hectic schedule of running to and fro, school to school. There was also the problem of lack of enough students to fill the questionnaires. This was occasioned by the declining club membership as a result of lack of activities in some schools.

4.1 Synopsis

The following chapter presents the key findings of the study. The findings are based on key questions that led the researcher in designing the objectives of the data collection process. The five questions raised in the study were:

(1) What IEC strategies were used to administer HRE in secondary schools?

(2) What was the quality of IEC strategy, if any, that were developed to achieve SOPs objectives?

(3) What are the hindrances to the adoption of IEC strategies for SOPs?

(4) What aspect(s) of the IEC strategies for HRE is not appropriate for the realization of the SOPs objectives?

(5) What ought to be done to enhance IEC strategies for the future use in SOPs.

Derived from the above questions were the following objectives: The study sought to:

(1) Determine the quality of Human Rights Education IEC strategies used in the achievement of SOP objectives.

(2) Identify the hindrances faced in the adoption of the formulated IEC strategies, if any, in the SOPs.

(3) Evaluate the performance of the IEC intervention strategies used in the SOPs.

(4) Make recommendations on viable intervention strategies for the future of such programmes.
To answer to objective number one, data on frequency and length of exposure to HRE as well as the characteristics of source of information was collected. Information on the characteristics of reference groups, data on communication channels used to disseminate information and on the involvement of learners during the teaching/learning process was also collected. To identify hindrances faced in the adoption of the formulated IEC strategies, empirical findings are presented detailing the problems, challenges and constraints faced in accessing HRE. To evaluate the performance of the IEC intervention strategies found to have been used in the SOPs, findings are presented on how valuable time spent at HRE activities is, content and methodology preferred or not preferred and the gratification derived from HRE. Based on the empirical findings of the objectives, a detailed summary, conclusion and recommendations will be derived, thus answering to objective number four of this study.

4.2 Learners’ characteristics

Majority of learners, 69 percent, were males and 31 percent, were females. This is a clear male bias in the learners’ cadre, and such bias has implications in the learning process. Majority of the learners, a total of 61.7 percent fell in the 17 to 18 and above 18 years of age brackets. The remaining 48.3 percent of learners were between 14 and 16 years of age. What this also means is that most of the learners, 80.2 percent, are in the senior classes, form 3 and 4 while a small minority, 19.8 percent of those learners, are in the lower classes. In fact, the study reached no learner in form one. This too has implications in the teaching-learning process.

Length of membership at the club also seemed to agree with the above findings. Majority of learners, 63.6 percent, have stayed at the club for a period of between 2 and 4 years, with 30.18 percent having stayed for less than one year at the club. This length of
membership, which is also related to length and frequency of exposure to HRE, also has implications to the teaching-learning process.

4.3 Frequency and length of exposure to HRE.

The study set out to find the frequency and length of exposure of learners to HRE. Asked how they meet for law club activities per week, learners gave the following response:

Table 4.1: Frequency of exposure to HRE by learners in percentage

<table>
<thead>
<tr>
<th>Response frequency</th>
<th>Once</th>
<th>2 times</th>
<th>3 times</th>
<th>Others</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response %</td>
<td>151</td>
<td>40</td>
<td>14</td>
<td>17</td>
<td>222</td>
</tr>
</tbody>
</table>

About two thirds, 68 percent of the learners interviewed, reported meeting once weekly, with about a third, 24 percent, meeting more than once per week. In rare cases, for instance when students are faced with an urgent need to prepare for an activity with others from another school, some, eight percent of the learners in the study, were exposed to daily sessions.

The study also found out that, most learners, 56 percent, always attend exposure sessions, while 30 percent mostly attend exposure sessions. A paltry one percent rarely attends the sessions. Majority of the exposure sessions last between half an hour to one hour. A percentage of 26 of learners, reported exposure of above one hour per week. Nine percent of learners reported exposure of less than half an hour per week.

Asked if they had ever participated in an activity involving another school, majority of learners (68 percent) reported such exposure, with only 32 percent of them reporting
38 percent of the interviewed learners have had such an exposure once while the remaining 62 percent have had such exposure more than once.

**4.4: Characteristics of source of HRE**

The use of an expert as a credible source of information appear to be a popular strategy for teaching HRE in secondary schools in Kenya as shown in Table 4.2.

| Table 4.2 Ever invited a resource person to the club in your school? |
|--------------------|------------------|
| Count              | Yes | No |
| Response %         | 53  | 42 |

Majority of learners, 53 percent, have had exposure to a credible source of information with a big minority of 42 percent reporting no such exposure. This is worrying considering that in majority of the schools HRE has been taught for the last four years. Yet, such an important strategy like using experts has never been used to teach HRE to learners. Perhaps this can be explained by the fact that in the last two or so years, most of the supporting NGOs have had to change base of operation so as to reach more and newer schools, sometimes abandoning the former ones.

Table 4.3 shows that those that have had such exposure report that the credible sources comprised teachers, 33.63 percent, while lawyers and magistrates comprised 36.28 percent. Police officers and other enforcement officers were 4.42 percent. Others comprised 6.51 percent while 6.19 percent of respondents have had exposure to more than one credible sources of information.
Table 4.3 Credible sources in percentage

<table>
<thead>
<tr>
<th>Source of information</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal officers</td>
<td>41</td>
<td>36.28</td>
</tr>
<tr>
<td>Teacher</td>
<td>38</td>
<td>33.63</td>
</tr>
<tr>
<td>Enforcement officers</td>
<td>5</td>
<td>4.42</td>
</tr>
<tr>
<td>Others</td>
<td>6</td>
<td>6.51</td>
</tr>
<tr>
<td>Community worker</td>
<td>1</td>
<td>0.88</td>
</tr>
<tr>
<td>Several experts</td>
<td>7</td>
<td>6.19</td>
</tr>
</tbody>
</table>

Table 4.4 shows the findings when learners were asked to describe the credible source of information used in HRE campaign at their school.

Table 4.4: Description of Credible Source of Information by HRE Learners in Percentage.

<table>
<thead>
<tr>
<th>Description of credible source</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>We had common views on a number of issues</td>
<td>34</td>
<td>29</td>
</tr>
<tr>
<td>He/she know answers to all questions</td>
<td>20</td>
<td>17</td>
</tr>
<tr>
<td>I liked him/her</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>I trusted him/her</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>All the above</td>
<td>53</td>
<td>45</td>
</tr>
</tbody>
</table>

45 percent of learners exposed to credible sources of HRE report they trusted and liked the sources of HRE, that those sources knew the right answers to all the questions raised by the learners and they (sources and the learners) had common views on a number of issues. 29 percent of learners felt that they shared common views on several issues with
Seven percent liked the credible source while 3 percent trusted their credible sources.

Table 4.5: Preference of Teachers of Human Rights by Learners in Percentage.

<table>
<thead>
<tr>
<th>Preferred teacher of HRE</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Legal officers</td>
<td>121</td>
<td>55.25</td>
</tr>
<tr>
<td>Friends/students</td>
<td>40</td>
<td>18.26</td>
</tr>
<tr>
<td>Parents</td>
<td>31</td>
<td>14.16</td>
</tr>
<tr>
<td>others</td>
<td>27</td>
<td>12.33</td>
</tr>
</tbody>
</table>

Majority of respondents (55.25 percent) report preferring legal officers, magistrates, lawyers and police officers, to any other credible source as their sources of information. These could be referred to as formal sources of HRE and could initiate HR communication and attitude and opinion change by virtue of their official status.

Friends and peers were also preferred by 18.26 of learners. Parents were preferred by 14.16 of learners. Others, comprising 12.33 percent, include religious leaders, satisfied acceptors, for example former students, and community workers. These are informal sources of HRE and even though they are not necessarily knowledgeable regarding Human Rights, they could also play significant roles in influencing learners attitude and opinion change in terms of Human Rights.

4.5 Characteristics of reference groups

Assuming that law clubs are reference groups, the research set out to find out if there were any established norms within them (reference groups). This was done in form of asking if there was any recognized constitution that guided the behaviour of members of the reference groups. 79 percent of learners reported knowledge of existence of such
norms. 18 percent of the learners in this study do not know of the existence of such a constitution.

(Table 4.6) How do you deal with members who do not follow the constitution?

<table>
<thead>
<tr>
<th>Ways of dealing with non-conformism</th>
<th>NO.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punishment</td>
<td>132</td>
<td>84</td>
</tr>
<tr>
<td>Encouragement</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Teaching importance of constitution</td>
<td>14</td>
<td>9</td>
</tr>
</tbody>
</table>

Punishment seems to be the biggest deterrent to non-conformism to established norms with 84 percent of respondents supporting it as the most appropriate method used to deal with non-conformism to group norms by members of law clubs. This is also consistent with Social Learning Theory. The theory posits that punishment and reward are important motivational factors towards attitude and behaviour change. While punishment may mean denial of privileges, reward may mean lack of punishment for conformism to established norms. The other methods of dealing with non-conformism to the norms were encouraging conformism (seven percent) and teaching importance of the group norms (nine percent). The same trend was repeated when learners were asked how they ensured that group members followed the group norms. The following responses were given as the ways through which conformism was ensured.
Table 4.7) Ways of ensuring conformism to group norms by learners in percentage.

<table>
<thead>
<tr>
<th>Ensuring conformism to group norms</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punishment for law breakers</td>
<td>97</td>
<td>60.26</td>
</tr>
<tr>
<td>Constant reminders</td>
<td>35</td>
<td>21.87</td>
</tr>
<tr>
<td>Teaching importance of group norms</td>
<td>15</td>
<td>9.37</td>
</tr>
<tr>
<td>Involvement in constitution making</td>
<td>13</td>
<td>8.12</td>
</tr>
<tr>
<td>Total</td>
<td>160</td>
<td>100</td>
</tr>
</tbody>
</table>

Punishment was the most preferred strategy of ensuring that learners conformed to group norms, scoring 60.26. Other ways of ensuring conformism inflicted less pain. They included constantly reminding the learners about group norms (21.87), teaching them the importance of those norms (9.37) and involving them in the making of group norms (8.12 percent).

4.6: Communication channels

The research sought to find out the communication channels preferred or not preferred by learners in the teaching-learning process of HRE. Asked to cite the teaching methods they preferred during learning of HRE, learners gave the following response:
<table>
<thead>
<tr>
<th>Teaching methods</th>
<th>Total No.</th>
<th>Preferred No.</th>
<th>Preferred %</th>
<th>Not preferred No.</th>
<th>Not preferred %</th>
<th>No response No.</th>
<th>No response %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debates</td>
<td>180</td>
<td>115</td>
<td>63.5%</td>
<td>65</td>
<td>36.5%</td>
<td>7</td>
<td>3.9%</td>
</tr>
<tr>
<td>Discussion groups</td>
<td>170</td>
<td>117</td>
<td>68.8%</td>
<td>63</td>
<td>36.5%</td>
<td>10</td>
<td>5.9%</td>
</tr>
<tr>
<td>Research</td>
<td>140</td>
<td>114</td>
<td>81.4%</td>
<td>26</td>
<td>18.6%</td>
<td>11</td>
<td>7.9%</td>
</tr>
<tr>
<td>Lectures</td>
<td>124</td>
<td>109</td>
<td>87.8%</td>
<td>28</td>
<td>22.6%</td>
<td>13</td>
<td>10.4%</td>
</tr>
<tr>
<td>Class Discussion</td>
<td>116</td>
<td>109</td>
<td>93.8%</td>
<td>28</td>
<td>24.1%</td>
<td>18</td>
<td>15.5%</td>
</tr>
<tr>
<td>Panel discussions</td>
<td>91</td>
<td>81</td>
<td>89.7%</td>
<td>28</td>
<td>31.0%</td>
<td>18</td>
<td>19.8%</td>
</tr>
</tbody>
</table>

Least preferred and not at all preferred were compressed into not preferred. Most preferred and more preferred were compressed into preferred. Debates were the most preferred methods of learning HRE, with 81 percent preferring it, followed by discussion groups with 76 percent. These findings were expected. This is because these two most preferred methods require active participation of learners as opposed to, say, lectures where learners are more passive. On the other hand, the two methods demand for more time for preparation and implementation by teachers.

Asked about strategies they preferred during learning of human rights, learners gave the following responses:
Majority of respondents, 84 percent, preferred the use of drama while learning HRE. This was followed by videos, with 67 percent while role playing and games scored 64 percent each. Even though poems are involving, most learners in secondary schools do not like them. Most students complain that poems are difficult and boring. In this study, poems were rated sixth, with 58 percent. The same applies to songs and dance, which scored 56 percent. The three least preferred strategies were posters with 83 percent of learners not preferring them and flip-charts and talk and chalk, each with 37 percent saying they did not prefer them.

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Preferred No</th>
<th>%</th>
<th>Not preferred No</th>
<th>%</th>
<th>No response No</th>
<th>%</th>
<th>Total No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
<td>187</td>
<td>84</td>
<td>10</td>
<td>4</td>
<td>25</td>
<td>11</td>
<td>222</td>
<td>100</td>
</tr>
<tr>
<td>Videos</td>
<td>171</td>
<td>67</td>
<td>27</td>
<td>12</td>
<td>24</td>
<td>56</td>
<td>222</td>
<td>100</td>
</tr>
<tr>
<td>Role playing</td>
<td>143</td>
<td>64</td>
<td>37</td>
<td>17</td>
<td>42</td>
<td>19</td>
<td>222</td>
<td>100</td>
</tr>
<tr>
<td>Games</td>
<td>141</td>
<td>64</td>
<td>44</td>
<td>20</td>
<td>37</td>
<td>16</td>
<td>222</td>
<td>100</td>
</tr>
<tr>
<td>Case studies</td>
<td>133</td>
<td>60</td>
<td>42</td>
<td>19</td>
<td>47</td>
<td>21</td>
<td>222</td>
<td>100</td>
</tr>
<tr>
<td>Poems</td>
<td>129</td>
<td>58</td>
<td>54</td>
<td>24</td>
<td>39</td>
<td>18</td>
<td>222</td>
<td>100</td>
</tr>
<tr>
<td>Songs &amp; dance</td>
<td>126</td>
<td>56</td>
<td>41</td>
<td>19</td>
<td>55</td>
<td>25</td>
<td>222</td>
<td>100</td>
</tr>
<tr>
<td>Talk and chalk</td>
<td>119</td>
<td>53</td>
<td>93</td>
<td>37</td>
<td>21</td>
<td>9</td>
<td>222</td>
<td>100</td>
</tr>
<tr>
<td>Posters</td>
<td>96</td>
<td>43</td>
<td>183</td>
<td>83</td>
<td>40</td>
<td>18</td>
<td>222</td>
<td>100</td>
</tr>
<tr>
<td>Flip-charts</td>
<td>83</td>
<td>37</td>
<td>82</td>
<td>37</td>
<td>57</td>
<td>26</td>
<td>222</td>
<td>100</td>
</tr>
</tbody>
</table>
The finding is also consistent with the prepositions of Social Learning theory. The theory says that learners prefer learning activities and strategies that are more involving and entertaining and do not prefer activities and strategies that do not involve them, or are not entertaining, like talk and chalk, posters and flip-charts. This section of the study also sought information on how gratified learners share information with other learners.

Table 4.10: Ever Shared Information with Students from Another School?

<table>
<thead>
<tr>
<th>Ever shared information</th>
<th>Response frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>155</td>
<td>70</td>
</tr>
<tr>
<td>No</td>
<td>60</td>
<td>27</td>
</tr>
<tr>
<td>No response</td>
<td>7</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>222</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.10 shows that interpersonal communication seemed was a popular channel of passing information by gratified learners to other learners of HRE. Majority of learners (70 percent) reported ever sharing information with other learners, with only 27 percent of them reporting never sharing such information. A majority, 63 percent of those that have ever shared information, have done so with more than 10 other learners. 37 percent of the learners have shared information with between one and ten other learners.

94 percent of the learners have already convinced fellow students in their schools to join law club. Only five percent of learners in this study have not convinced students from their school to join law club. Further probing found out that a majority of gratified members, 58 percent, have converted between one to five students to join law club as members. Ten percent of those that have converted students into club members have done
so to between six and ten such students. 14 percent have converted between 11 and 15 students while 18 percent have converted 15 students and above into law club members.

Asked how often they shared information with students who were not law club members, learners gave the following response:

Table 4.11: Frequency of Information Sharing Between Club Members and Students who are not Members.

<table>
<thead>
<tr>
<th>Frequency of sharing</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>39</td>
<td>18</td>
</tr>
<tr>
<td>Mostly</td>
<td>89</td>
<td>40</td>
</tr>
<tr>
<td>Occasionally</td>
<td>74</td>
<td>33</td>
</tr>
<tr>
<td>Rarely</td>
<td>20</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>222</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority of learners like sharing information on HRE with others who are not members. The study found out that 58 percent share information always and mostly 18 percent (always) and 40 percent (mostly) respectively. 33 percent of them share with others occasionally while nine percent share with others rarely.

All the above findings on information sharing may appear exaggerated and untrue, as the numbers of law club members at law clubs in this study do not reflect these data. However, the willingness of learners to share information with others is evident. This enthusiasm of learners should be exploited by planners and implementers of SOPs to achieve better results in terms of behaviour change in Human Rights. It is also important to remember that interpersonal communication is best where other channels of communication like use of television and radio are also utilized. For better results in
attitude and behaviour change among learners, therefore, a mix of communication should be used.

4.7: Problems encountered by learners of HRE.

Most learners, 61 percent, encountered problems accessing materials for learning HRE while 34 percent of them do not encounter problems. The problems encountered by the learners are summarized in Table 4.12.

Table 4.12: Problems Encountered in Accessing HRE Materials by Learners in Percentage.

<table>
<thead>
<tr>
<th>Problems encountered</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited/lack/inadequate reference materials</td>
<td>70</td>
<td>41.42</td>
</tr>
<tr>
<td>Lack of funds</td>
<td>28</td>
<td>16.56</td>
</tr>
<tr>
<td>Lack of assistance from administration</td>
<td>25</td>
<td>14.79</td>
</tr>
<tr>
<td>Donors inefficiency</td>
<td>28</td>
<td>16.56</td>
</tr>
<tr>
<td>Patron's co-operativeness</td>
<td>18</td>
<td>10.65</td>
</tr>
<tr>
<td>Total</td>
<td>169</td>
<td>100</td>
</tr>
</tbody>
</table>

Patrons need to be consoled by the finding that their lack of co-operation with the enthusiastic learners has attracted little attention, only 10.65 percent of learners. However, teachers need to be concerned as their unquestionable example in character formation is a strategy good enough to change the behaviour of learners. 41.42 percent of learners indicated that their most serious impediment to the learning of HRE is lack, or limited or irrelevant reference material. This is true as Legal and HR information is normally found in legal books and journals whose domain is professionals in the legal
fraternity. Majority of students in secondary school would find it difficult, if not impossible, to understand the legal jargon which is the medium of communication in these reference materials. They, therefore, need books that are tailored to their level of knowledge and interest so that they may understand the content better. The other problem is lack of funds to carry out HRE activities. 16.56 percent of learners in this study cited this as the problem hampering their learning of HRE. As found elsewhere in this study, students like venturing out of school. This costs money which is scarce.

Lack of assistance from administration, that is, the office of the principal and deputy principal, is another problem (14.79 percent) facing the students. These two officers are key to the survival of a given club within a school environment, the running of activities of that club and subsequently the modification of the behaviour of members of such a club by such activities. In fact, in some schools where law club has fizzled out, it has been largely due to lack of support from the administration of the schools.

Learners also cited donors' inefficiency in the teaching of HRE and subsequently the failure to use those teachings to modify behavior of the learners in a predetermined way as a problem. This amounted to 16.59 percent of the learners in the study. It is important to remember that having been initiated by Human Rights NGOs, these organizations have a duty to relentlessly teach HRE to learners. Their lack of support therefore cannot go unchallenged, as it goes a long way in demoralizing learners and failing to change their attitudes and behaviour in Human Rights.

Asked what they disliked most about their law clubs, learners gave responses that are summarized as challenges or constraints impending the learning of HRE in the following table:
Table 4.13: What do you dislike most about your club?

<table>
<thead>
<tr>
<th>Things disliked by learners about their law clubs</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited exposure to outside world</td>
<td>36</td>
<td>25.35</td>
</tr>
<tr>
<td>Poor attendance to meetings</td>
<td>36</td>
<td>25.35</td>
</tr>
<tr>
<td>Nothing</td>
<td>31</td>
<td>21.83</td>
</tr>
<tr>
<td>Poor club management</td>
<td>27</td>
<td>19.01</td>
</tr>
<tr>
<td>Lack of support by administration, patron and supporting organization</td>
<td>12</td>
<td>8.45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>142</td>
<td>100</td>
</tr>
</tbody>
</table>

While 21.83 percent like everything about their club and would thus not want anything changed, learners’ access to HRE is greatly hampered by limited exposure to the outside world (25.35 percent). This means that learners neither often go out of school to meet others on club activities, nor are other schools invited to their schools for such activities. This is not surprising. Majority of learners suggest elsewhere in this study that what they would like to see in their club is more innings and outings.

Lack of exposure to outside world is rated equally with poor attendance to meetings, scoring 25.35 percent too. 19.01 percent of learners in the study do not like the way their club is managed. The complaint is that both the patrons as well as learners do not attend club meetings. This is a concern because without meeting, HRE activities cannot be arranged. And without those HRE activities, learners cannot have their behaviours and attitudes changed. Complaints about management of the club range from allowing the club to be dormant, misunderstandings between members, unfulfilled promises, leaders corruption to poor time management. They blame the patron, the school administration and the supporting organization for it.
Learners also felt that experts of HRE are limited as sources of information. 8.45 percent complained about lack of support by either the school administration, the supporting organization or the club patron. Again, note that these institutions are the greatest motivators to behaviour modification by learners. Their lack of support only demotivates even the strongest and persevering of learners.

4.8: Value of time spent on law club activities

Learners value the time they spend on law club activities. The following table indicates that law club activities are beneficial to learners.

Table 4.14: Value of Time Spent by Learners on Law Club Activities by Percentage

<table>
<thead>
<tr>
<th>Value of time spent on law club activities</th>
<th>Very Adequate</th>
<th>Adequate</th>
<th>Inadequate</th>
<th>Not sure</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response frequency</td>
<td>51</td>
<td>73</td>
<td>38</td>
<td>60</td>
<td>222</td>
</tr>
<tr>
<td>Response in %</td>
<td>23</td>
<td>33</td>
<td>17</td>
<td>27</td>
<td>100</td>
</tr>
</tbody>
</table>

A combined rate of Very Adequate and Adequate were taken to mean that learners evaluated the time spent as adequate. 56 percent of learners reported that the time spent on law club activities was Adequate. The combination of inadequate and Not Sure were taken to mean that time spent was inadequate. 44 percent felt that time spent on law club activities was inadequate. Even though majority of learners rate time spent on law club activities as adequate to learn HRE, a big minority that poses concern say that time spent is not adequate. Efforts should therefore be made to increase the time spent on law club activities with learners. The value of those activities should also be added so that learners can derive maximum benefits from law club activities.
Asked about the least interesting activity among the activities the learners had ever participated in, learners gave the following response:

Table 4.15: Learners’ Responses to Least Preferred Activity by Percentage.

<table>
<thead>
<tr>
<th>Least interesting activity</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>44</td>
<td>44.307</td>
</tr>
<tr>
<td>Poems</td>
<td>21</td>
<td>20.192</td>
</tr>
<tr>
<td>Long speeches/ lectures</td>
<td>23</td>
<td>22.115</td>
</tr>
<tr>
<td>Group discussion</td>
<td>8</td>
<td>7.692</td>
</tr>
<tr>
<td>Moot courts</td>
<td>8</td>
<td>7.692</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>104</td>
<td>100</td>
</tr>
</tbody>
</table>

Organizers of HRE in secondary schools need not bask in the findings that a very big percentage of learners, 42.30 percent in this study, found no legal activity uninteresting. What this means is that organizers should shorten their monotonous and long speeches (22.11 percent) and avoid poems (20.19 percent) as a way of passing HRE messages to learners. Moot courts and group discussions, as the following table also confirms, should be encouraged. They were cited amongst the most interesting activities. Both scored 7.69 percent each. These findings confirm other findings in this study: learners prefer learning activities that are not only involving but also entertaining. The following table also confirms such findings. Asked to cite the activities they found most interesting, the learners reported the following as the activities they preferred most.
Moot courts, otherwise called mock trials and conducted in the same way as a trial in a court of law were preferred most, with 33.88 percent. Drama, with 23.96 percent, was rated second while debating was third with 19 percent. Discussions were fourth, scoring 17.35 percent. All activities that were listed by learners as being most interesting have one thing in common. They involve a learner actively and they are interesting.

4.9: Content of HRE

The study sought to find out what the content of HRE targeted to learners was.

The following table shows, in the order in which they are prioritized, the topics most covered by teachers with learners of HRE in secondary schools in Kenya.
Table 4.17: Learners Responses to Topics Covered by Percentage.

<table>
<thead>
<tr>
<th>Topic covered</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human rights</td>
<td>170</td>
<td>36.79</td>
</tr>
<tr>
<td>Child rights</td>
<td>96</td>
<td>20.77</td>
</tr>
<tr>
<td>HIV AIDS &amp; poverty</td>
<td>55</td>
<td>11.90</td>
</tr>
<tr>
<td>Constitution</td>
<td>47</td>
<td>10.17</td>
</tr>
<tr>
<td>Drug abuse</td>
<td>29</td>
<td>6.27</td>
</tr>
<tr>
<td>Communication skills</td>
<td>26</td>
<td>5.62</td>
</tr>
<tr>
<td>Democracy &amp; governance</td>
<td>22</td>
<td>4.76</td>
</tr>
<tr>
<td>Others</td>
<td>17</td>
<td>3.67</td>
</tr>
<tr>
<td>Total</td>
<td>462</td>
<td>100</td>
</tr>
</tbody>
</table>

As expected, the topic of Human Rights was the most widely covered by learners. Human Rights is also a very wide topic. It covers such sub-topics as rape, defilement, gender, succession and inheritance among others. The topic of Human Rights is also covered because of several reasons. In a country where Human Rights abuses are rampant, where learning human rights is accidental and where most students and the general citizens do not know their rights, such a topic would, as expected, draw attention of youth in schools.

Another topic that is widely covered is that of child rights (20.77 percent). The reason why this topic draws the attention of youths in schools is that most of the respondents are in that age bracket. HIV/ AIDS and poverty is another topic that is widely covered. This topic, with 11.90 percent, is widely covered with learners so as to sensitize them on the
relationship between HIV/AIDS and poverty. HIV/AIDS and poverty is a pervasive problem that cuts across age and geographical regions. The topic of constitution is covered by 10.17 percent of learners. The study coincided with the Kenyan constitutional review. Therefore, it was paramount that the supporting organization sensitizes learners to the constitution that was under review so as to enable them make better choices.

The other topics were drug abuse (6.27 percent), communication skills (5.62 percent), democracy and governance (4.76 percent). Democracy and Governance was the topic that was least covered. This is because, as found out elsewhere in this study, this topic is boring, unentertaining and difficult for students to comprehend. Teachers also noted the topic as difficult to teach. Other topics that featured in the list of topics covered by learners include community policing, corporal punishment, career choice and leadership. All these are contemporary issues in the society. Some organizations teach students these topics so as to familiarize them with the contemporary issues facing the learners’ society.

4.11: Gratification derived from HRE by learners.

The study also sought to find out if there was any gratification accrued from involvement in law club activities. The intent of this question was to evaluate the performance of HRE by looking at the uses into which experiences in HRE are put.
Table 4.18: Learners’ Response to Benefits Accrued from Human Rights Experiences in Percentage.

<table>
<thead>
<tr>
<th>Benefits accrued</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gained knowledge in law &amp; HR</td>
<td>153</td>
<td>42.85</td>
</tr>
<tr>
<td>Gained skills for self improvement</td>
<td>96</td>
<td>26.89</td>
</tr>
<tr>
<td>Personality development</td>
<td>64</td>
<td>17.92</td>
</tr>
<tr>
<td>Interaction with outside world</td>
<td>32</td>
<td>8.96</td>
</tr>
<tr>
<td>Career development</td>
<td>12</td>
<td>3.36</td>
</tr>
<tr>
<td>Total</td>
<td>357</td>
<td>100</td>
</tr>
</tbody>
</table>

The above table gives a summary of the benefits of HRE amongst learners. Learners felt that HRE not only improves their social standing but also improves them academically. It makes them better citizens. Close to a majority of learners reported that following exposure to HRE, they had gained knowledge in Legal and Human Rights matters. This is very encouraging to the planners of SOPs as the benefits are consistent with the objectives of the SOPs, to create awareness in Legal and HR matters among students. 26.89 percent reported having gained skills that would enhance their self-improvement. Social skills, problem solving, communication, interpersonal and leadership are some of the skills learners mentioned to have gained.

Personality development—encompassing such characteristics like self-confidence, critical thinking ability, motivational abilities and so on—was also cited by 17.92 percent as another benefit accrued from law club activities in secondary schools in Kenya. Through the affairs of law club, 8.96 percent of learners observed that they were able to interact freely with the world outside their school. This interaction enabled them to meet...
other learners of HRE from other schools, interns from the Kenya School of Law, implementers of SOP in secondary school in Kenya, teachers from other schools and so on. Lastly, 3.36 percent of learners used the knowledge gained from law club activities to understand, from an early age, the career of their dream, which is law.

4.12: The teaching-learning venue

Table 4.19: Learners Response to Choice of Venue of HRE by Percentage.

<table>
<thead>
<tr>
<th>Venue of activity</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In another school</td>
<td>100</td>
<td>66.66</td>
</tr>
<tr>
<td>In my-school</td>
<td>26</td>
<td>17.33</td>
</tr>
<tr>
<td>In court</td>
<td>13</td>
<td>8.66</td>
</tr>
<tr>
<td>Others</td>
<td>11</td>
<td>7.33</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.19 shows the venues of learning-teaching experience. The venue of the teaching-learning process was varied depending on need, appropriateness of the venue in passing the intended message and the cost involved in accessing the venue. However, majority of learners preferred travelling to another school to hold activities through which learning would take place. The reason for this, as shown by the students' intense desire to go out of school, is that it offers a student an opportunity to venture out of school and to meet and socialize with peers from other schools. The above information is true because, asked if the venue affected learning of Human Rights, half of the respondents said it affected learning while half said it did not.
The hosting school is another appropriate venue of HRE activities, with 17.33 percent of learners preferring it. This is preferred for its cost-effectiveness and its capacity to reach many learners, including those that are not members of law club in the school. The courts, where demonstrations of Legal and HR abuses are actualized for the purpose of settling the disputes are also cited as appropriate environments of HRE activities. There are other venues (7.33 percent), which are also used in teaching-learning process. Such venues include the police stations, parliament and hospitals. These venues, like courts, are preferred for their ability to give learners hands-on experience in Legal and Human Rights issues. However, there is no mention of a jail being a venue of the teaching-learning process despite the appropriateness of jails in the teaching-learning of prisoners’ rights.

4.13: Recommendations offered by learners of HRE.

The study sought to offer solutions to emergent problems. This was done by asking the learners to mention things they dislike most as well as what they like most about their law clubs. The following findings emerged as shown in table 4.20.

<table>
<thead>
<tr>
<th>What do you like most</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educative and entertaining club activities</td>
<td>40</td>
<td>25.97</td>
</tr>
<tr>
<td>Members behavior e.g. dedication and unity</td>
<td>38</td>
<td>24.67</td>
</tr>
<tr>
<td>Clubs functions i.e. outings&amp; innings</td>
<td>31</td>
<td>20.12</td>
</tr>
<tr>
<td>Most organized/active club</td>
<td>28</td>
<td>18.18</td>
</tr>
<tr>
<td>Freedom (e.g. of expressions) enjoyed</td>
<td>17</td>
<td>11.03</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>154</td>
<td>100</td>
</tr>
</tbody>
</table>

63
Findings indicate that entertainment and education are key things that learners like about their law club. This scored 25.97 percent. Norms within reference groups that make members behave in a prescribed manner is another thing the learners in this study like. This attracts 24.67 percent while unique club functions i.e. "outings", activities held in the hosting school and "innings", going away to another school for law club activities attracts 20.12 percent of learners. That law clubs in the schools under study are the most organized and most active attracted 18.18 percent of the students' respondents while enjoyment of freedoms attracts 11.03 percent of those respondents.

As asked what they disliked most about their club, learners' responses, as shown in the following table, pointed at the recommendations that would go a long way in speeding HR awareness in secondary schools in Kenya.

**Table 4.21: What Do You Dislike Most About Your Club?**

<table>
<thead>
<tr>
<th>Dislike</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Limited exposure to outside world</td>
<td>36</td>
<td>25.35</td>
</tr>
<tr>
<td>Poor attendance to meetings</td>
<td>36</td>
<td>25.35</td>
</tr>
<tr>
<td>Nothing</td>
<td>31</td>
<td>21.83</td>
</tr>
<tr>
<td>Poor club management</td>
<td>27</td>
<td>19.01</td>
</tr>
<tr>
<td>Lack of support</td>
<td>12</td>
<td>8.45</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>142</td>
<td>100</td>
</tr>
</tbody>
</table>

Planners of SOP in secondary schools in Kenya need not relax simply because a big group of learners (21.83 percent) like everything about the informal clubs established in schools to deal with HRE. However, to get maximum results, they need to capitalize on
the students overwhelming desire to get exposure to the outside world through “outings and “innings”. 25.35 percent of the learners complained that they lack these exposures.

Managers of those clubs, notably patrons, should be closer to the learners and motivate them by attending their meetings more regularly. 25.35 percent of learners complained that club meetings are not well attended. Related to this is the next dislike by learners—poor club management by all the groups concerned. These groups include the patron, the officials of law clubs as well as the supporting organization. This also relates to the next problem facing the informal groups, lack of support by all the above stakeholders. The learners offered the following recommendations to the school heads.

Table 4.22  Recommendations Given to School Heads by Learners in Percentage.

<table>
<thead>
<tr>
<th>Recommendations to the school heads</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize interactive meetings with outside world</td>
<td>115</td>
<td>40.65</td>
</tr>
<tr>
<td>Support club financially &amp; morally</td>
<td>114</td>
<td>40.28</td>
</tr>
<tr>
<td>Allocate more time for club activities</td>
<td>8</td>
<td>2.82</td>
</tr>
<tr>
<td>Boost Morale so that more join the club</td>
<td>31</td>
<td>10.95</td>
</tr>
<tr>
<td>Support teaching of Human Rights</td>
<td>15</td>
<td>5.30</td>
</tr>
<tr>
<td>Total</td>
<td>283</td>
<td>100</td>
</tr>
</tbody>
</table>

Recommendations offered by learners to head teachers in the schools in this study were similar to those offered by learners to patrons. 40.65 percent recommended that head teachers organize interactive meetings with outside world, while 40.28 percent recommended that head teachers support the club financially and morally. 2.82 percent recommended that more time than is current be allocated to club activities while 10.95 percent want head teachers to openly support the club so that membership can increase. 5.30 percent want head teachers to support teaching of Human Rights.
The learners were also asked to give their views regarding what they would do to improve learning of Human Rights in their schools if they were either the patron to the law club or the school head. The aim of asking this question was to find out, through the responses given, the problems faced by learners that are associated with the patron or school heads. Regarding the patron, the learners gave the following recommendations:

Table 4.23: Learners Response to Recommendation Given to Patrons

<table>
<thead>
<tr>
<th>Recommendation for patron</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organize interaction with outside world</td>
<td>156</td>
<td>53.42</td>
</tr>
<tr>
<td>Support club morally and financially</td>
<td>34</td>
<td>11.64</td>
</tr>
<tr>
<td>Encourage students to join the club</td>
<td>38</td>
<td>13.01</td>
</tr>
<tr>
<td>Allocate more time for club meetings</td>
<td>23</td>
<td>7.87</td>
</tr>
<tr>
<td>Teach Human Rights more to students</td>
<td>20</td>
<td>6.84</td>
</tr>
<tr>
<td>Instill more discipline at club</td>
<td>21</td>
<td>7.19</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>292</td>
<td>100</td>
</tr>
</tbody>
</table>

Most learners in this study believe that patrons have the ability to organize and facilitate interaction between learners and the outside world. 53.42 percent of the learners blame their patrons for not being adequately exposed to the outside world. 11.64 percent say they would support the club morally and financially. The expectation that teachers should finance the activities of law clubs only serves to demonstrate the yawning need to look for finances elsewhere. Most teachers, patrons of law clubs included, complain their salaries do not make ends meet. Asking them to fund their law clubs would be to overstretch them financially. 13.01 percent recommend that patrons of law clubs
popularize the club among the students so that more students could join. To enable patrons do this effectively, training is needed. 7.87 percent believe that the current time allocated for club activities is not sufficient and recommend more. While this is highly appreciated by the researcher, care should be taken to ensure that each meeting is beneficial to all learners. In the absence of proper planning, such meetings could degenerate into noise making sessions, if left alone to the learners by the overburdened teachers. Thus incentives ought to be introduced in the teaching of HRE in secondary schools in Kenya. This will also enable the teachers to teach HRE to students, another recommendation by 6.84 percent of learners in this study. Lastly, 7.19 percent recommend that patrons inject more discipline among members of law clubs in secondary schools.

4.14: Teachers characteristics

Majority of teachers, 57 percent reached by this study, were females while 43 percent were males. This shows a female bias in the study. All the teachers fell in the age bracket of between 30 to 40. 86 percent of those teachers were classroom teachers while the remaining, 14 percent, were deputy-head teachers. No head teacher was involved in the teaching of HRE in the schools in this study. All the above factors, as we shall see, have implications in the teaching-learning process.

Five out of the seven teachers in the study are patrons to the law clubs at their schools, while two are assistant patrons. Six of them have university education while only one has post-university education. A majority of the teachers, four out of seven, or 57 percent, has no formal or informal qualification in the area of HRE. Only 43 percent have informal qualification in HRE, having attended workshops and seminars organized by their supporting organizations. This too has implications in the teaching-learning process.

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of HRE in secondary schools in Kenya. Training in HRE, whether formal or informal, imparts teachers with skills and knowledge to enable them modify attitudes and behaviours of learners towards Human Rights. All the teachers are Christians. This is an obvious religious bias and it also has implications in the teaching-learning process.

4.15: Human rights NGOs working in secondary schools in Kenya.

Table 4.24: Organizations Supporting HRE in Secondary Schools in Kenya by Percentage

<table>
<thead>
<tr>
<th>Organizations supporting HRE</th>
<th>COUNT</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>COBADES</td>
<td>3</td>
<td>42.86</td>
</tr>
<tr>
<td>LRF</td>
<td>2</td>
<td>28.57</td>
</tr>
<tr>
<td>CLARION</td>
<td>2</td>
<td>28.57</td>
</tr>
</tbody>
</table>

Table 4.24 shows that, in this study, almost half of the schools work with COBADES, with 42.86. The other NGOs working with secondary schools in Kenya in this study are CLARION and LRF, each with 28.57 percent of the total number of respondents.

4.15.1: Is the organization supportive?

Majority of teachers, 57 percent, felt that these organizations are supportive. A large minority, 43 percent, felt the organizations are not supportive. This large minority raised fundamental questions. Have organizations abandoned the teaching of HRE to teachers before the teachers could feel adequately prepared to handle HRE with secondary school students? Do teachers feel abandoned by the same NGOs that initiated HRE and are
supposed to be supporting them? Those that felt that the organizations are supportive gave the following as ways in which they receive support.

Table 4.25: Support in What Ways?

<table>
<thead>
<tr>
<th>Ways in which support is given</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supply of materials</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Sponsoring activities</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Training</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100</td>
</tr>
</tbody>
</table>

Supply of teaching-learning materials appears to be the dominant support given to schools by supporting NGOs. This comprises 50 percent. The supporting NGOs also train teachers through seminars and workshops, imparting them with knowledge and skills to enable them be more effective in moulding behaviour and attitude of learners in secondary schools in matters of Human Rights. The other support is offered in terms of sponsoring HRE activities in schools. This scored 25 percent, same as training. This is consistent with information given by teachers that only a minority has received training in the area of HRE. The organizations sponsor interactive meetings where schools are gathered so that they may share experiences in Human Rights. Some organizations have sponsored essay-writing competitions, drama-festivals, moot courts and so on.

However, asked if they could teach HRE independent of the organizations support, five out of seven teachers said they could, while only two teachers said they could not. This shows that with training, support and experience, teachers can handle the teaching of HRE in secondary schools in Kenya. This appears to be the strategy that propelled the
Human Rights NGOs in lobbying the Ministry of Education to include HRE in the secondary school curriculum. Nevertheless, the two teachers who said they could not handle teaching of HRE without support, comprising 43 percent of the total respondents, are a matter of concern. It means that NGOs ought to put more effort in the training and capacity-building of teachers to make them more effective agents of behaviour change among secondary school students in Kenya.

4.16: Duration of patronage of teachers

The following table shows the length of teachers' patronage of law clubs in years.

Table 4.26: Length of Patronage of Teachers on HRE in Percentage

<table>
<thead>
<tr>
<th>Length of teachers Patronage in years</th>
<th>1 year</th>
<th>2 years</th>
<th>3 years</th>
<th>4 years</th>
<th>5 years</th>
<th>6 years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Response %</td>
<td>14</td>
<td>29</td>
<td>0</td>
<td>29</td>
<td>14</td>
<td>14</td>
<td>100</td>
</tr>
</tbody>
</table>

From the table above, four out of seven teachers have been patrons of law clubs for between four and seven years, while three have been patrons for about two years. This appears to be substantive time to enable teachers gain skills, knowledge and experience in HRE for effective teaching. This is consistent with the information given by the teachers that they could teach HRE without the assistance of the supporting organizations. This shows that experience in the teaching of HRE is crucial to successful impartation of HRE to learners.

4.17: Duration of support of HRE in secondary schools in Kenya by Human Rights organizations
Findings indicate that Human Rights NGOs have worked with schools in Kenya for a long time. In five out of seven schools, NGOs have worked with teachers and students for more than four years. This appears to be a long period of time within which considerable results in modification of behavior and attitudes in matters of Human Rights ought to have been achieved.

Table 4.27: Duration of support by HR organizations

<table>
<thead>
<tr>
<th>Length of support in years</th>
<th>1 yr</th>
<th>2 yrs</th>
<th>3 yrs</th>
<th>4 yrs</th>
<th>5 yrs</th>
<th>6 yrs</th>
<th>7 yrs</th>
<th>8 yrs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response frequency</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Response %</td>
<td>14.29</td>
<td>0</td>
<td>14.29</td>
<td>28.57</td>
<td>14.29</td>
<td>14.29</td>
<td>0</td>
<td>14.29</td>
<td>100</td>
</tr>
</tbody>
</table>

In two of the schools, the organizations have worked with teachers for between one and three years. In four of the schools in this study, Human Rights organizations have worked with teachers for between four and six years. In one of the schools, successive club patrons have worked with the organizations for about eight years. This also appears to be a long period of time. Specific gains thus ought to be reaped from the work of the NGOs in these schools. Questions about the age at which secondary school students engage in HRE arise. More efforts should be made to draw learners to HRE at their formative years in secondary schools so that they can learn more.

4.18: Problems faced by teachers of HRE.

It emerged that teachers faced various problems accessing information that enhance teaching of HRE. Data shows that 71 percent faced a variety of problems while only 29 percent of teachers in this study did not face problems.
Even though secondary school teachers are overwhelmed by a big workload from the demanding secondary school curriculum, teachers in this study did not cite it as the biggest impediment to the teaching of HRE to their students. This means they still squeeze some time to attend to law club activities at their law clubs. 80 percent of the teachers cited problems that are directly related to the supporting organization: short supply of HRE literature (40 percent) and lack of HRE curriculum (another 40 percent). This information confirms the earlier findings where almost a half, 43 percent of teachers in this study, indicated that HRE organizations do not support teachers in their endeavors in teaching HRE. It is worrying that teachers, who are implementers of SOP, are not provided with a curriculum to use in the teaching of Human Rights. A curriculum in any subject is like a road-map to a destination. It is such a vital document in teaching that very little in terms of learners’ behaviour and attitude change can be realized without it. The other problem hampering teaching of Human Rights is lack of literature. Considering

<table>
<thead>
<tr>
<th>Problems faced</th>
<th>Count</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big workload of curr</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Short supply of HRE curriculum</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Lack of curriculum</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100</td>
</tr>
</tbody>
</table>

Table 4.28: Problems Impeding the Teaching of HRE in Secondary Schools in Kenya.
that Law and Human Rights is a specialized field of professionals, teaching HRE without HRE literature, is like asking a fisherman to go fishing without a net. Such a fisherman would not be expected to catch many fish.

4.19: Exposure to HRE.

When asked how many times students meet weekly on law club activities, the response of teachers confirmed what learners said about exposure to HRE: most clubs meet once per week on law club activities. Indeed 57.1 percent of teachers said their clubs meet once per week. The remaining percentage was spread out equally on rare, fortnightly and daily meetings, with 14.3 percent each. When schools have an urgent need to prepare an activity, they meet more than once per week. It is commendable that there is a percentage of teachers, though small, that exposes the learners to daily exposure to HRE. This is commendable because learning is more effective where learners are repeatedly exposed to a subject matter.

When they do not have any activity, most clubs do not meet. Most clubs meet when the patron initiates the meeting. This is as expected because teachers are authority figures whose presence in a teaching-learning situation is a motivational factor to the learners. For example, in schools where teachers openly said they rarely meet the learners on law club activities, where teachers struggled to get members to fill the questionnaires, and where teachers seemed embarrassed to be patrons to an almost inexistent club, even the learners seemed demotivated. On the contrary, where teachers of HRE were enthusiastic, even learners seemed very motivated.
Table 4.29: Length of Sessions of HRE.

<table>
<thead>
<tr>
<th>Length of sessions</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 30 min</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>31-60 min</td>
<td>6</td>
<td>86</td>
</tr>
<tr>
<td>61min &amp; above</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>100</td>
</tr>
</tbody>
</table>

Teachers also confirmed the information given by learners: the sessions do not last for more than one hour. Majority of teachers, 86 percent, said their members meet for between 30 to 60 minutes. Only 14 percent meet for less than 30 minutes. The duration of the learning-teaching experience is consistent with the average duration of a period in school. That is, between 40 and 50 minutes. This makes learning of HRE be closely similar to that of normal classroom situation. In most schools, learners of HRE meet during their free times. This is either after classes before supper, during prep/time of course with the permission of the school authority or over the weekend. This means that most learning of HRE is done during time set aside for leisure at secondary schools in Kenya. At this time, learners are likely to be tired from a day's work and may prefer resting to learning. It is therefore expected that the most exciting task will attract the most learners. It is also expected, and worrying too, that the shorter the exposure, the popular the exposure it will be among the already exhausted learners. Owing to the seriousness with which Human Rights are being abused, such a short duration seems inadequate to learners especially in the changing of stubborn behaviours and attitudes among the youth.
Findings indicate that all the teachers in this study have participated in a law club activity involving their schools on several occasions. Majority, four out of the seven teachers, have been participants during those interactive activities for more than three times. The rest have done so for more than three times.

Table 4.30: Frequency of exposure to HRE.

<table>
<thead>
<tr>
<th>Frequency of exposure to HRE</th>
<th>2 times</th>
<th>3 times</th>
<th>4 times</th>
<th>5 times</th>
<th>8 times</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Response %</td>
<td>28.57</td>
<td>14.28</td>
<td>14.28</td>
<td>14.28</td>
<td>14.28</td>
<td>100</td>
</tr>
</tbody>
</table>

During these activities, most teachers have been assigned active roles. They have been given roles as organizers, (active) participants or adjudicators. On other occasions, they were assigned observer roles to club activities with other schools.

The following table gives that summary more vividly.

Table 4.31: Capacity in Which Teachers Participated in HRE.

<table>
<thead>
<tr>
<th>Capacity in which participation was done</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participant</td>
<td>9</td>
<td>47.37</td>
</tr>
<tr>
<td>Observer</td>
<td>1</td>
<td>5.26</td>
</tr>
<tr>
<td>Organizer</td>
<td>8</td>
<td>42.11</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>5.26</td>
</tr>
<tr>
<td>Total</td>
<td>19</td>
<td>100</td>
</tr>
</tbody>
</table>

4.21: Management of reference groups.

A law club in a secondary school situation is like a reference group for peers.
A constitution for a law club in a secondary school is like norms that regulate behaviours of members. Six out of seven clubs are managed using an existent constitution while only one school law club does not have group norms that regulate the behavior of members.

Table 4.32: Ways of Ensuring Conformism to Group Norms in Percentage

<table>
<thead>
<tr>
<th>Ways of ensuring conformism to group norms</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewing constitution</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>Constant reminders</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>Irrelevant/updated</td>
<td>1</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

To ensure conformism findings indicate that ownership of group-norms that modify behaviour of members appear to be the strategy most popular with teachers. This is commendable as it also ensures democracy. Half of the teachers that reported having a constitution ensure that the group norms are conformed to by constantly reviewing the constitution with all the learners of HRE. Constantly reminding the learners about the presence and importance of group norms is also an important strategy of ensuring conformism to the constitution. This strategy scored 33 percent among teachers of HRE. However, there was a small percentage of teachers in the study who said that the constitution has become obsolete for lack of activities at the law clubs.
Table 4.33: Teachers Response to Ways of Ensuring Conformism to Club Constitution in Percentage.

<table>
<thead>
<tr>
<th>Ways of ensuring conformism</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punishment</td>
<td>4</td>
<td>67</td>
</tr>
<tr>
<td>Guidance &amp; counseling</td>
<td>2</td>
<td>33</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

Two categories of actions were considered the best strategies against non-conformism to established group norms. Punishment, by way of expelling and/or suspending them from clubs, and physical and psychological punishment within the club, was deemed by teachers to be the most popular strategy of ensuring conformism to learners' norms. This scored 67 percent while guidance and counseling and generally encouraging learners to conform to established norms scored 33 percent. With punishment being the dominant strategy of ensuring conformism, reward seems to be the alternative for conformism. This reward could also mean avoidance of punishment.

4.21.1: Selection of club members and officials

The study sought to find out the criteria used in selecting club members as well as officials to join law club activities. The discretion to join the club as a member was solely left to the individual learner in a school. This means that willingness and interest in law club activities was found to be the only criteria used in choosing law club members. It is important to let membership be on the basis of willingness and interest. This is because HRE requires sacrifice and selfishness. These two very important characteristics can be scarce where membership is involuntary.
From the pool of law club members, law club officials were drawn. Selection of club officials from the pool was done by a single method: election conducted at the club annually to choose the club officials. This ensures democracy, one of the biggest hallmarks of Social Contract theory. This principle is also taught to learners. It is important that learners start practicing democracy at an early age.

4.22: Teaching environment/ venue

Table 4.34: Teachers’ Response to Teaching Venue in Percentage.

<table>
<thead>
<tr>
<th>Venue of activity</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>My school</td>
<td>8</td>
<td>36</td>
</tr>
<tr>
<td>Another school</td>
<td>10</td>
<td>45</td>
</tr>
<tr>
<td>Court</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>22</td>
<td>100</td>
</tr>
</tbody>
</table>

Teachers like unfamiliar venues, preferring venues away from their school to having the activities hosted in their schools. Only 36 percent of teachers used their school as a venue to law club activities while the remaining 64 percent of activities were carried out in another school, in court and other venues. 45 percent of the activities were done in another school except the hosting school, 14 percent in court and five percent in other venues. Such other venues include parliament, prisons, police stations and so on. These are very relevant venues to the teaching/ learning situations. The choice of a venue, said the teachers in the study, was congruent to the performance of HRE.
4.22.1: Effect of venue of HRE

As asked how the venue affected the teaching-learning of HRE to learners, teachers unanimously said that activities not within the school environment were more effective. They also said that students' interaction with others made them more knowledgeable and more interested in HRE affairs. This makes the call for sharing experiences not within the school environment even more justified.

4.23: Teachers' Expectations

The content covered was in response to the felt needs of teachers: 86 percent of teachers had their expectations met by the activity in which they participated. This is very encouraging because a successful IEC strategy should be in response to identified expectations or needs of a definite audience.

4.24: Content of HRE.

Table 4.35: HRE Topics Covered by Teachers with Students.

<table>
<thead>
<tr>
<th>Topics covered</th>
<th>Schools Covered (counts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Human rights</td>
<td>7</td>
</tr>
<tr>
<td>Child rights</td>
<td>6</td>
</tr>
<tr>
<td>Criminal and civil procedure</td>
<td>5</td>
</tr>
<tr>
<td>Constitution review process</td>
<td>4</td>
</tr>
<tr>
<td>Democracy and governance</td>
<td>3</td>
</tr>
<tr>
<td>HIV/AIDS and poverty</td>
<td>1</td>
</tr>
<tr>
<td>Non-violent methods of conflict resolution</td>
<td>1</td>
</tr>
</tbody>
</table>
Human rights top the list of topics covered. This is as expected because with Human Rights organizations core interest being to promote awareness of Human Rights, they had to emphasize on the teaching of this topic to learners. They also taught teachers a lot about Human Rights at the training workshops, making them feel more adequately prepared to teach the Human Rights than any other topic.

Child rights as a topic was covered in 6 out of seven schools in the study. This again is expected. Given their age bracket, youthful learners are most attracted to topics that touch on issues of children. Criminal and civil procedure was taught in five out of the seven schools in the study, while the constitution was taught in four of the schools. Democracy and governance was taught in three schools while HIV/AIDS and poverty was taught in one school only. The reason why this topic received least attention could be that, as is the practice with HIV/AIDS, the message is normally largely characterized by facts and figures about HIV/AIDS and lacking in intellectual and emotional appeal. The other reason could be that only a few organizations emphasize it, perhaps with the others feeling that it is not Human Rights related.
4.25: Evaluation

Table 4.36: Mode of evaluation used in percentages.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>4</td>
<td>57.1</td>
<td>1</td>
<td>14.3</td>
<td>1</td>
<td>14.3</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Oral reports</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>57</td>
<td>2</td>
<td>29</td>
<td>1</td>
<td>14</td>
</tr>
<tr>
<td>Written reports</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>14</td>
<td>1</td>
<td>14</td>
<td>3</td>
<td>43</td>
</tr>
<tr>
<td>Quizzes</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>14</td>
<td>2</td>
<td>29</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>Cats</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>57</td>
</tr>
<tr>
<td>Final exam</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>71</td>
</tr>
</tbody>
</table>

From Table 4.36, teachers preferred using immeasurable modes of evaluation more than measurable modes. For example, 57.1 percent of teachers in the study used observation always as their mode of evaluation compared to 57 percent who used CATS or quizzes rarely. 71 percent of teachers rarely used the final exam. This demonstrates why it is very difficult to assess the performance of HRE in secondary schools in Kenya as teachers do not have tangible evaluation results. Oral reports, another immeasurable mode of evaluation, is also a popular way of assessing the progress made in Human Rights Education. 57 percent of teachers report using it mostly. Where teachers are already overburdened by an examinable curriculum, evaluation methods that are less demanding are, expectedly, likely to be more relied upon to carry out evaluation of non-examinable subjects like HRE.
4.26 Motivational factors

Table 4.37: Reasons for joining Law Club Activities

<table>
<thead>
<tr>
<th>Reasons for joining law club activities</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interest in law/ human Rights</td>
<td>5</td>
<td>83.33</td>
</tr>
<tr>
<td>Interest in learning the skills of peaceful dispute resolution</td>
<td>1</td>
<td>16.67</td>
</tr>
</tbody>
</table>

It is evident from Table 4.37 that several factors motivated the teachers to get involved in HRE in secondary schools in Kenya. These factors were the desire to resolve disputes peacefully and teachers interest in Legal and Human Rights issues. While only one teacher did not respond to this question, a majority, five out of seven teachers in the sample, were motivated by their interest in Legal and Human Rights issues. One out of the seven teachers desired to get skills and knowledge that would enable them solve disputes peacefully. This is partly the reason why most teachers, 86 percent in the sample, got involved in HRE in secondary schools in Kenya voluntarily. In fact, only one out of the seven teachers in the sample was appointed by the principal.

4.27 Problem solving

It is encouraging to note that all teachers value Human Rights Education as a tool of solving their immediate problems. The following table illustrates this.
Table 4.38: Frequency of usage of HRE to solve real life problems.

<table>
<thead>
<tr>
<th>Frequency of usage of HRE to solve real life problems</th>
<th>Always</th>
<th>Mostly</th>
<th>Occasional</th>
<th>Rarely</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>Response %</td>
<td>43</td>
<td>57</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
</tbody>
</table>

57 percent of the teachers in the sample use HRE experiences to solve real life problems mostly while 43 percent of the teachers use HRE always. No teacher uses HRE occasionally or rarely to solve real life problems.

4.27.1 Gratification accrued from HRE.

The study sought to find out gratification derived from experiences as a law club patron. Findings show that club patrons had varied benefits from HRE experiences. The most common gratification were the enhanced knowledge of Human Rights and improved teaching skills. Also important gratification was improved ability to understand and relate well with other people, students and ones’ children.

4.28 Information sharing

Interpersonal communication is an appropriate strategy among teachers in the teaching of HRE in secondary schools in Kenya. Majority of teachers (86 percent) used it to share information with other law club patrons. However, 14 percent of teachers never shared any information with patrons of law clubs from another school. This percentage, though small, demonstrates that more efforts are needed in mobilizing teachers in the teaching of HRE among secondary school students in Kenya.
It was also found out that majority of teachers in the study had played a great role in starting a law club in another secondary school. This was done through convincing a teacher from another school to start a club at that school. 57 percent of the teachers' sample had convinced a teacher from another school to start law club. Nevertheless, the big minority of 43 percent who have never convinced another teacher to start up a law club in another school is a matter for concern. This is expected, as only a satisfied acceptor can actively convince another to accept a new innovation for instance HRE.

Concerning the sharing of information with fellow teachers in the school, the study found that 14.3 percent of the teachers of HRE do so all the time while a big majority of 71.4 percent do so sometimes. A small minority, 14.3 percent, indeed those that felt that Human Rights NGOs have abandoned them, share with fellow teachers rarely.
Chapter 5: Summary, conclusion and recommendations

5.1 Summary and conclusion

This study set out to examine the quality of IEC strategies used in the planning and implementation of Human Rights Education by Human Rights organizations in the secondary schools' outreach programmes. Using respondents from schools in three provinces in Kenya, namely Eastern, Nairobi and Western-comprising Nyanza, it identified hindrances to the success of IEC strategies identified. The study also set out to identify hindrances to the successful adoption of the IEC strategies. It also sought to evaluate the performance of the IEC strategies so identified. Lastly, using the findings, it hoped to make recommendations for the benefit of such programmes in future.

The study has achieved its objectives by establishing that implicit or explicit IEC strategies were used to plan and implement the schools' outreach programmes. However, the study found out that those strategies had limitations and were faced by serious problems that militated against successful implementation of the schools outreach programmes. This study, therefore, while making an evaluation of the successes and failures of the IEC intervention strategies used in the implementation of the schools' outreach programmes, makes the following recommendations.

5.2 Recommendations

(a) Goals and objectives

Goals and objectives ought to be specific, measurable, achievable, realistic and time - bound. Most objectives of most Human Rights Organizations do not meet the above criteria. It is difficult to evaluate them in a measurable way. For example, how do we evaluate the term 'promote' or assess the word “nurture”? What criteria would we use to
conclude that a Human Rights project has promoted the enjoyment of human rights in a given society or nurtured the growth of democracy of that society?

(b) The target audience

Most organizations in this study target the youth in the school. The argument put forth is that to change and create awareness on good governance, the youth, being the majority and most flexible in any society, should be the principal target of persuasive communication. While this is true to some extent it nevertheless has limitations.

For example, the youth in most societies, Kenya included, are the most vulnerable, and they look upon the society to offer guidance. Thus changing the behavior of the youth without changing the entire society may be counter-productive. Currently, not all organizations have encompassed this in their programme activities. The programmes also ought to consider reaching all learners in a secondary school situation. It is discouraging to note that no form one was reached in this study. For learners to reap maximum benefits, they ought to be exposed to a subject matter for a considerably longer time Research has shown that with repetition, learning rises correspondingly.

(c) Message characteristics

A successful message should mix fear, intellectual and emotional appeals. And this was highly lacking in the messages passed to learners of HRE. The messages the learners received, as found in the publications sampled from the organizations were characterized by facts and figures. Besides this, the learners were treated as a mass without analyzing them into different ages that also influenced their social disposition and thus attitude and behavior. Any group consists of different types of people in the adoption process (Rogers, 1992). There are early acceptors, early adaptors, the majority and early
acceptors. Research by Katz and Lazarsfeld on the two-step flow of communication found out that it is through social processes that we provide meaning for the words and labels that make our language. There are also opinion leaders in any group who determine how members of the group interpret any communication messages. All these types of people ought to be given due attention in designing messages and efforts made to influence them depending on their differential intelligence levels so that those communication messages can be successful in changing behaviours and attitudes.

(d) Concentration of focus

According to Human Rights Education Directory, most organizations are based in Nairobi. Besides, most of these organizations are working in schools in Nairobi, or near Nairobi. While this is very convenient and saves time and money, efforts should be made to reach out to the peripheral areas of Kenya where Human Rights abuses are even more prevalent.

(e) Follow up

Even though most teachers reported that they could teach Human Rights education to learners without depending on the supporting organizations, some teachers seemed disappointed and frustrated by lack of support by the organizations. In some schools, teachers appeared not to even know the members of law club. This provides evidence that follow up by organizations on teachers and subsequently on learners is poor. Without proper follow up, feedback will be poor and minimal attitude and behaviour change will be registered. Society should own the noble process of bringing positive change to that society, as was envisaged by the mission and vision of the organizations. However, without follow up by the supporting organization, that good idea of creating Human Rights awareness will be down-trodden by other pressing issues of the society. This
follow-up should also involve the learners who have already graduated from school. As a report by one organization suggests, HR organizations could consider maintaining a database of ex-law club members with the aim of establishing a network of youths for the club. This ensures continuity of the newly found behaviour.

(f) Frequency and length of exposure

While weekly contact reported by most teachers and learners is important because it avoids monotony, disinterest and boredom, it is important to note that learning increases with repetition. Repeated exposure leads to familiarity. Familiarity with a message makes the message more interesting, and the message is thus more liked. This in turn increases chances for behaviour and attitude change.

(g) Use of experts

The use of credible sources of information amongst learners is commendable. More, however, ought to be done. It is worrying to note that almost a half of the learners in this study, 42 percent, have never been exposed to a credible source of information. Besides, teachers who are only trustworthy agents of behaviours change were almost rated the same as legal officers who have expertise in the field of human rights. This is good as both informal as well as formal sources of communication should be used in an information campaign like this one. However, for better results, this study submits that more use of experts that are not only acceptable but also perceived to be so by learners should be encouraged. The secret will lie on how stakeholders identify many credible sources of information with whom learners identify with in terms of gender, social class, age and interest.
(h) Reference groups

It is assumed that the individual is a social being with an intimate dependency on others for knowledge and decisions on his attitudes and actions. As such, the group one belongs to or identifies with are important in sharing beliefs, attitudes and behaviour. Norms within a reference group and how members of that group perceive the norms can alter behaviour and attitudes of members of the group. A law club in a school is like a reference group.

It is encouraging to note that supporting organizations have ensured that clubs establish group norms among members of law clubs with a view to using them to modify behaviour and attitudes of members of those reference groups. It is also encouraging to note that members of these groups can identify gains from the groups. This is as it should be because the power of a group depends on the gains for individuals from that group.

The success of HRE in secondary schools in Kenya will be dependent on how members of law clubs will be made to believe that they can reap even more gains from law clubs.

(i) Frequency and mode of evaluation

Most teachers use immeasurable modes of evaluation, notably observation and oral reports, to assess the effect of HRE on learners. While these modes of evaluation are easier to administer, are fast, time saving and cost effective, they do not provide tangible evidence of evaluation. They are also not taken seriously by learners. It is important to remember that more formal evaluation like written reports, quizzes, CATS and final examinations are taken more seriously by learners. With more attention being given to a certain subject, learning rises correspondingly.
(j) Constraints to access to information

With almost half of teachers citing impediments to access to information on Human Rights, efforts need to be done to deal with the identified problems. The problems that exist are more physical than psychological, like lack of an HRE curriculum and short supply of literature. There are also psychological problems like straining the teachers relationship with the administrations where the administrations feel threatened by students who are knowledgeable in Human Rights. Such teachers may fear jeopardizing their jobs at the expense of teaching HRE to students.

(k) Training of patrons/teachers

The study found out that majority of teachers have not been informally trained on Human Rights. Only 43 percent of teachers have been trained on HRE. It is encouraging to find from the study that teachers, having been trained to handle any subject matter can, with experience, handle any content. Hovland et. Al. acknowledges the sleeper effect which bridges the gap in terms of source credibility for message acceptance. This means that planners of HRE should utilize even those that are perceived by the target audience as low credibility sources, for instance teachers. However, training on a subject matter like Legal and Human Rights is necessary as it instills confidence to teachers, making them more effective change agents. Besides, it is important to increase the knowledge levels of teachers so that they do not mislead learners because of lack of information.

(l) Motivation

The study found out that learners and teachers of HRE can identify tangible benefits from HRE experiences. The study also shows that there are various negative motives militating against adoption of new opinions and attitude towards HRE. In the school outreach
programmes, intervention warrants that planners put more efforts in creating a desire for non involvement in Human Rights violations. Most learners do not have a problem with doing what is right. It would be waste of efforts to repeat to learners the merits of respecting Human Rights since learners already know them. The central task would be to identify and remove the negative consequences of claiming for Human Rights, especially in schools where members of law clubs are viewed as rebellious and there are rigorous efforts to oppose them.

(m) Punishment

The most popular method of ensuring that learners conform to established norms appear to be punishment. While punishment may appear an effective strategy of ensuring conformism, it nevertheless evokes fear among learners. Research by Hovland et. al. shows that fear-arousing messages are not effective in modifying attitude and opinions in the long run. High levels of anxiety can interfere with the person attending to, comprehending and accepting the message. Where there is minimal threat, there are greatest changes in conformity with the communicators recommendations.

(n) Venue of HRE.

The study found out that learners prefer to have Human Rights experiences carried out away from familiar venues. Teachers agree with them. They say that learners understand better when learning activities are carried out away from school, in courts, parliament, police stations, jails and so on. Learners, also complain that what they lack most is exposure to the outside world. They also suggest that that is what they would like most. Despite cost, therefore, efforts should be made to have learners taken to venues where learning is not only effective but also entertaining. Efforts should also be made to have
clubs be more self sufficient in finances so as to meet some of their financial commitments.

(o) Sustainability

There appears to be a serious problem facing sustainability levels of HRE, especially as far as teachers are concerned. With a big number either going for further studies, transfers or getting promotion to senior levels where they find it difficult to teach HRE, practical solutions to the risk of weakening the clubs if such a thing happens ought to be looked for.

5.3 Suggestions for further research.

As this was an assessment of the role of IEC in civic education, an evaluation of the impact of the schools outreach programmes by HR organizations ought to be carried out. Research also ought to be done to assess the effectiveness and the efficiency of the school outreach programme in changing the life of students in Kenya. An assessment of the networking initiatives of the NGOs also ought to be done. Lastly, research on the capacity of the NGOs to carry out the task of carrying out HRE in secondary in Kenya should also be carried out.


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7. Daily Nation, August 5, 2003


18. KHRC, Quarterly Human Rights Report, Volume 5 Number 2, April – June, 2003


31. Legal Resources Foundation, Human Rights Education: Teachers Training Workshop Vi, April 2003


42. Snehendu, B.K Communication Research in Family Planning, The Michigan University, Ann Arber, Michigan, USA.


45. UNFPA, Technical paper No. 1, Developing Information Education and Communication (IEC) Strategies for Population Programmes, UNFPA.

APPENDICE 1
UNIVERSITY OF NAIROBI

THE ROLE OF IEC IN CIVIC EDUCATION: THE CASE OF SECONDARY SCHOOLS OUTREACH PROGRAMMES UNDERTAKEN BY HUMAN RIGHTS ORGANIZATIONS IN KENYA.

FOR USE WITH STUDENTS

Please spend a few minutes to complete this questionnaire and return to the undersigned at your earliest convenience. You have been selected into the survey on purely random basis and as one of those secondary school students in Kenya who work with human rights NGOs to create human rights awareness.

Your contribution will be greatly valued. Your honest answers to the questions that follow will help the researcher to determine the role of information campaigns by human rights NGOs in imparting the desired knowledge and attitude among students in secondary schools in Kenya.

The research project is being undertaken in partial fulfillment for the award of the Master of Arts degree in Communication Studies at the School of Journalism, University of Nairobi. Your answer will be treated with utmost confidence.

SECTION 1: BIODATA

Province __________________________
Your name______________________________ (Optional.)
1. Name of school ___________________________
2. Nature of school. (Circle all that apply)
   a) Location:   i) Rural school ( ) ii) Urban school ( )
   b) Ownership: i) Private school ( ) ii) Public school ( )
3. Gender:   a) Male ( ) b) Female ( )
4. Age
   a) 10–12 ( ) d) 17–18 ( )
   b) 13–14 ( ) e) 18 and above ( )
   a) 15–16 ( )
5. Class   a) Form 1 ( ) c) Form 3 ( )
   b) Form 2 ( ) d) Form 4 ( )
6. For how long have you been a member of law club in your school?
Part I: Exposure to Human Rights Education

7. How many times per week do you meet on law club activities?
   a) Once ____________________________
   b) 2 times __________________________
   c) 3 times ____________________________
   d) 4 times __________________________
   e) 5 times ____________________________
   f) Daily ____________________________

8. How often do you attend those meetings?
   a) Always ____________________________
   b) Mostly ____________________________
   c) Occasionally ________________________
   d) Rarely ____________________________

9. Please rate the time you spend for law club activities in your school.
   a) Very adequate ________________________
   b) Adequate ____________________________
   c) Not sure ____________________________
   d) Inadequate __________________________
   e) Very inadequate _______________________

10. How long are your sessions?
    a) Less than 30 minutes __________________
    b) 31 minutes – 60 minutes __________________
    c) 61 minutes and above __________________

11. Have you ever participated in any law club activity that involved your school and another school?
    a) Yes __________________
    b) No __________________

12. If yes, about how many times?
    a) Once __________________
    b) Twice __________________
    c) Three times __________________
    d) More than three times __________________

13. Where was the activity held?
    a) In my school __________________
    b) In another school __________________
    c) In court __________________
    d) Other, specify ______________

14. Did the venue affect your learning of human rights?
    a) Yes __________________
    b) No __________________

15. Which activity did you like most? __________________

16. Which activity did you hate most? __________________

Part 2: The Source of Human Rights Education Messages

17. Has your club ever invited a resource person to talk to students on matters of human rights?
   a) Yes __________________
   b) No __________________
18. If yes, who was he/she?
   a) A police officer ( ) d) A teacher
   b) A lawyer ( ) e) A community worker
   c) A magistrate ( ) f) Other, specify __________________________

19. If yes, which of the following best describes that resource person? (Mark all that apply)
   a) I trusted him/her ( )
   b) I liked him ( )
   c) He knew the right answers to questions on human rights ( )
   d) We shared common views on a number of issues ( )

20. Whom do you prefer most as your teacher for human rights?
   a) Parents ( )
   b) Friends in the club/fellow students ( )
   c) Lawyers/magistrates/other legal/officers ( )
   d) Others – specify __________________________

Part 3: Management of Clubs for Human Rights Education

21. Does your club have a constitution?
   a) Yes ( ) b) No ( )

22. If yes, how do you ensure that all members follow the constitution? __________________________

23. How do you deal with members who do not follow the constitution? __________________________

24. Mention in order of priority any 2 things you consider when choosing
   a) Club members: i ______________________________
   ii ______________________________
   b) Club officials: i ______________________________
   ii ______________________________

25. Do you encounter any problem getting materials necessary for learning human rights education from your teacher? 
   a) Yes ( ) b) No ( )

26. If yes, please specify ________________________________________________________________

Part 4: Content of Human Rights Education

27. What are the major topics you have covered with your patron? 
   Please list all __________________________
28. Which topic do you hate most? ________________________________

29. Why do you hate that topic most? ________________________________

30. Which topic do you like most? ________________________________

32. Why do you like that topic most? ________________________________

**SECTION 3:**

**Teaching Methodologies**

33. Which teaching methods do you prefer your teachers to use when teaching you human rights education?

<table>
<thead>
<tr>
<th>Method</th>
<th>Very much</th>
<th>Much</th>
<th>Least</th>
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<tbody>
<tr>
<td>Discussion groups</td>
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<td>Lecturers</td>
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<td>Class discussions</td>
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<td>Research</td>
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<td>Panel discussions</td>
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34. Which strategies do you prefer your teachers to use when teaching you human rights education?

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<thead>
<tr>
<th>Strategy</th>
<th>Very much</th>
<th>Much</th>
<th>Least</th>
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<tbody>
<tr>
<td>Talk and chalk</td>
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<td>Flip charts</td>
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<td>Games</td>
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<td>Drama</td>
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<td>Songs and dance</td>
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<td>Case studies</td>
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<td>Role playing</td>
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<td>Videos</td>
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35. Which activities do you prefer during teaching/learning of human rights?

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<thead>
<tr>
<th>Activity</th>
<th>Very much</th>
<th>Much</th>
<th>Least</th>
<th>Not at all</th>
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<tr>
<td>Peer teaching</td>
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<tr>
<td>Field trips</td>
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<td>Lectures</td>
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SECTION 4

Part 1: Information sharing

36. Have you ever shared information (or experiences) on human rights with students from other schools?
   a) Yes ( )  b) No ( )

37. If yes, please estimate the number of students
   a) 1 – 5 students ( )  c) 11 – 15 students ( )
   b) 6 – 10 students ( )  d) 15 students and above ( )

38. Have you ever convinced a student in your school to get involved in law club activities?
   a) Yes ( )  b) No ( )

39. If yes, about how many?
   a) 1 – 5 ( )  c) 11 – 15 students ( )
   b) 6 – 10 ( )  d) Above 15 students ( )

40. How often do you share information gained from law club activities with students who are not members of law club?
    Always ( )  mostly ( )  occasionally ( )  rarely ( )

Part 2: Motivational Factors

41. State any 3 reasons that made you join law club
   (i) ___________________________________________
   (ii) ___________________________________________
   (iii) ___________________________________________

42. How often do you use knowledge accrued from human rights education to solve real life problems?
    always ( )  mostly ( )  occasionally ( )  rarely ( )

43. State any 3 benefits you have accrued from your experiences as a law club member.
   (i) ___________________________________________
   (ii) ___________________________________________
   (iii) ___________________________________________
Part 3: Problems and Recommendations

44. What do you hate most about being a law club member?

45. What do you like most about being a law club member?

46. Mention any two things you would do to improve learning of human rights in your school if you were:

   c) The patron

   (i) ___________________________________________________________
   (ii) _______________________________________________________

   d) The principal

   (i) _________________________________________________________________
   (ii) ___________________________________________________________

THANK YOU VERY MUCH FOR YOUR PRECIOUS TIME
APPENDICE 2
UNIVERSITY OF NAIROBI

THE ROLE OF IEC IN CIVIC EDUCATION: THE CASE OF SECONDARY SCHOOLS OUTREACH PROGRAMMES UNDERTAKEN BY HUMAN RIGHTS ORGANIZATIONS IN KENYA.

FOR USE WITH TEACHERS

Please spend a few minutes to complete this questionnaire and return to the undersigned at your earliest convenience. You have been selected into the survey on purely random basis and as one of those teachers who work with Human Rights NGOs in secondary schools in Kenya to create Human Rights awareness.

Your contribution will be greatly valued. Your honest answers to the questions that follow will help the researcher to determine the role of information campaigns by human rights NGOs in imparting the desired knowledge and attitude among students in secondary schools in Kenya.

The research project is being undertaken in partial fulfillment for the award of the Master of Arts degree in Communication Studies at the School of Journalism, University of Nairobi. Your answers will be treated with utmost confidence.

Section I
BIODATA

PROVINCE

SCHOOL

1. Nature of school:
   b) Ownership: Private school ( ) Public school ( )
   c) Location: Rural school ( ) Urban school ( )

2. A) Name ______________________________ (Optional)

3. Gender:  a) Male ( ) b) Female ( )

4. Age: a) 22 - 30 years ( ) b) 30 - 40 years ( ) c) 41 years and above ( )

5. Rank:  (a) Teacher ( ) (b) Deputy Headteacher ( ) (c) Headteacher ( )

6. Designation: a) Patron ( ) b) Assistant Patron ( )

7. Level of education ______________________________

8. Other qualifications (related to human rights education) ______________________________

9. Religion:  a) Christian ( ) b) Muslim ( ) c) African tradition ( )
d) Any other (specify) ( )

SECTION II

Part 1: Organizations Conducting Outreach Programs in Schools

10. Name the organization that supports human rights education in your school.

11. Is the organization supportive?
   (a) Yes ( ) (b) No ( )
   If yes, in what ways?

12. For how long has the organization worked with your school? Estimate in years.

13. For how long have you been the club patron?
   a) Less than one year ( )
   b) 2-4 years ( )
   c) 5-6 years ( )
   d) 6 years and above ( )

14. In your view can you now teach human rights education without the help of the supporting organization?
   a) Yes ( ) b) No ( )

15. Do you encounter any problems assessing information necessary for teaching human rights education to students?
   Yes ( ) (b) No ( )
   If yes, please specify.

Part 2: Exposure to Human Rights Education

16. How often does your club meet?
   a) Daily ( ) b) Once per week ( ) c) Fortnightly ( )
   d) Monthly ( ) e) Rarely ( )

17. How long are your sessions?
   a) Less than 30 minutes ( )
   b) 31 minutes – 60 minutes ( )
   c) 61 minutes and above ( )

Part 3: Management of Clubs

18. Does your club have a constitution?
   a) Yes ( ) b) No ( )
19. If yes, how do you ensure that members follow the constitution?

20. How do you deal with members who do not follow the constitution?

21. How do you select your club members?

22. How do you select your club officials?

SECTION III

Part 1: Exposure to Human Rights Education

23. Have you ever participated in any law club activity that involved your school?
   a) Yes ( )
   b) No ( )

24. If yes, how many times?

25. In what capacity did you participate? Please indicate the number of times against each capacity

<table>
<thead>
<tr>
<th>Capacity</th>
<th>No. of times</th>
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<tbody>
<tr>
<td>a) Facilitator</td>
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<tr>
<td>b) Participant</td>
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<td>c) Organizer</td>
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<tr>
<td>d) Others, please specify</td>
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</table>

26. Where was the activity held?
   a) In my school ( )
   b) In another school ( )
   c) In court ( )
   d) Others, specify

27. Briefly comment how the venue in your view affected teaching/learning of human rights to students

28. What were your expectations?

29. Were your expectations met? A) Yes ( ) b) No ( )
   Briefly explain your answer
30. Which topics have you ever covered with your students at the law club? Please list all.

**SECTION IV**

**Teaching Methodologies and their Evaluation**

31. Which teaching methods do you use to pass human rights messages to students?

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Always</th>
<th>Mostly</th>
<th>Occasionally</th>
<th>Rarely</th>
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<tbody>
<tr>
<td>a) Discussion groups</td>
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<td>b) Lecturers</td>
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<td>c) Class discussions</td>
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<td>d) Research</td>
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<td>e) Debates</td>
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<td>f) Panel Discussions</td>
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</table>

32. Which strategies do you use for teaching human rights education to your students?

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Always</th>
<th>Mostly</th>
<th>Occasionally</th>
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<tr>
<td>a) Talk and chalk</td>
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<td>b) Posters</td>
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<td>c) Flip charts</td>
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<td>d) Games</td>
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<td>e) Poems</td>
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<td>f) Drama</td>
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<td>g) Songs and dance</td>
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<td>h) Case studies</td>
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<tr>
<td>i) Role playing</td>
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<td>j) Videos</td>
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33. Which activities do your students prefer during teaching of human rights?

<table>
<thead>
<tr>
<th>Activity</th>
<th>Always</th>
<th>Mostly</th>
<th>Occasionally</th>
<th>Rarely</th>
</tr>
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<tbody>
<tr>
<td>a) Peer teaching</td>
<td>( )</td>
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<td>b) Field trips</td>
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<td>c) Lectures</td>
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<tr>
<td>d) Watching TV</td>
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<tr>
<td>e) Reading</td>
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<tr>
<td>f) Discussions</td>
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<td>g) Watching Movies</td>
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</table>
34. Which mode of evaluation do you use with your students?

<table>
<thead>
<tr>
<th>Evaluation Method</th>
<th>Always</th>
<th>Mostly</th>
<th>Occasionally</th>
<th>Rarely</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Observation</td>
<td>( )</td>
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<tr>
<td>b) Oral reports</td>
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<tr>
<td>c) Written reports</td>
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<td>d) Quizzes</td>
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<tr>
<td>e) Continuous assessment</td>
<td>( )</td>
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<tr>
<td>f) Final examination</td>
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</tbody>
</table>

SECTION V

Part 1: Motivational Factors

35. State reasons that made you join the club and accept to be the club patron.

36. How did you join the law club as a patron?
   a) Volunteered ( )
   b) Picked on by principal/Headteacher ( )
   c) Elected by teachers ( )
   d) Elected by students ( )
   e) Any other - specify ( )

37. How often do you use knowledge accrued from human rights education to solve real-life problems?
   Always ( )  Mostly ( )  Occasionally ( )  Rarely ( )

38. State any benefits you have accrued from your experiences as a law club patron.

Part 2: Information Sharing

39. Have you ever shared information (or experience) on human rights with law club patrons from other schools?
   Yes ( )  No ( )
   If yes, please explain briefly.

40. Have you ever convinced a teacher from another school to start a club at their school?
   Yes ( )  No ( )
   If yes, please name the school.
41. How often do you share information gained from law club activities with colleagues in school?
   a) All the time ( )  b) Sometimes ( )  c) Rarely ( )

Part 3: Problems and recommendations

42. Would you recommend the club to a school that does not have the club at their school?
   a) Yes ( )  b) No ( )

43. What problems do you encounter teaching students about human rights?

44. How do you deal with those problems?

45. What recommendations would you offer to improve human rights education in secondary schools in Kenya?

46. What would you do to improve law club activities in your school if you became the headteacher of your school?

THANK YOU VERY MUCH FOR YOUR PRECIOUS TIME
Please spend a few minutes to complete this questionnaire and return to the undersigned at your earliest convenience. You have been selected into the survey on purely random basis and as one of those NGOs who work with human rights NGOs in secondary schools in Kenya to create human rights awareness.

Your contribution will be greatly valued. Your honest answers to the questions that follow will help the researcher to determine the role of information campaigns by human rights NGOs in imparting the desired knowledge and attitude among students in secondary schools in Kenya.

The research project is being undertaken in partial fulfillment for the award of the Master of Arts degree in Communication Studies at the School of Journalism, University of Nairobi. Your answers will be treated with utmost confidence.

Section 1: Biodata

1. Name of organization ____________________________

2. Name and title of respondent i) ____________________________

   ii) ____________________________________________

3. Geographical areas of coverage ____________________________

4. Objectives, mission and vision of the organization ____________________________

5. Which are the activities through which objectives are realized? ____________________________

Section 2: Target audiences

6. Which are your target audiences? ____________________________

7. What are the reasons for that choice of target audiences? ____________________________

8. What are the objectives of the Schools Outreach Program? State both broad and specific objectives.
   a) Broad objectives


b) specific objectives

9. What are the reasons for the choice of activities within the SOP?

10. Was there a baseline survey carried out?

11. What were the media used in carrying out the activities?

Section 3: Evaluation

12. Have you ever evaluated your SOP?

13. How many times?

14. What were their findings?

15. What were the lessons learnt?

16. What problems/challenges /constraints did you experience in implementing the project?

17. How did you deal with them?

18. Please list any five schools that are most active in your programme in each province.
   i. _____________________________   ii. _____________________________
   iii. _____________________________   iv. _____________________________
   v. _____________________________

19. What are the topics that you have so far covered with
   a) Teachers
      i. _____________________________
      ii. _____________________________
      iii. _____________________________
      iv. _____________________________
      v. _____________________________
   b) Students
      _____________________________
Section 4: IEC Strategies

20. What IEC strategies were used in implementing the project? Please explain your choice.

21. In your view, which areas were not adequately covered?

22. Which organizations did you deal with? Were they supportive? In what ways?

23. What was the response of teachers and students during the project implementation?

Section 5: Sustainability

24. In your view, can HRE be made sustainable in secondary schools? Please explain your answer.

25. How did your project ensure sustainability?

Section 6: Recommendations

26. How can HRE in secondary schools in Kenya be improved?

27. Are there any issues in HRE in schools in Kenya that you would like to comment on which have not been mentioned?

THANK YOU VERY MUCH FOR YOUR PRECIOUS TIME.
APPENDIX 4: GLOSSARY

KEY CONCEPTS USED IN THE PAPER

Schools Outreach Projects
These are tasks within HR organizations that are aimed at reaching secondary schools students with a view to changing their attitude and opinions in Human Rights.

Human Rights Organizations
These refer to groups of people whose mission is to teach the Kenyan citizens about their rights.

Non-Governmental Organizations
These are organizations which do not generate income out of their activities. Their mission is to give service to the community without expecting any profit in return.

Learners
Learners in this case are secondary school students that are the targets of HRE by HR organizations.

Patrons
These refer to teachers in secondary schools who are in charge of teaching of HRE to students. They have been trained by HR organizations in order to make them more effective.

Teachers
These are individuals in secondary schools who are charged with the teaching of students.

Right
A right is an entitlement that a person has.

Human Right
This is an entitlement that a person has simply because he or she is a human being. It is that basic standard without which people cannot live in dignity. They are natural and God given.

Human Right Education
This refers to the process by which learners of human right education develop their mind and character through the teaching of HRE.

Law Club
This refers to a group of students in a secondary school environment whose membership is entirely the learners who are involved in the learning of legal and human rights education.