

CIVICS MTAANI

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About Hanns Seidel Foundation

The Hanns Seidel Foundation's work is largely funded by the German Federal Ministry for Economic Cooperation and Development. Our mission is to promote democracy, the rule of law, peace and human security, good governance, sustainable economic development and environmental protection. We support training and capacity-building in a wide range of areas. We also facilitate dialogue among various stakeholders within society with the objective of promoting awareness of the importance of democratic values, good governance and economic development. Our approach is not to influence, but to facilitate, to empower and to enhance Kenyan expertise. We strongly believe in the need for science and applied research in order to inform and guide policy decisions. For this purpose, the Hanns Seidel Foundation works hand in hand with committed policy-makers, government officials, academics, the media, civil society organisations and the private sector.

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Background

For many years, Kenyans have experienced periods of political and governance challenges. These challenges included unfair distribution of wealth and resources, poor access to government services, poor infrastructure, bad leadership, a culture of corruption, non-functional public institutions and abuse of human rights.

At the same time, citizen groups and institutions steadfastly sought change towards better governance, improved democratic practices, public institutional reforms and respect for human rights.

The 2007-2008 post-election violence and its aftermath triggered a serious change process. One of the outcomes of

the change process was the drafting of a new constitution. Ordinary Kenyans took advantage of the drafting opportunity, contributing provisions they hoped would cure the decades old political and governance problems. The new constitution officially came into effect on August 2010 and was reviewed globally as one of the most progressive constitutions.

The Constitution of the Republic of Kenya 2010 contained provisions for many reforms Kenya needed, and citizens wanted. Some key reforms included acknowledging the supremacy of the people of Kenya; recognition of the bill of rights; the introduction of independent commissions and constitutional offices;

reducing the powers of the presidency and the introduction of the National Assembly and Senate.

A transformative feature of the constitution was the introduction of devolved governance, bringing government and services closer to the Kenyan people through 47 County governments.

The reform process, signified by the constitution, now provides Kenyans with opportunities and platforms to participate in the governance and political processes of their country. For this to be effective, the knowledge and awareness of Kenya's political and governance processes among Kenyans is of high importance.

“

Citizen groups and institutions steadfastly sought change towards better governance, improved democratic practices, public institutional reforms and respect for human rights.

Glossary

To support the reader's use of the guidebook, the following glossary of key terms is provided,

Civics

"Education is the most powerful weapon we can use to change the world." Nelson Mandela

Civics are the theoretical and practical meanings of democratic citizenship. Civics means civic education and civic engagement. Civic education is the basis of meaningful democratic participation in political processes at any level. Only through active participation can we contribute to making change happen. This active participation is called civic engagement. Civics activities can include either or both civic education and/or civic engagement.

Change

What is change? Change is an act or process through which something becomes different. When we do good work in our communities, we make a difference in people's lives. A lasting difference is called change.

Civic educator - M'raia

Who is M'raia?

A Kenyan citizen called M'raia decides to do something meaningful for his/her community. M'raia takes up the challenge to understand the community- the people, leadership structures,

culture, challenges and civic issues. M'raia believes he/she can do something to bring change to the community. He/she decides to be active in reaching out to other community members who are concerned and interested like him/her. He/she knows that taking selected community members through civic education meetings will enable them to contribute to greater change in the community. He/she is interested in the social, economic, political and democratic development of Kenya and has the desire to promote civic responsibility among fellow Kenyans in different settings. This book is designed for M'raia.

How does M'raia carry out civic education?

M'raia guides the participants present in a civic education activity in discussing certain topics and scenarios. These may be those depicted in the different illustrations in part 2 of this book. The accompanying three sets of questions help in guiding the conversation. M'raia encourages participants to enhance their process of learning and discussion through the sharing of stories, and other creative responses to the issue illustrations, that relate to their context.



What is M'raia's purpose?

M'raia is passionate about promoting and deepening civic knowledge and responsibility among Kenyans. As such M'raia places particular emphasis on action and guides participants in identifying forward actions that are as specific as possible. In doing so, M'raia promotes meaningful civic education, giving participants an opportunity to apply knowledge gained in; their day-to-day settings in making concrete, positive change in their communities.



“

Facilitation is the art of guiding the discussion process in a group. M'raia in his / her role as facilitator is responsible for the planning and implementation of an appropriate activity; the group is responsible for the content by contributing ideas and expertise.

M'raia as Facilitator and Leader

Facilitation aims at being economical (goal oriented and time efficient) and at the wellbeing of all involved participants (giving room to all voices in a group, establishing an atmosphere of listening to each other, and ensuring that decisions are backed and owned by all).

Many people in positions of responsibility think it is their task to lead meetings and workshops, taking on the role of the chair. They seem virtually unable to imagine that they could express their own concerns and opinions equally or better than participants. They probably never experienced the relief of focusing their attention on one role only, i.e. being responsible, even as the superior, only for the subject matter, while entrusting another person with the responsibility for the process of

the debate/discussion. Superiors and facilitators each have a leadership task. While the boss has a permanent position within the hierarchy, the facilitator's role is limited to a specific period of time. It is the task of the facilitator to lead a group towards attainment of a goal upon which the group has previously agreed.

A facilitator assists members of the group in determining and attaining the goals of their particular event. He or she has the responsibility to remind a group of the task at hand, and to ensure that the members of the group address the topic of discussion and involve themselves in the group process.

The facilitator proposes activities and procedures, but does not make decisions about the topic or take on tasks,

functions or responsibilities that are the responsibility of the group or the person in charge. A good facilitator makes participants understand that the group itself is responsible for the event, and that the desired results can be reached through contributions made by each individual member of the group.

The facilitator is responsible for the discussion process, while the group is responsible for the content of the discussion. They have a joint responsibility to achieve the desired results. The facilitator's function is limited in time by agreement with the group. To this end, the group grants the facilitator responsibility for the process and hence the authority to play the role of facilitator.



How to use this book



This book contains two parts which complement each other. Part I of the book provides information on the content of civics activities and how to plan and conduct one. The information provides the civics educator with the different stages involved in conducting an effective civics activity in a step by step approach.

Each step is presented with an overview and guidelines which include questions to think about and answer as well as specific tasks to complete.

Part II of the book contains comic illustrations depicting specific important civic topics and scenarios that citizens encounter. Each illustration is accompanied by a set of three questions. The questions are aimed at deepening the citizens' understanding about a specific issue such as governance or corruption.

The questions also guide citizens to explore how the issue applies to their community. Lastly, the questions invite citizens to think about how to create an action plan and carry it forward.

The first question is a **“knowledge” or “meaning”** question. It provides an opportunity to learn how each specific issue is defined in order to get a better understanding of it.

The second question is a **“local context”** question, through which participants assess and relate the situation in their local community, mainly at the county level, to the topic.

The third question is an **“action” or “responsibility”** question, which offers the participant an opportunity to come up with suggestions for actions they will

take, relevant to the topic.

Community of users

This book is available to any citizen interested in promoting civic education and engagement.

Hanns Seidel Foundation is interested in how the users are able to apply the content of the book and create change in their communities. Kindly support us in letting us know how you use the guidebook.



Civic Activity In Kenya

1

Planning A Civic Activity

- Step 1:** Select a topic
- Step 2:** Identify the target group
- Step 3:** Mobilize participants
- Step 4:** Plan the agenda

- A topic comprises the description of the difference or change that is intended to be made or the problems and issues related to the change
- The target group comprises people from the community who are able to help in effecting change.
- Mobilization involves reaching out and inviting people to the civics activity out of the identified target group.
- Adequate time should be allocated before the forum for planning and preparing the content, agenda items and the engagement method for the different agenda items.



3

Feedback and closing

- Feedback provides insight as to whether the participants gained knowledge on the topic and whether participants feel confident to produce and implement actions. In addition, you get to know how participants perceived the method and activities used in the activity in order for you to learn and know what areas of activity design and facilitation to improve on.



2

Convening a civics activity

- Session 0** – Opening
- Session 1** – Understanding the topic and the issues
- Session 2** – Relating to the local context
- Session 3** – Creating an action

A productive activity requires bringing people from different places together. It is important to provide some guidelines on the participants conduct during the activity. This encourages mutual respect and reciprocal acceptance. It also helps preventing verbal disputes.



4

Post-meeting process

- It is important for the civic educator to track the progress of the participants from each civic education meeting. Documenting the commitments and following up on them and with the participants themselves allows for monitoring, enables support and mentorship. It also provides an opportunity to receive feedback and reports on the accomplishments taking place in the community related to the civic educator's work



1.0 How to plan a civics activity

There are four steps to design and hold a successful civics activity.

Step 1: Select a topic

In order to conduct a successful forum, the first step is to have a topic. A topic comprises the description of the difference or change that is intended to be made or the problems and issues related to the change.

Guidelines

What is the change we want to make in our community? Alone or in a small group define the change as precise as possible in one sentence.

- What are the problems / issues related to the change that we want to make in our community? Alone or in a group make a list of problems / issues that prevent the change from taking place and identify the three most important ones.
- Formulate a sentence that includes the definition of the change as well as the most important problem / issue you identified. That is your topic.

- Clarify your intentions. Reflect on why you or your group sees a certain situation as critical.

Step 2: Identify the target group

In this step, the ideal target group must be identified. The target group comprises people from the community who are able to help in effecting change.

Guidelines:

- Who wants to make the change happen? Make a list of all individuals and/or institutions that are passionate to make the change happen.
- Who has the power to enable or prevent the change to happen? List all individuals and institutions that have the power to enable the change and another list with those who may prevent the change to happen.
- Who is affected by the issues / problems related to the change? In a third list you name all people that are affected by the problems/issues you have identified in Step 1).

Power is understood as authority as well as ability to influence others to act in a particular way. That includes members of a community with formal positions. It also includes community members who have influence without position.

- Select the most important individuals and/or institutions.

Step 3: Mobilize participants

The process of mobilization involves reaching out and inviting people to the civics activity out of the identified target group.

Guidelines:

- A key starting point is deciding the number of participants required. For productive activities, a small number of participants is ideal. The type and size of the activity space also determines the number of participants. Generally, groups of over thirty participants become more difficult to manage.
- While sending out invitations, details of the venue, date and time as well as an agenda should be given. Make use of the relevant communication channels in your community such as SMS, WhatsApp, phone calls, Facebook events or Eventbrite, among others.

Step 4: Plan the agenda

- Planning and preparation are important in hosting a successful forum. Therefore, adequate time should be allocated before the forum for planning and preparing the content, agenda items and the engagement method for the different agenda items.

Recommended sample civic topics. .

Devolution- principles of devolved government; structure of county governments; functions and powers of county governments

The Bill of Rights- the general provisions relating to the bill of rights; the different rights and fundamental freedoms and the specific application of rights

Leadership and integrity

Representation of the people- the electoral system and process and the political parties

The Legislature- the establishment and role of Parliament; composition and membership of Parliament; offices of Parliament; Procedures for enacting legislation; Parliament's general procedures and rules

The executive- principles and structures of

the national executive; the President and Deputy President; the Cabinet

Judiciary- judicial authority and legal system; superior courts; subordinate courts and the Judicial Service Commission

Public finance- principles and framework of public finance
Commissions and independent offices
Additional topics can be found in the Constitution.

Difference between

presentation

(external) expertise or authority, unidirectional from speaker to the audience, providing information

dialogue

interactive, exchange equally among participants, sharing of experiences and points of view

Guidelines

- Based on the identified topic(s), decide whether you want to present to and / or dialogue with the participants.

Presentation:

A presentation is useful when the intention is to share or build specific knowledge. It is characterised by one or more people providing specific input and ideas. The focus lies on transferring knowledge from one or more presenters to an audience. The audience may have the opportunity to ask questions, however, generally a presentation is a non-participatory process.

There are many ways to present. You can present freely or write yourself notes. In addition, you can prepare visuals such as powerpoint slides, cards and charts, photographs, comics/ cartoons, drawings or videos. Make sure you find good sources. Keep your presentation short, focus on the most relevant information related to the topic.

Examples for presentations are speeches and panel discussions.

Dialogue:

Dialogues can be used for sharing knowledge and experiences, discussing, interacting and networking, review and reflect, facilitate decision making and planning action. A dialogue is a participatory process.

A good dialogue has certain advantages in that a small group of people has the potential to make decisions that have a lasting difference in the community. A dialogue takes place when people think together in a collaborative way. Dialogues can be very powerful as they bring out individual theories and results as well as spontaneous thoughts, feelings and ideas.

Dialogues require elements of voicing and suspending



but most importantly listening and respecting. A dialogue format gives all participants the opportunity to get actively involved in the conversation as a group and individually.

Examples of dialogues are roundtable discussions, brainstorming sessions, fireside chats, world café set ups, open space events etc.

Guidelines

- The programme may include both dialogue and presentation elements separately or combined. If two elements need to be kept separate it is useful to split the civics activity into agenda items. Agenda items with different intentions are referred to as sessions.
- Keep the audience in mind when deciding on the sequence of agenda items. This publication recommends organizing the programme in such a way that addresses the sequence of a knowledge question, local context question and action question, supported by presentation and/or dialogue activities.
- The programme should be a guide through the civics activity to all participants. Allocate breaks accordingly depending on the length of the sessions and the activity.
- Provide an appropriate space for the civics activity.
- Availing refreshments is a way of having a lively meeting environment, as participants energy needs are taken care of. Refreshments can be made available for participants throughout the meeting or taken afterwards.



Examples of participatory methods and engagement ideas include:

Use of visuals. For example, pictures, videos and charts for illustration. These can be prepared beforehand and set up appropriately in the room. Visuals have a marked effect on participation such as the use of charts to brainstorm or display results from a discussion.

Shared responsibilities. Creating a fun environment by allocating responsibilities to participants such as timekeeping and conducting icebreakers and helping in any other capacity.

Group work and discussions. Group work creates an enabling environment for each person to have the opportunity to fully contribute to the issue of discussion. It also enables participants to be more attentive as opposed to when in a plenary.

- Group work can be used to work on a case study. For example, participants can analyze the condition of a newly constructed public funded community dispensary in a group.
- Group work is also useful to support developing specific actions. For example, actions to promote unity and coexistence in the community.

Presentation of Group work. The work and results following group discussions can be done in an exhibition style within the meeting space. For example, charts with information can be hung in different sections of the room. Participants can move along and view what other groups produced or listen to a short presentation.

Refer to Annex 2. for a sample agenda programme.

2.0 Convening a civics activity

Session 0 - Opening

The start of the civic meeting sets the mood for the rest of the meeting. It is important to plan the start. A first step is to call for the attention of the participants, inviting them to take their seats.

Set the tone: The way in which you engage people creates an environment that facilitates dialogue i.e. the sharing of different perspectives and experiences; or makes it more difficult to feel heard. Non-violent communication offers tips on how to communicate around challenging issues. *Read more about non-violent communication in Annex 3.*

Introductions: Thereafter, as the convener of the activity, introduce yourself, what you do, and if relevant, the organization you represent. You then welcome the participants and thank them for honoring your invitation to the activity.

Next, invite the participants to introduce themselves. This can be made fun and interactive by asking the participants to mention or do something interesting about themselves. For example, participants can mention their name, where they are from and what they do. They can additionally mention their favorite animal, destination or TV/ movie character. It is advisable for you to demonstrate the technique by starting. This session helps to break the ice and make participants feel comfortable, since they may not know each other from before.

About the meeting: After the introductions, the civic educator takes participants through the topic of the activity and the sessions as per the programme.



Code of conduct: A productive activity requires bringing people from different places together. It is important to provide some guidelines on the participants conduct during the activity. This encourages mutual respect and reciprocal acceptance. It also helps preventing verbal disputes.

Once you have explained the purpose of a code of conduct to the participants, invite them to suggest some conduct rules for the meeting. For each suggested, allow the participants to agree to it so that there is ownership. Write what is agreed to on a chart that should be available throughout the meeting. You then ask the participants to nominate someone to monitor compliance.

Annex 1 provides a sample code of conduct.

Session 1 - Understanding the topic and the issues

Guidelines

- By now, the selected topic and the programme is known to all participants. What follows is a three-stage process that takes the participants through 1) properly understanding the topic and the issues, 2) relating the topic and the issues to the local context and 3) engaging in developing specific actions to bring about change.
- After this session participants should have a good knowledge of the topic and issues/ problems related to it.

The topic and related issues are introduced by the civic

educator. This can be done by way of a formal presentation of up to 20 minutes. The prepared presentation should give a concise overview of the content, giving the correct definition and concepts. The presentation may also take a look at the context and name examples. This may enable participants to better understand the topic.

Prior to the presentation or thereafter the participants are then invited to state what they have understood about the topic and related issues. One can add variety and encourage participation by dividing participants into groups of 3-4 people. Participants in each group write down the aspects they have understood on paper and paste them on a chart. Alternatively, each participant can think of their ideas which are recorded centrally on a chart. The group members then vote or select the best one that a member from each group can read out to the larger group.

Session 2 - Relating to the local context

Guidelines

- The purpose of this session is that participants better understand their community and how the topic and issues apply to their community. The topic and related issues may either concern the community directly or their elected or appointed leaders.
- The best method for this session is a dialogue. There are several methods for a good dialogue. One example is the world café method. Hereby up to 4 discussion tables are created. Each table covers one issue. One person for each table is identified as host. The host stays at the table throughout the session and provides instructions, triggers discussions and generates input from the group. The host also records key insights

from each group, encourage group members to write ideas on cards or chart provided. After each round the host briefs each new group on what was previously discussed. The new group then adds onto that. Participants may select the 3 issues they find most relevant. In 3 rounds of 15 - 20 minutes participants divide themselves and spend an equal amount of time at each table discussing each of the 3 issues.

The following questions can be used to guide the dialogue.

1. How is the topic and related issues handled by local leaders, public officials, community members and other stakeholders?
2. What are the community projects (public goods) and services related to the issue of discussion?
3. How has the community been affected by the issues in the current state (both positive and negative)?
4. Who benefits from the current state?
5. Who would benefit from changing the current state/status quo?

Session 3 - Creating an action

A civics activity can only be meaningful if participants apply the knowledge gained to their day-to-day life.

This requires putting what is discussed into action. It is through such actions that positive change in communities is achieved.

Following what has been learnt in the previous stages, participants are now in a position to identify and commit to action plans through the following steps.

Step 1: Issue identification Pick the topic-related issues identified in the local context study that exist within the community and its local leaders that need to be addressed. The issues can be written on cards and pasted on a chart.

Step 2: Issue distribution Divide the participants into groups according to the number of issues identified. Each group is given an issue to work on. The groups will need pens and paper.

Step 3: Stakeholder Identification Participants need to be guided in identifying the stakeholders associated with the issue in the community. This may include community leaders, community based organizations, business community, local authorities and learning institutions. Each group presents the results e.g. in a chart format on an A4 paper or flipchart if available.

Step 4: Community Power Structure Participants to explore the community power structure. This means first identifying who has power within the community. For example, the local persons of influence such as elected and appointed leaders and officials, informal community or opinion leaders, other actors such as business community and local councils. Next, each of these individuals is ranked by their level of influence.

Coming up with a community power structure can be done in three ways:

- a) Identifying the persons or stakeholders who can make the change happen. The participants then rank them according to their influence.
 - b) Identifying the persons or stakeholders who can obstruct the change from happening. The participants also rank them according to their influence.
 - c) For government related officials and institutions, participants develop a decision-making structure. This is about who makes decisions and approval over matters. While doing this, participants need to be made aware of the mandates of elected and appointed leaders. Another point of consideration is the separate functions of the national and county governments.
- It is recommended for this exercise, to illustrate the person or institution and ranking by the participants in their respective groups on flip chart.



Useful Tip:
Participants need to note that during engagement and interaction with different positions of authority, it is advisable to not be confrontational. Doing so may make the leader or official defensive and less willing to listen; in the end, the engagement may fail to be productive. Instead, aim to have a cordial dialogue.

Step 5: Engagement In the same groups, participants come up with suitable actions to reach out to and engage with the people or institutions identified in the previous steps. The aim of the action can be to either make the change happen, or to prevent the blocking of the action. Possible actions are stakeholder meetings, engagement with local political, business or clerical leaders, petitions, peaceful campaigns, info campaigns on WhatsApp or Facebook, interviews in local radio stations, newspaper article, public notices, fundraising etc.

For government officials and institutions, official procedures apply such as writing letters and booking appointments for meetings. In such meetings, it is good to go prepared by for example having a petition or memorandum in place for the official to act on. A petition or memorandum is a formal written and signed summary

of issues raised by community members that need to be addressed by a particular authority.

Networks (working friendships) with the identified people and institutions in the community are important to build and maintain. They will always be useful in the process of bringing change. Therefore, it should not be a one-

time only engagement. Some of the ways to maintain the network include periodic correspondence and updates as well as having periodic formal and informal meetings to discuss issues of mutual interest. Developing networks with local civic organizations would be useful for support with materials and other expertise or resources.

Step 6: Creating community awareness For an effective action, it is important to keep the community aware of what is happening and the issues of interest to the community. Community awareness helps to promote community support. In coming up with a strategy for community awareness, participants can consider using community forums (barazas), social gatherings, and digital tools such as social media (community WhatsApp or Facebook groups) to raise awareness.

Visual 1. Stages for facilitating dialogues

Stages for facilitating discussions				
Civic issue	Knowledge/ input stage	<ul style="list-style-type: none"> • Invite as many definitions or explanations as there are from the participants • Participants can then explore a dictionary or commonly accepted definition 		
	Local context stage	Participants identify how the issue is manifested in their community or their leaders Participants point out how the presence or absence of an issue affects their community		
	Action stage	Who is responsible?	Specific participant and his/her role	
		Who can make the change happen?	Relevant local leader(s) or official(s)	
		What is the suitable platform for engagement with the leader/institution?	Letter/ memorandum/ petition; booking appointment	
		How will awareness be created?	Community forum; social media (SMS, WhatsApp group); social gatherings	
		What are the timelines?	Weekly, monthly, bi-monthly targets	
		How will you track progress	Documentary records such as letters, reports; photos; media links/ reports	

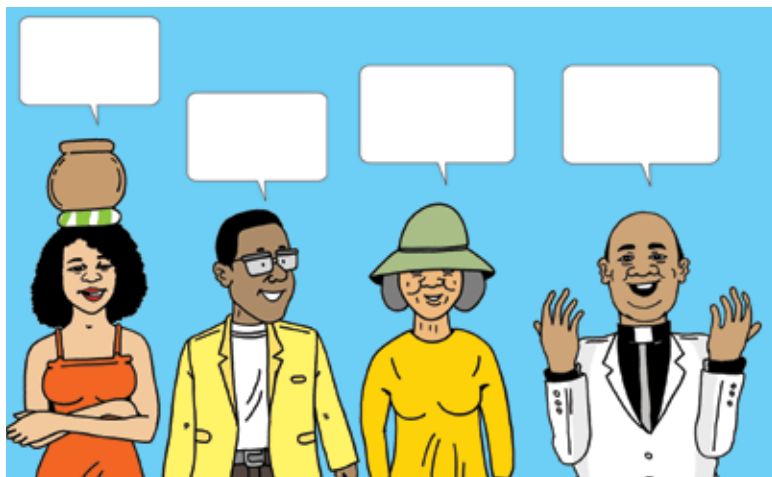
Step 7: Setting timelines Each group needs to come up with practical timelines. For each activity, this means stating the date or period by which a particular activity will be done. For example, this can be done by answering questions such as: by when should a petition be ready? What should be done within the next two weeks? What should happen every one or two months?

Step 8: How to track progress. Each group converts the actions in steps 5-7 into a checklist. They can then use this to keep track of the process by ticking what has been accomplished. The group also lists important documents for capturing progress such as letters, reports, photos and videos.

Step 9: Allocating responsibilities. Each group allocates roles to specific members among them to be in charge of items in steps 5-8. Each group member with a role will be responsible to do the task assigned and report to the group. Group members should be encouraged to volunteer for the roles. It should not be forced on them.



3.0 Feedback and closing



Towards the end of the forum, it is recommended to gather feedback about the civics activity.

Feedback provides insight as to whether the participants gained knowledge on the topic and whether participants feel confident to produce and implement actions.

In addition, you get to know how participants perceived the method and activities used in the activity in order for you to learn and know what areas of activity design and facilitation to improve on.

The feedback form can be simple. It can either be done in the plenary, e.g. in conversation

with the participants or by giving each participant the opportunity to feedback individually. The alternative is to provide a feedback form. The form is issued to the participants after the last activity before closing the forum. It is important to take participants through the form so that they can understand the instructions and what is expected of them.

A sample feedback form is shared in Annex 4.

Once participants are done filling the form, the facilitator ends the activity formally, e.g. by delivering a vote of thanks or through closing prayer.

4.0 Post-meeting process

Beyond the meeting, it is important for the civic educator to track the progress of the participants from each civic education meeting. Documenting the commitments and following up on them and with the participants themselves allows for monitoring, enables support and mentorship.

It also provides an opportunity to receive feedback and reports on the accomplishments taking place in the community related to the civic educator's work.

The civic educator can therefore keep in touch with

the participants through appropriate channels. These include periodic phone calls or creation of a WhatsApp group for regular exchange and /or follow up meetings.

Part of the post-process is also reflection and review for the facilitator for continuous personal development.

A sample matrix for ongoing development can be in Annex 5. At each meeting the facilitator can work on two areas to improve and ask for feedback around these areas from their colleagues.



Illustrations on Practical cases

*Strengthen devolution by your
participation*

Unity in diversity



NATIONAL COHESION AND
INTEGRATION COMMISSION (NCIC)
Tel: 254 20 2585702/3/1

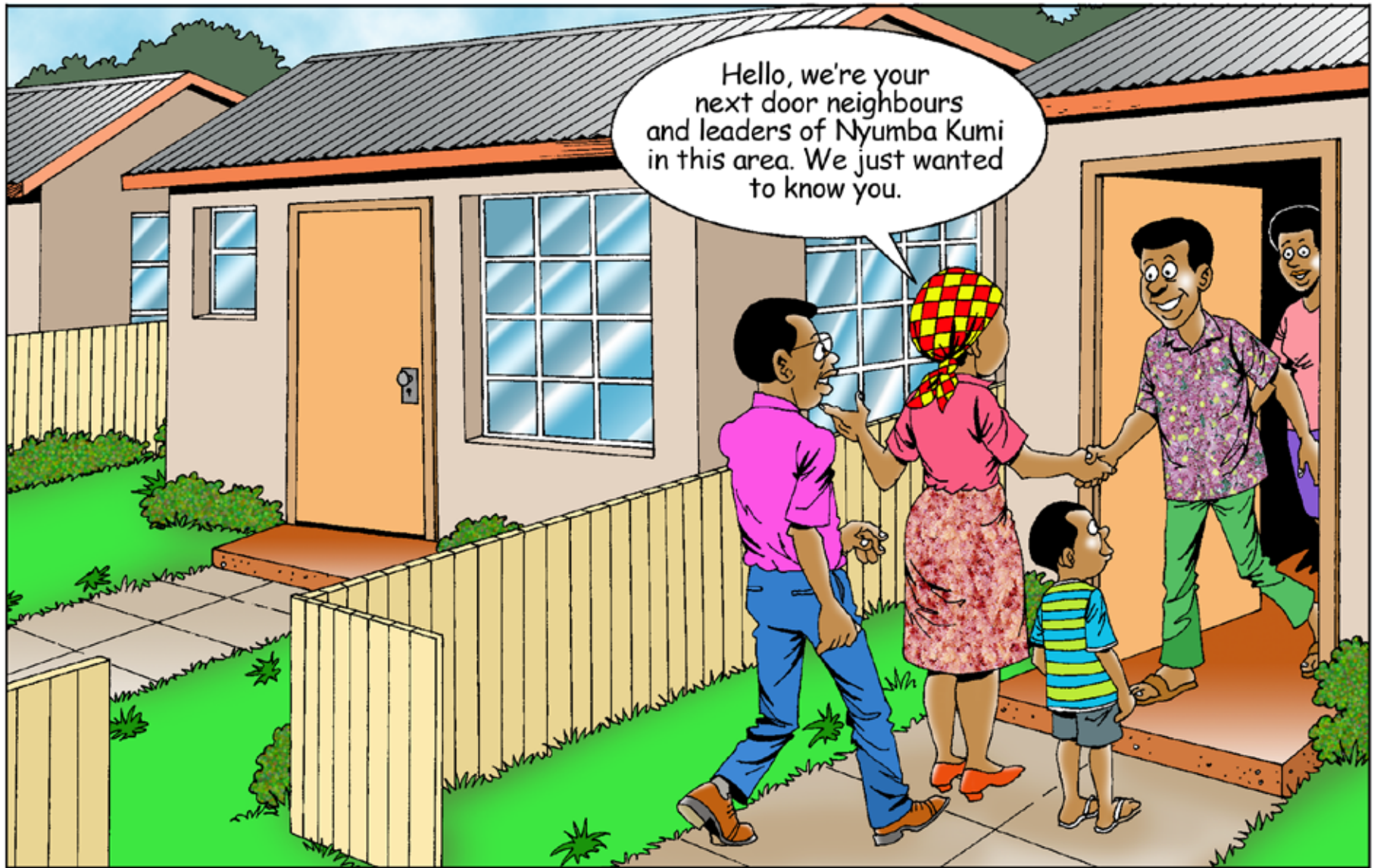
Unity in diversity



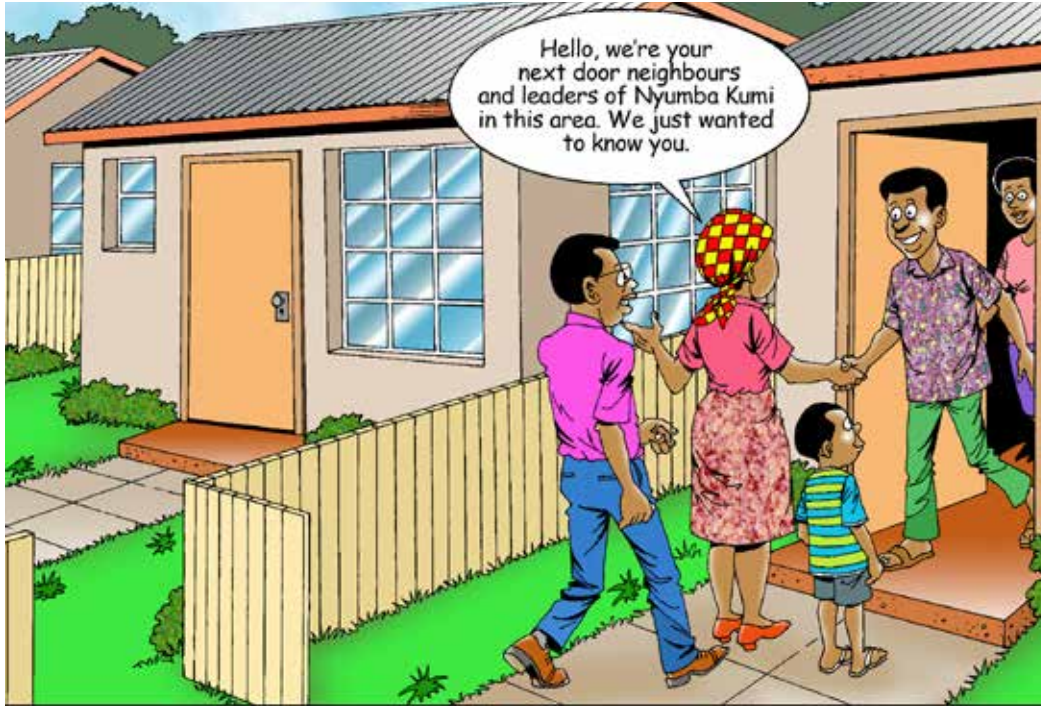
Notes

- What is diversity?
- Looking at your county, in what ways is diversity manifested?
- How can you contribute to enhancing peaceful coexistence and unity in a diverse community?

Enhancing community security



Enhancing community security



Notes

- What do you understand by community policing?
- What security structures exist in your community?
- How can you participate in contributing to the security of your community?

Holding leaders accountable



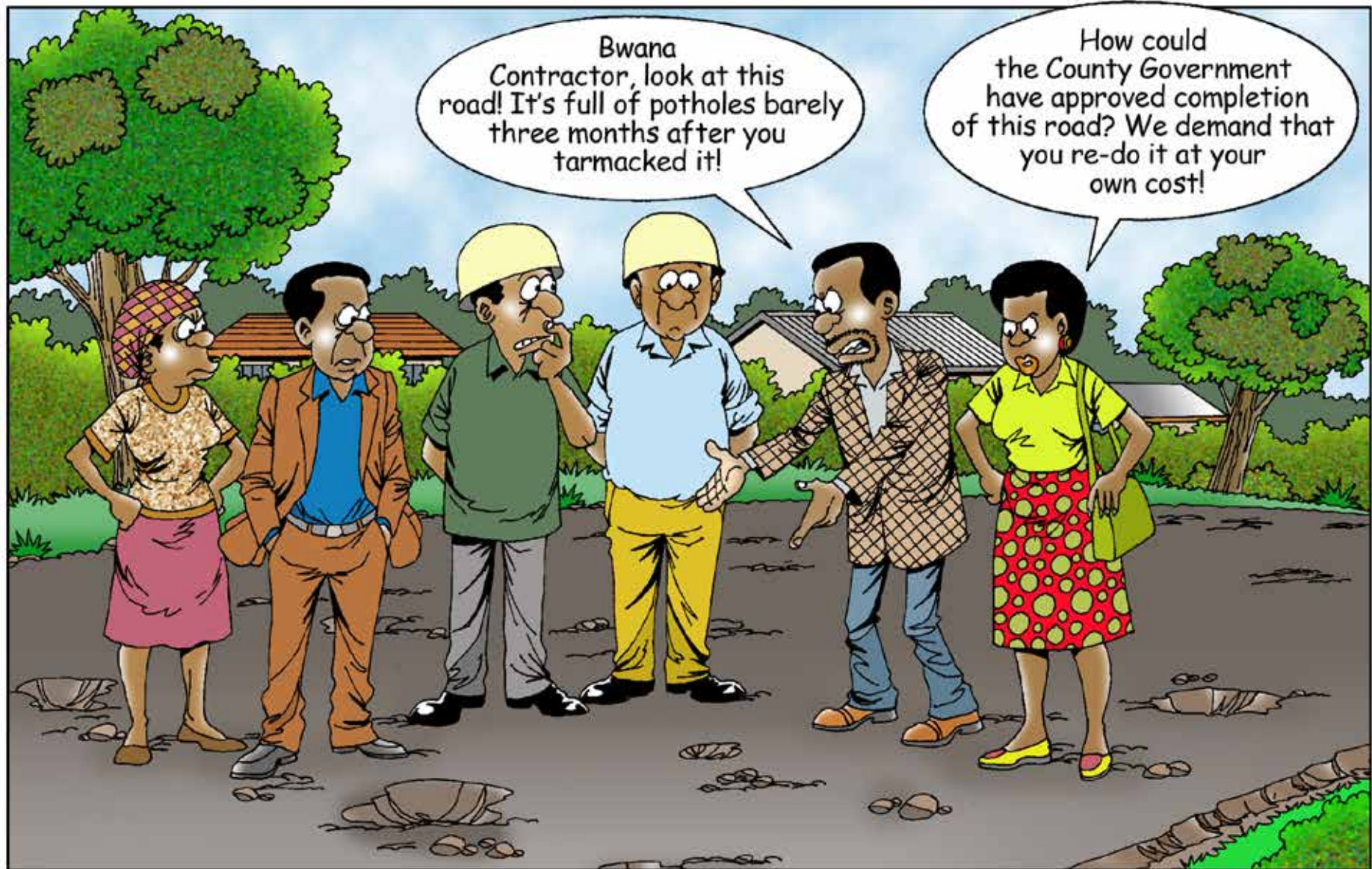
Holding leaders accountable



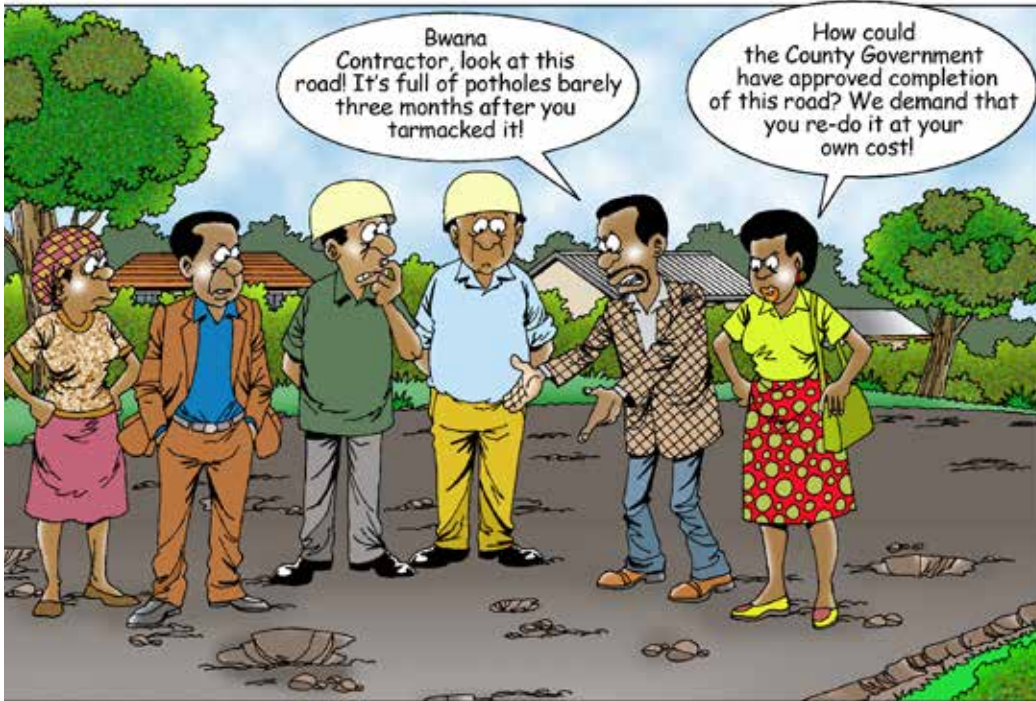
Notes

- Why is it important to keep leaders accountable?
- What are the existing structures to hold leaders accountable in your community?
- What are some of the ways through which you can keep your leaders accountable?

Social audit



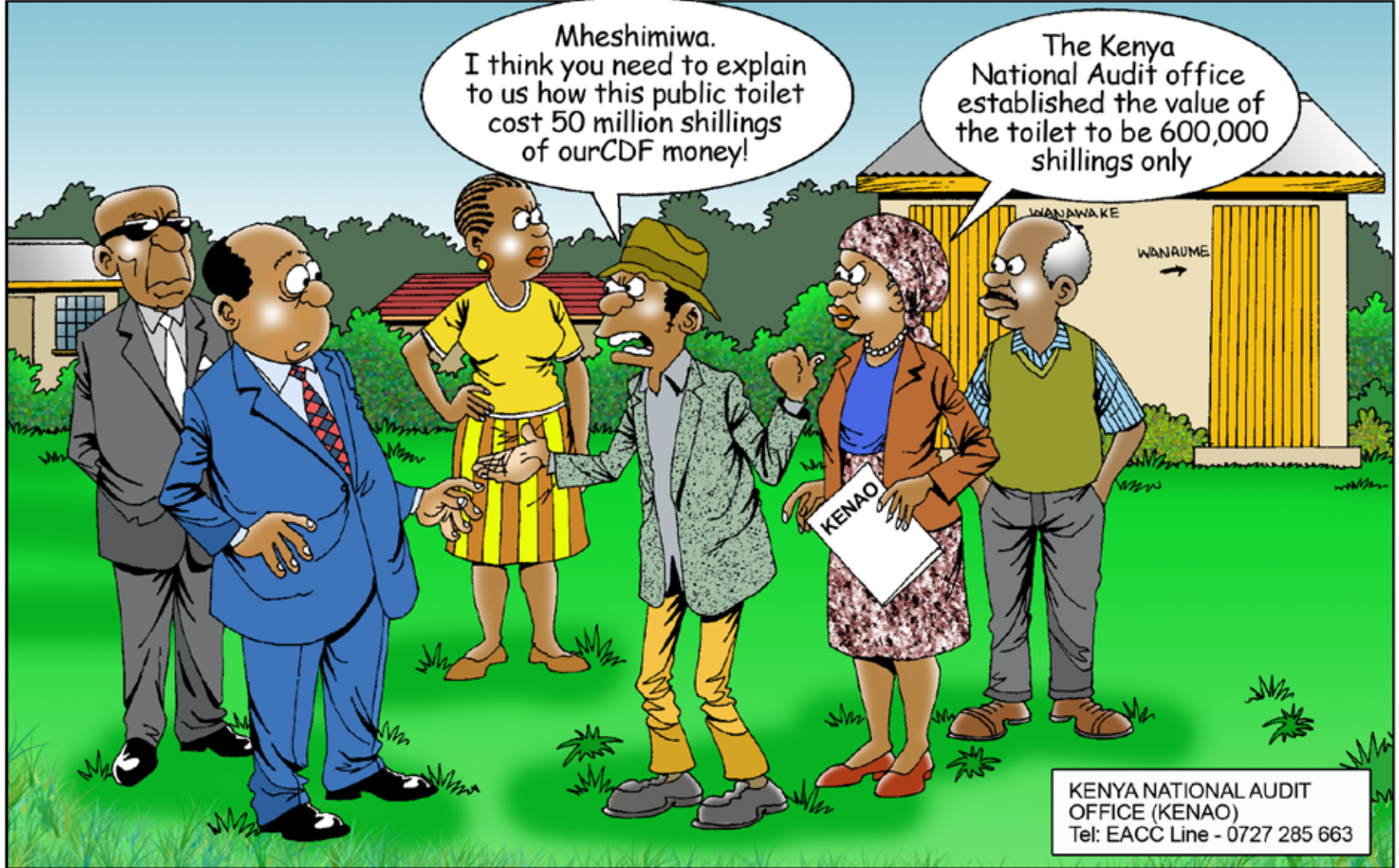
Social audit



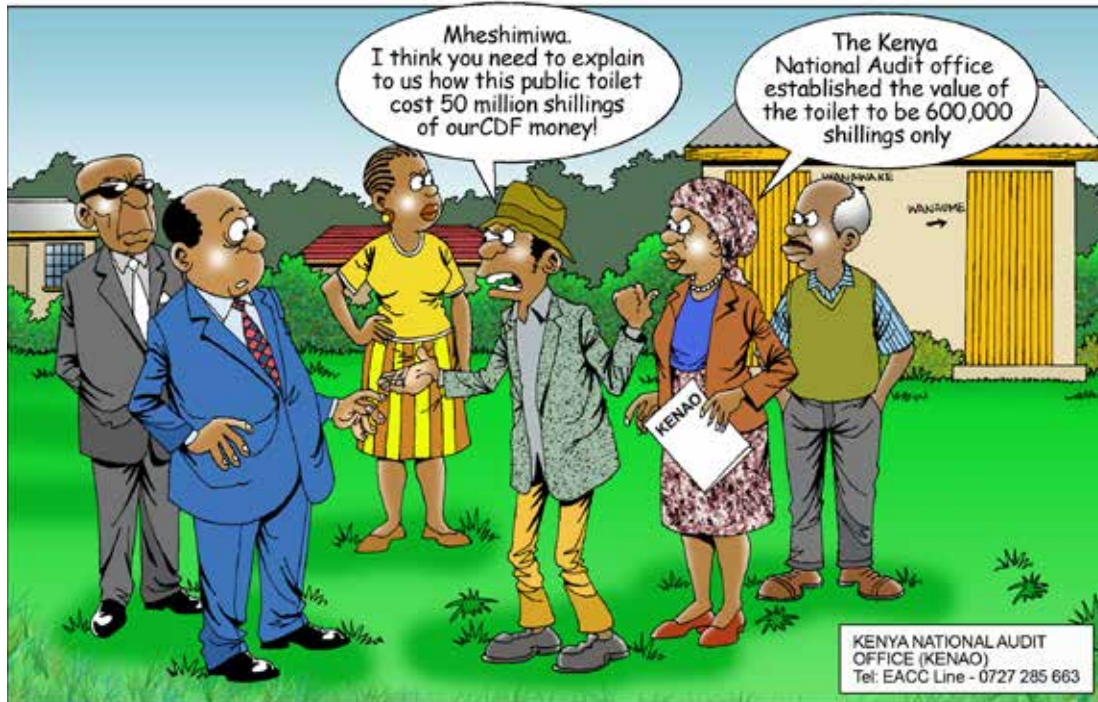
Notes

- What is social audit?
- What is the effect of the presence of, or absence of social audits on development projects in your ward and county?
- How can you effectively participate in social audit in your county?

Transparency and accountability



Transparency and accountability



Notes

- What is transparency and accountability?
- What transparency and accountability structures are in place in your county?
- How can you participate in promoting transparency and accountability in your county?

Right to recall leaders



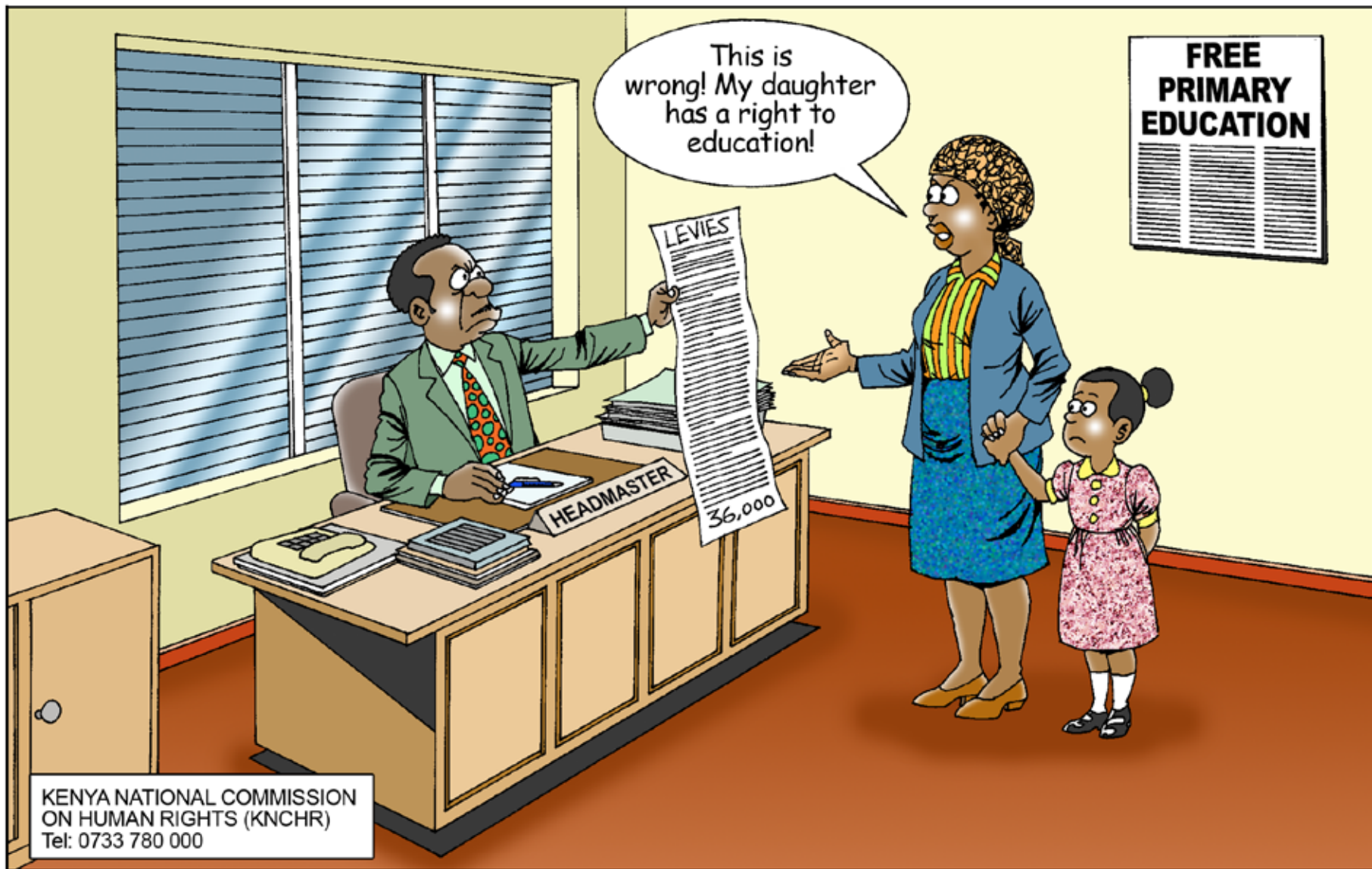
Right to recall leaders



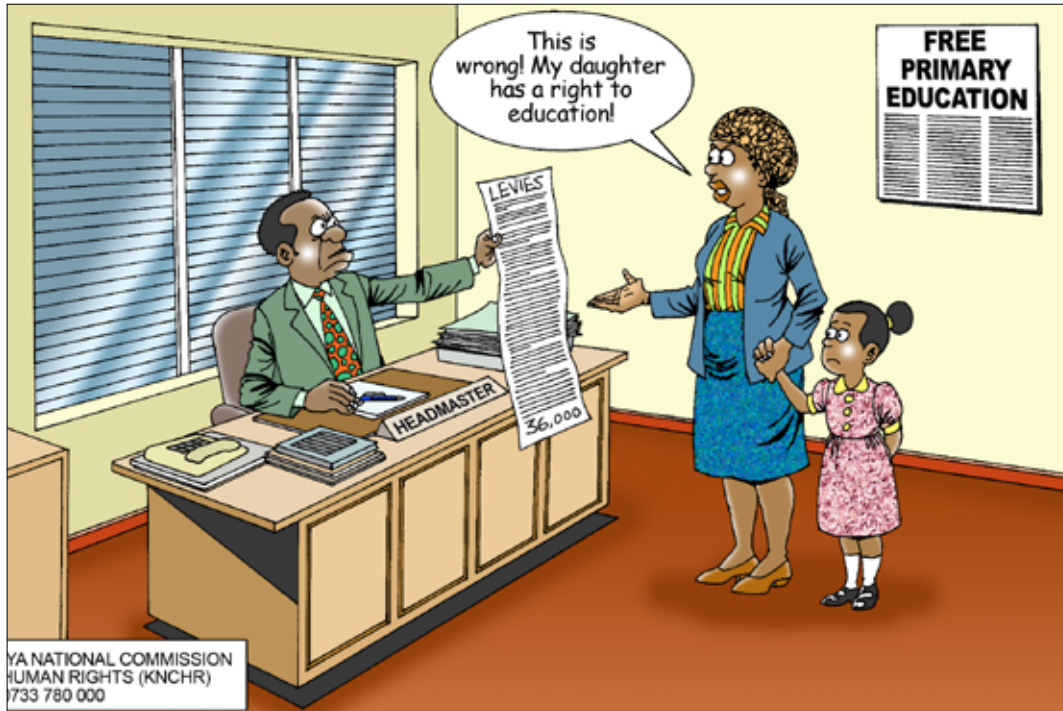
Notes

- What is the foundation of the right to recall leaders?
- What are some of the reasons that can cause citizens to recall their elected leaders?
- If one of your leaders warrants to be recalled, what steps would you take as outlined in the law?

Public goods and services



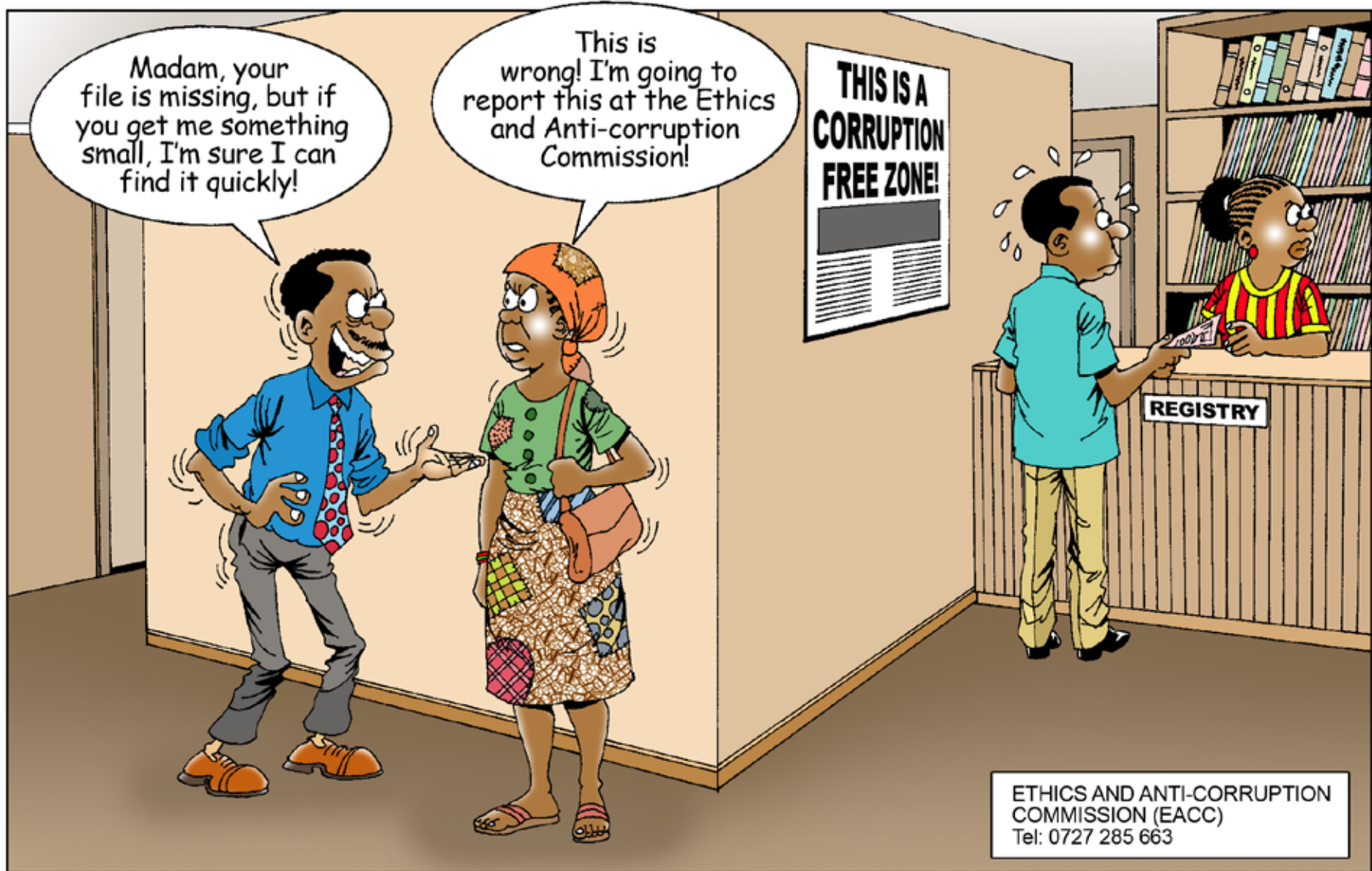
Public goods and services



Notes

- a) What are the public goods and services you are entitled to in your county?
- b) What is your experience in accessing the public goods and services in your county?
- c) What can you do to improve access to public goods and services by citizens in your county?

Fighting corruption



Fighting corruption



Notes

- What is Corruption?
- What are the effects of corruption in your county?
- What steps can you take to fight corruption in your county?

Respect for human rights



INDEPENDENT POLICING OVERSIGHT
AUTHORITY (IPOA)
Tel: 254 20 4906000

Respect for human rights



Notes

- What are human rights?
- How are human rights issues handled in your county?
- In what ways can you collaborate with state officers to promote, respect and protect human rights?

Transparency

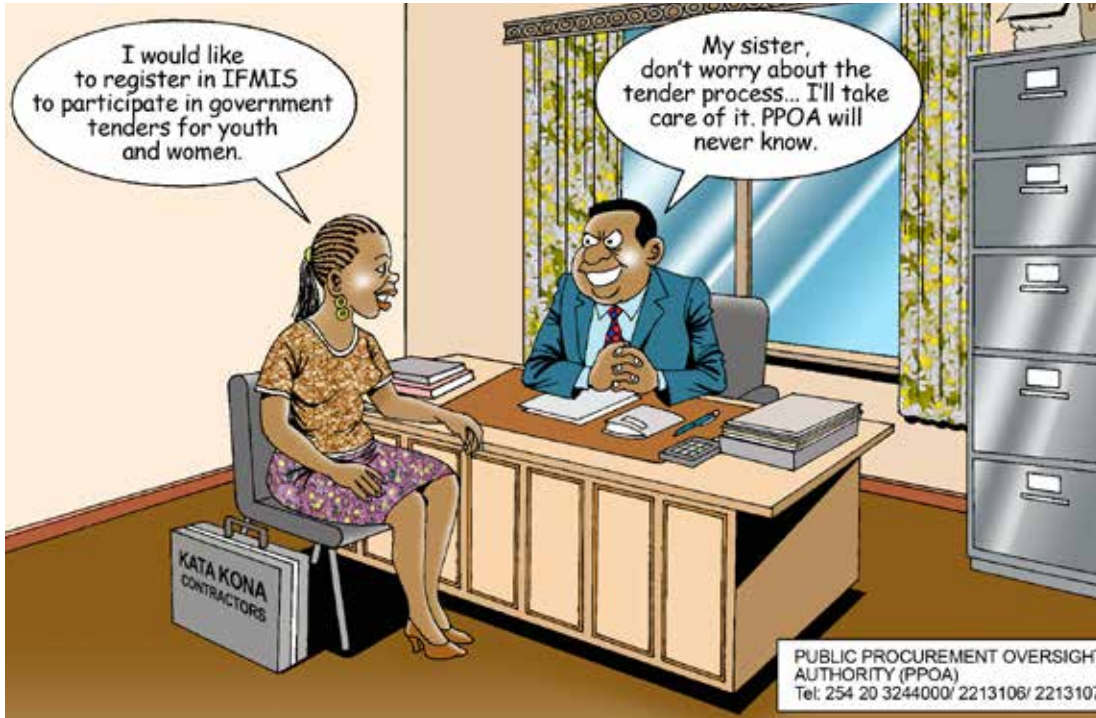
I would like to register in IFMIS to participate in government tenders for youth and women.

My sister, don't worry about the tender process... I'll take care of it. PPOA will never know.

KATA KONA
CONTRACTORS

PUBLIC PROCUREMENT OVERSIGHT
AUTHORITY (PPOA)
Tel: 254 20 3244000/ 2213106/ 2213107

Transparency



Notes

- a) What does transparency involve?
- b) In what ways are principles of transparency applied or violated in your county?
- c) How can you promote transparency in administrative processes in your county?

Efficient administration



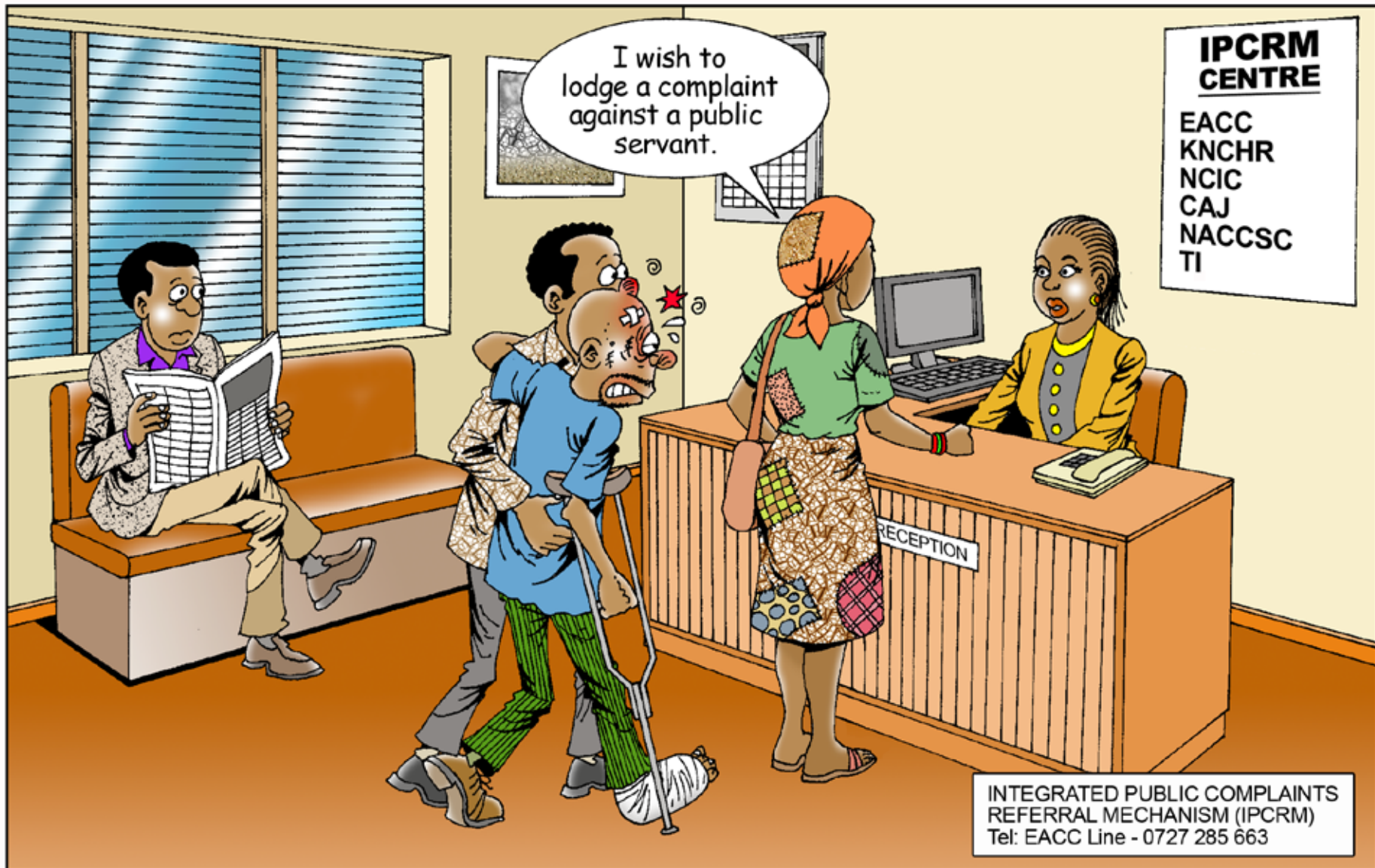
Efficient administration



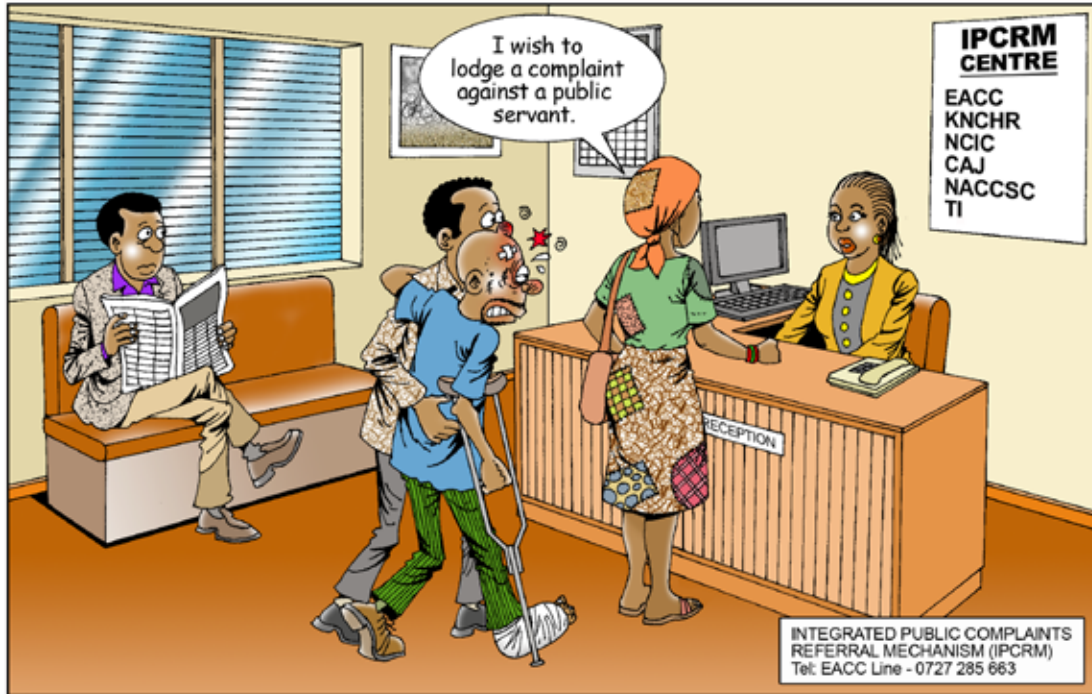
Notes

- a) What is your understanding of efficient administration by state officers?
- b) What systems are in place to ensure efficient administration in your county?
- c) In what ways can you promote efficient administration in your county, and to check violations?

Complaint mechanisms



Complaint mechanisms



Notes

- What are complaint mechanisms?
- What are the complaint mechanisms or procedures available for citizens in your county?
- What can you do to enhance efficient and just complaint and resolution processes?

Illustrations on Practical cases

*National values and principles
of governance*

Patriotism



Patriotism

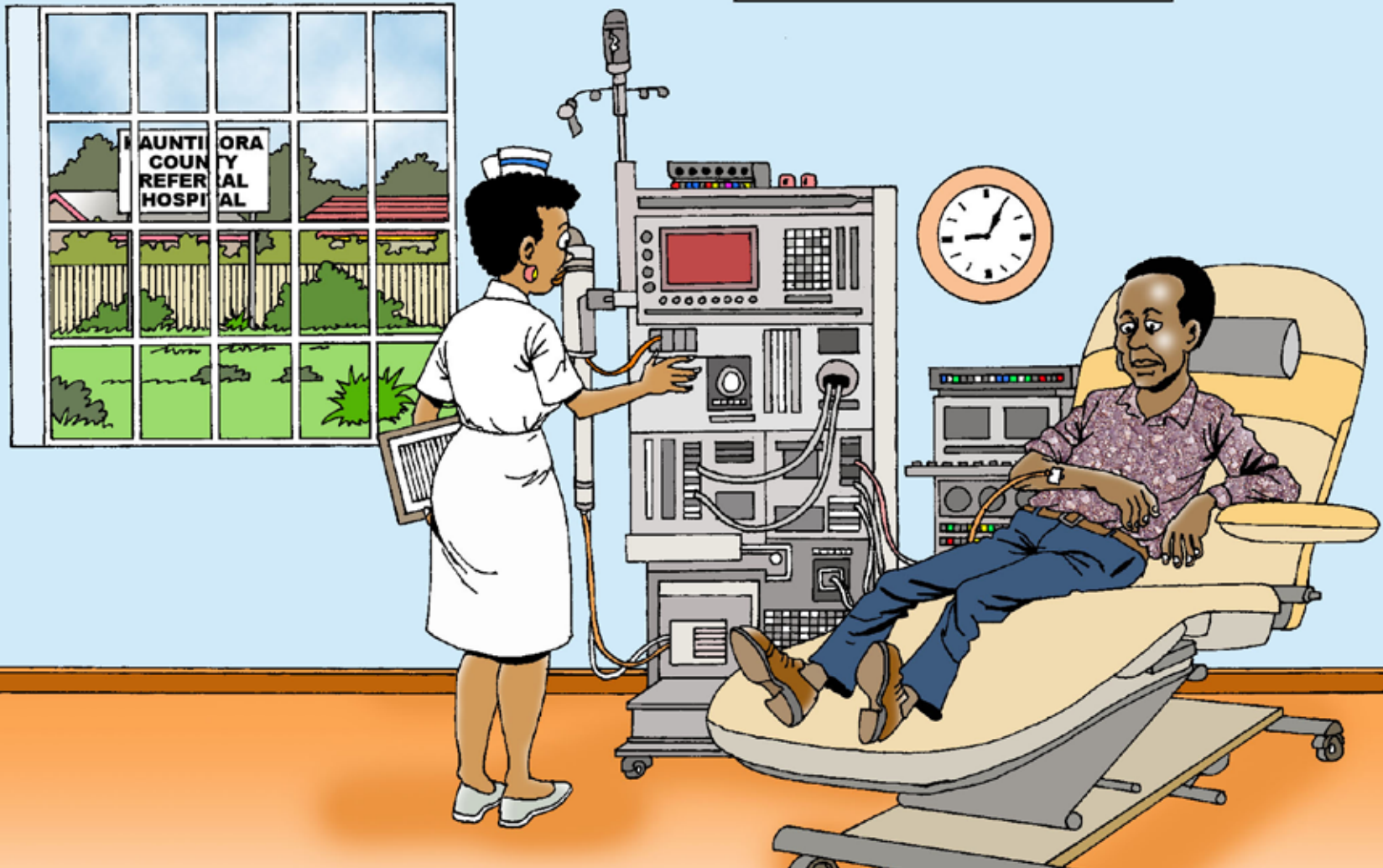


Notes

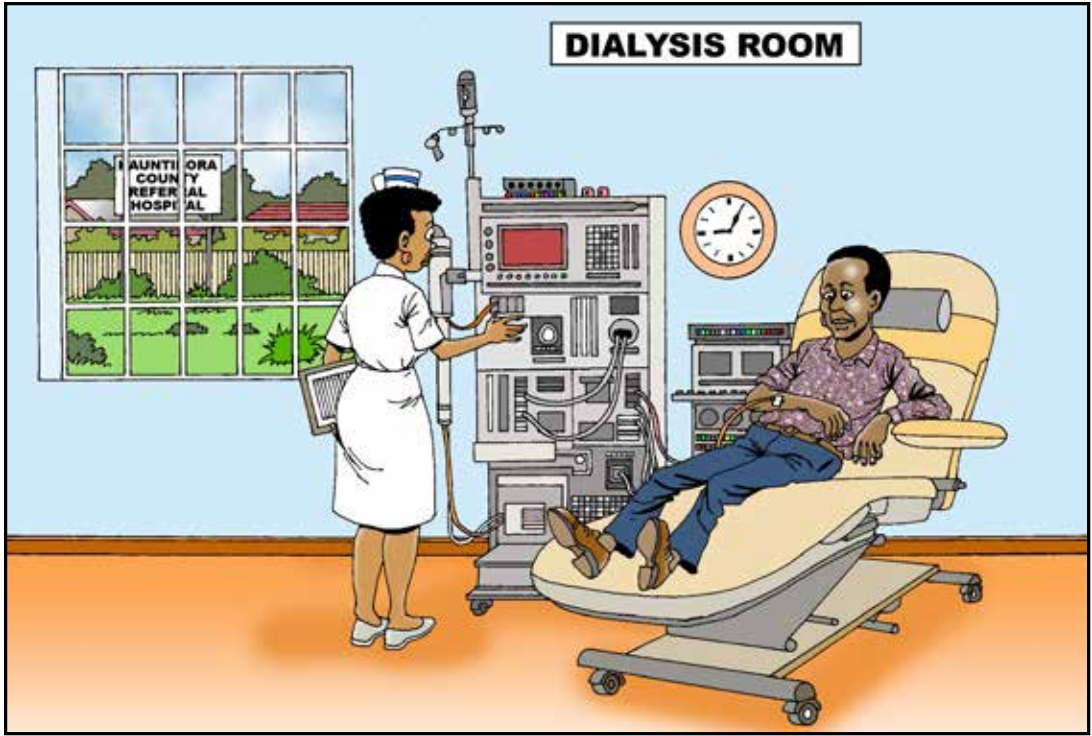
- a) What is patriotism?
- b) What would undermine or strengthen your sense of patriotism?
- c) What can you and your leaders do to promote patriotism?

Devolution

DIALYSIS ROOM



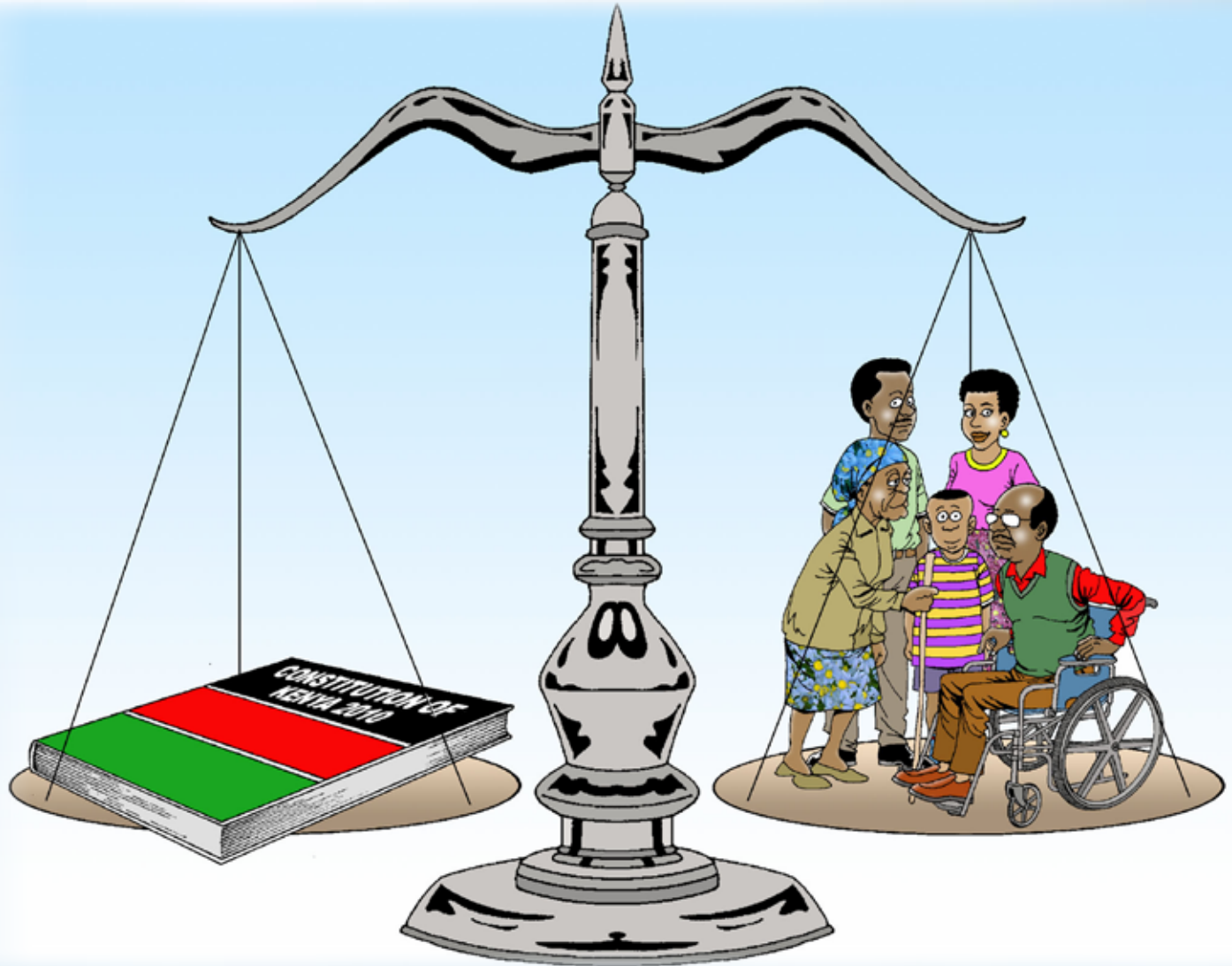
Devolution



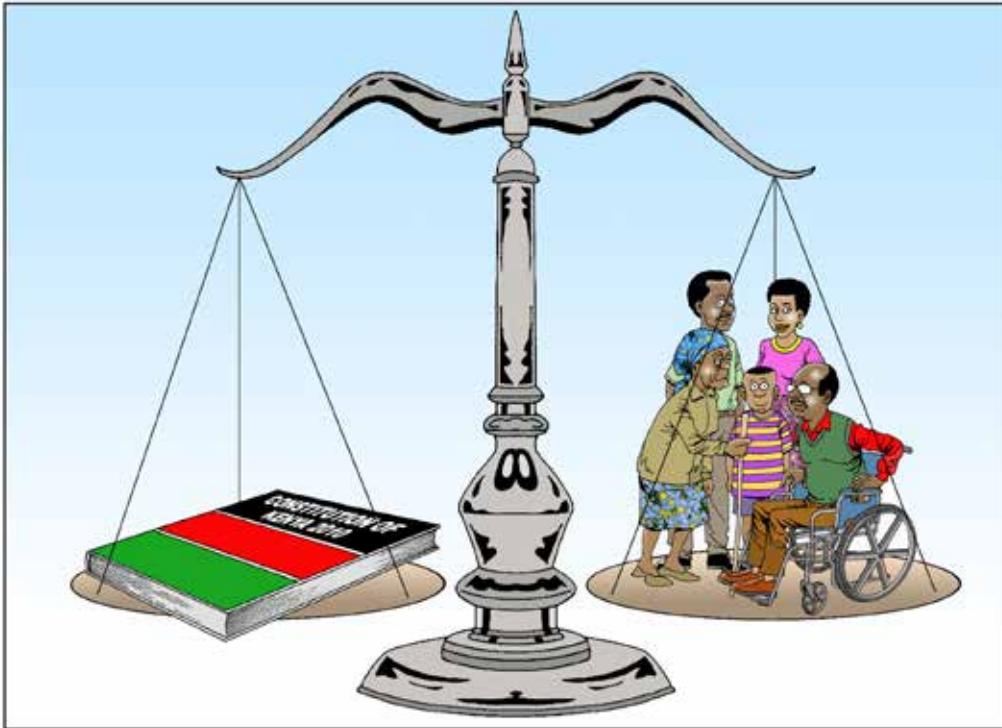
Notes

- a) What is devolution?
- b) What are the devolved functions according to the Constitution and how visible are they in your county?
- c) What action can you take to promote implementation of devolution in your county?

Rule of law



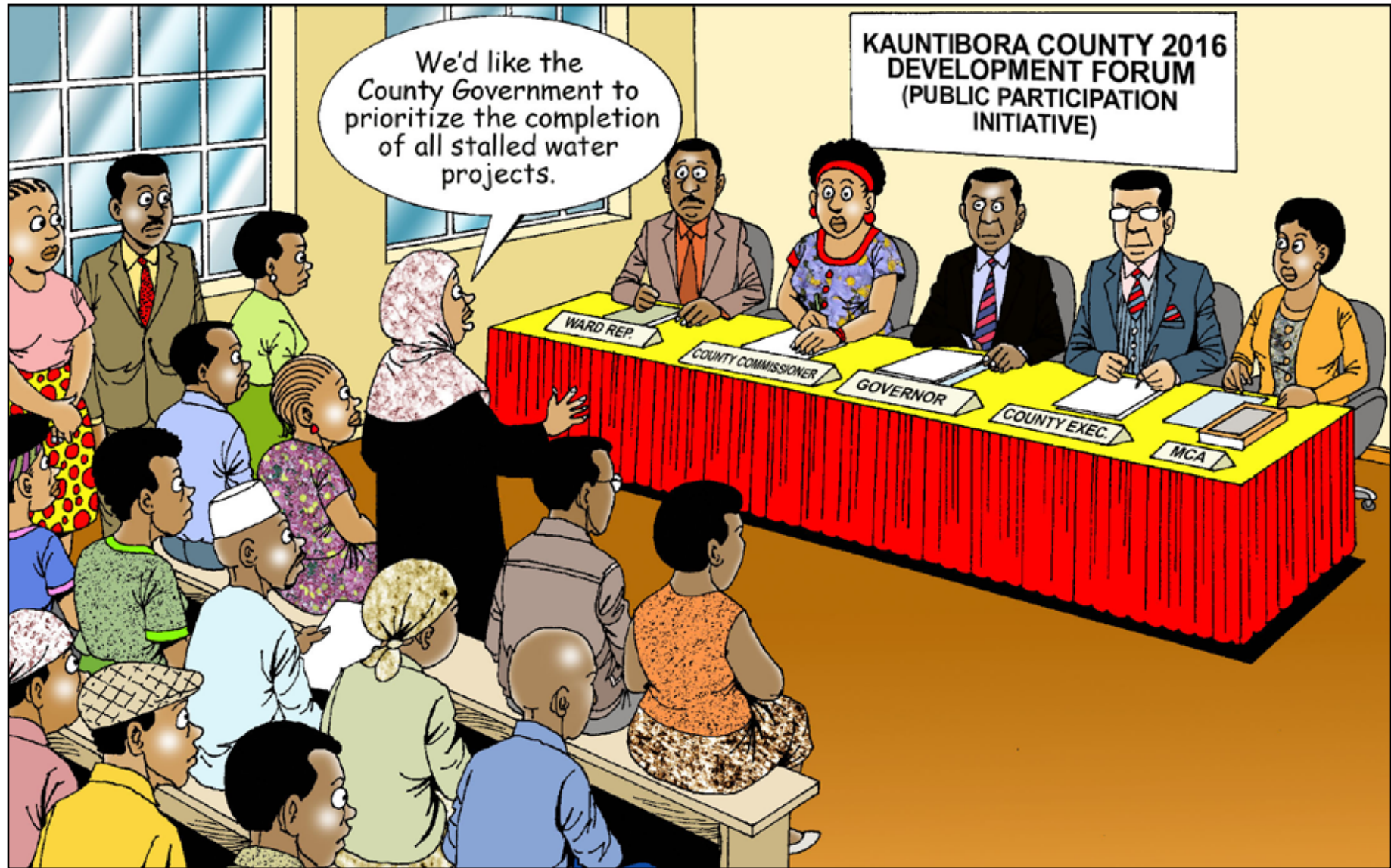
Rule of law



Notes

- What is your understanding of the term “Rule of Law”?
- How is the rule of law applied in your country?
- How can you promote the application of the rule of law in your country?

Public participation



Public participation



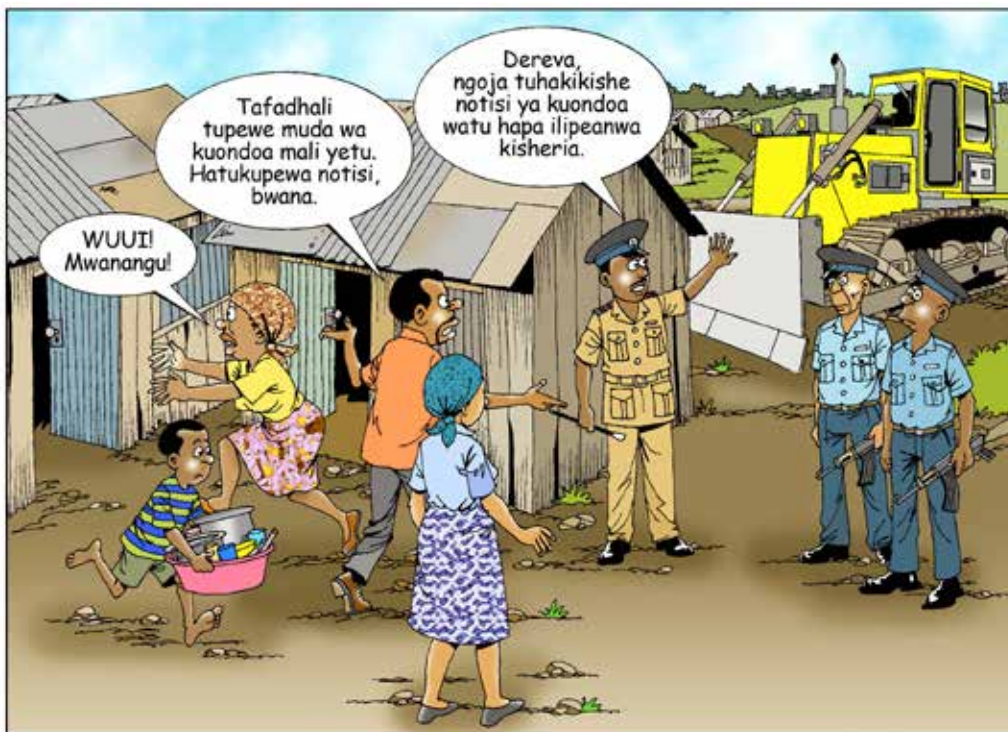
Notes

- What is the meaning of public participation?
- What are some of the means available for public participation in your county?
- How can your county government involve you in decision making in a better way?

Human dignity



Human dignity



Notes

- What do you understand by human dignity?
- In what ways is human dignity demonstrated or violated in your county?
- How can you contribute to the respect of human dignity in your county?

Inclusiveness



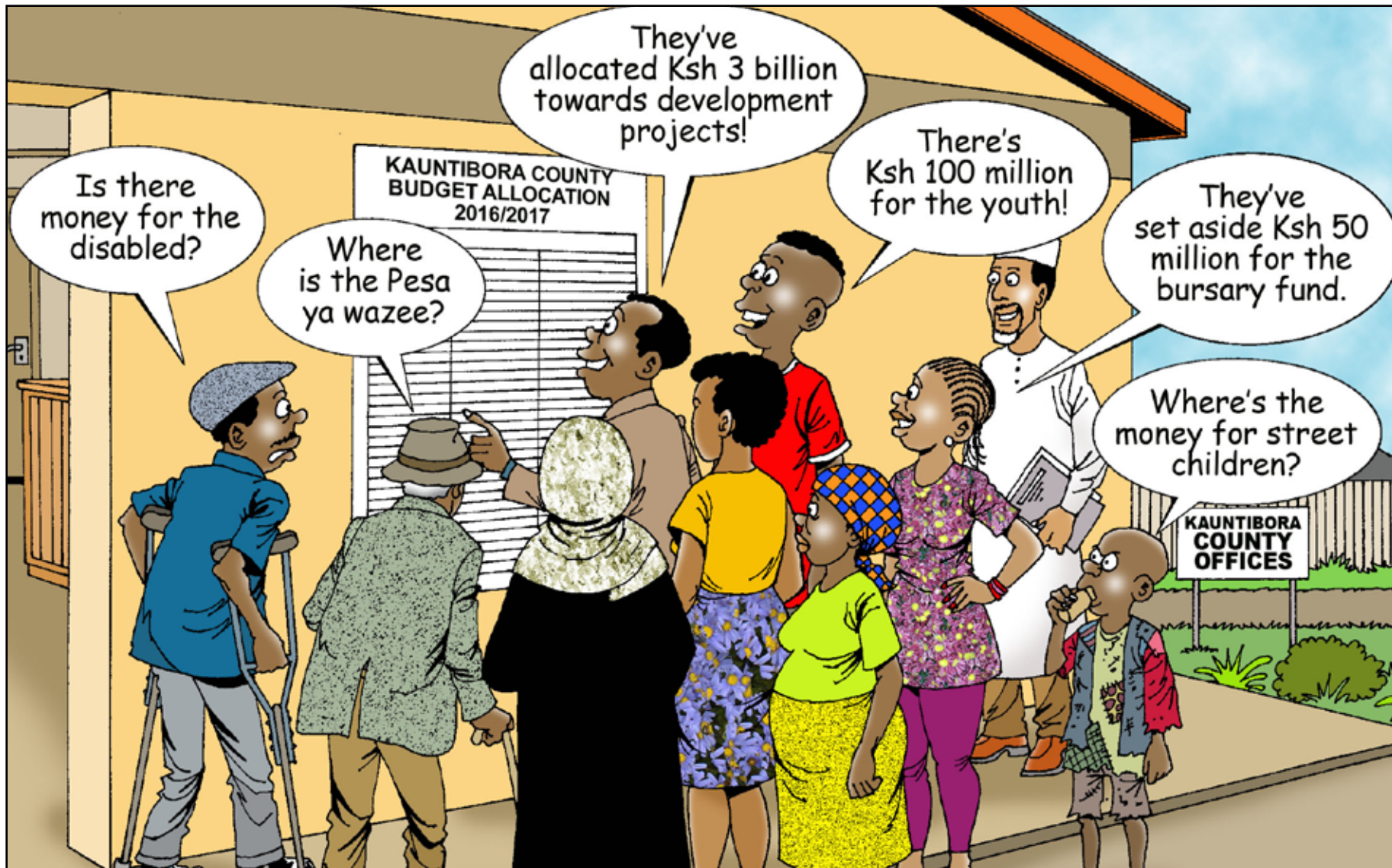
Inclusiveness



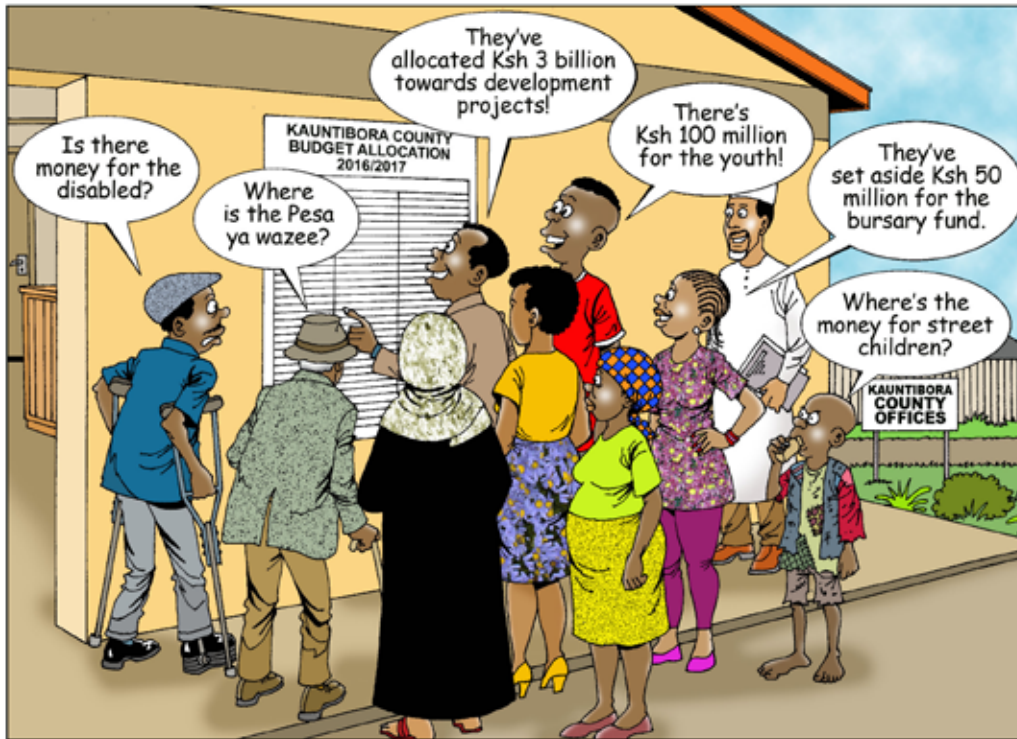
Notes

- a) What is inclusiveness?
- b) How is inclusiveness exercised in your county?
- c) How can you participate in promoting inclusiveness in your county?

Access to information



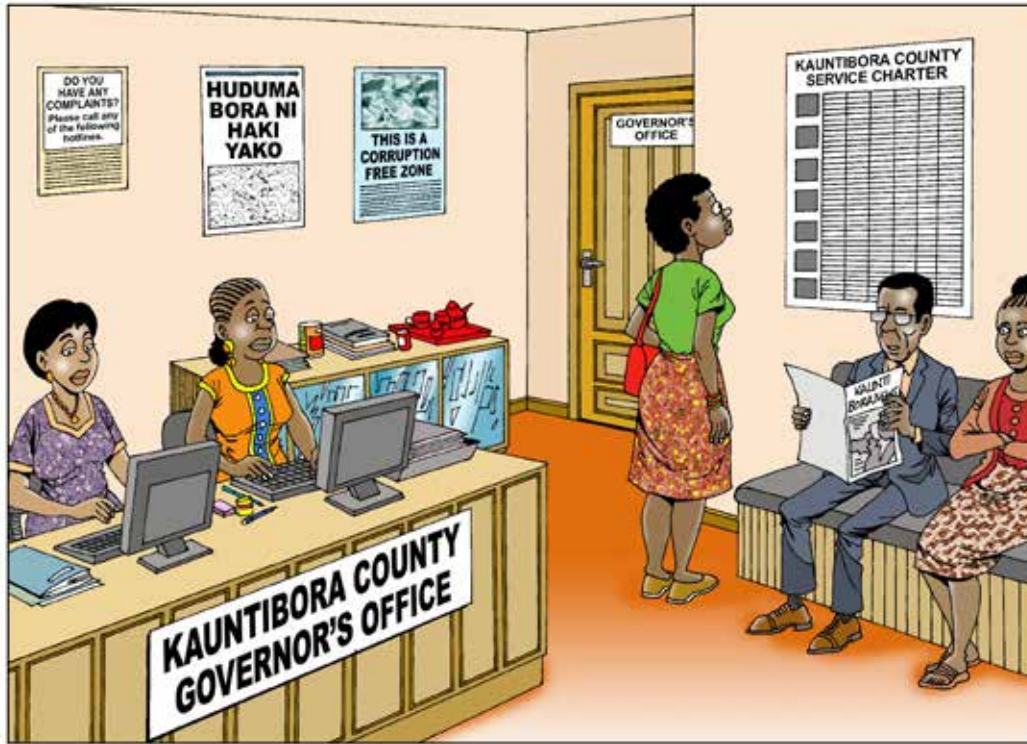
Access to information



Notes

- What is access to information?
- How is public information shared by the relevant authorities in your county?
- What can you and your leaders do to promote access to information in your county?

Good governance



Notes

- a) What is good governance?
- b) What are some of the factors that hinder good governance in your county?
- c) How can you contribute to the practice of good governance in your county?

Integrity

You've been duly cleared by the EACC... I hereby issue you with a certificate of clearance.

**IEBC/EACC
CLEARANCE**

EACC
CLEARANCE
CERTIFICATE



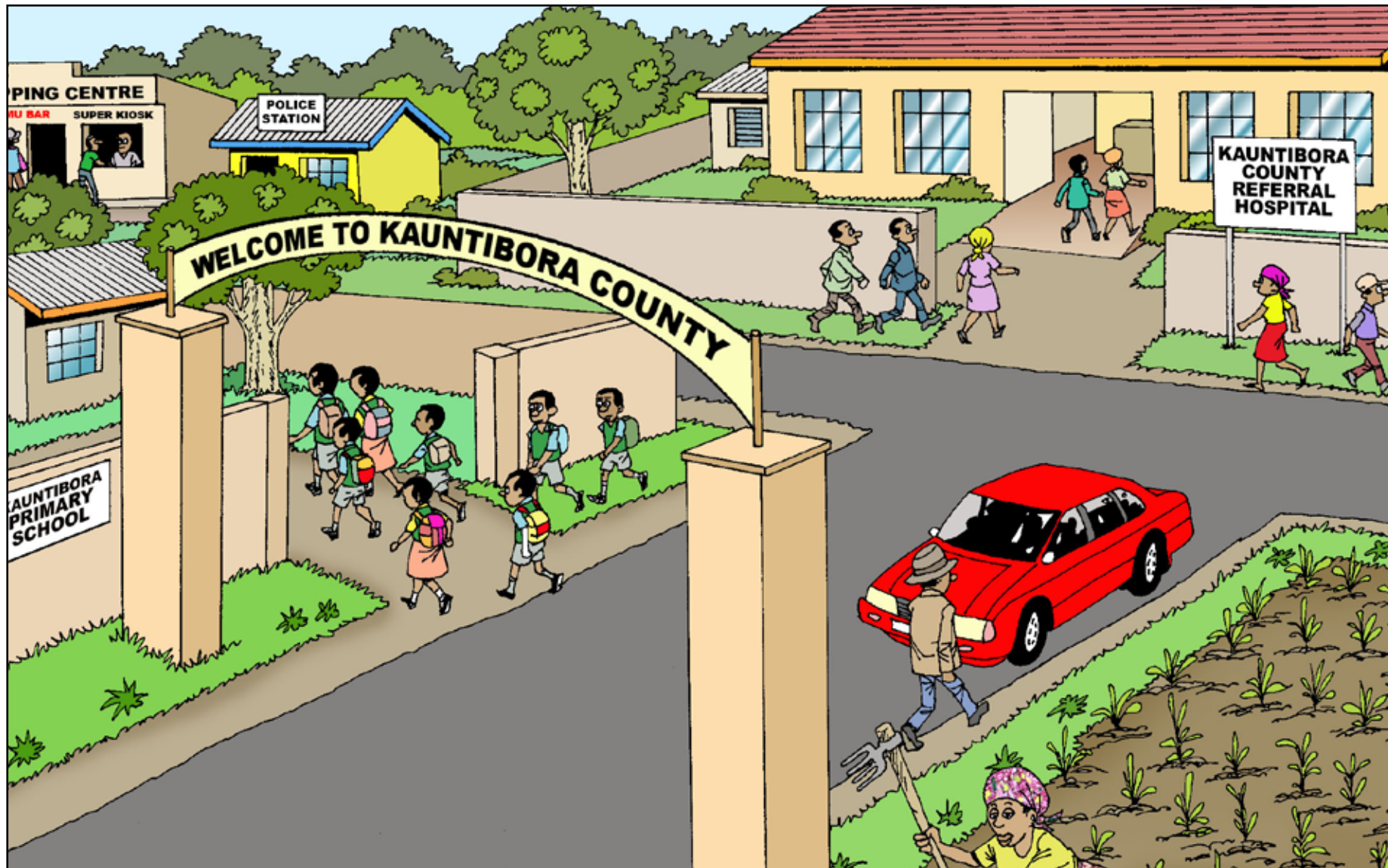
Integrity



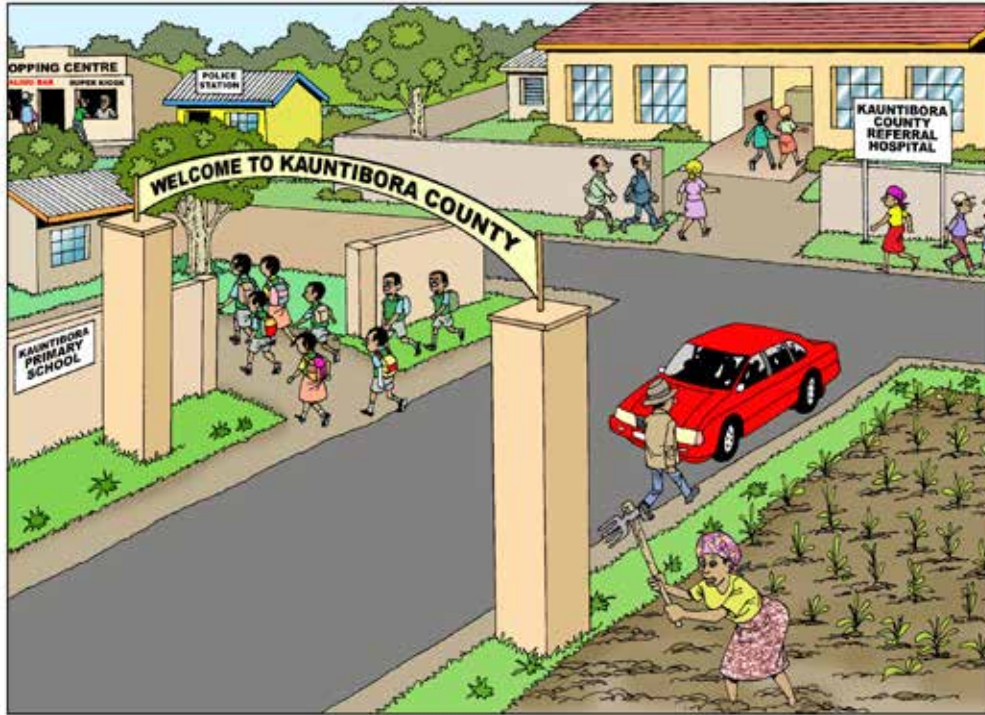
Notes

- a) What is integrity?
- b) In what scenarios have your leaders exhibited integrity or the lack of it?
- c) How can you and your leaders enhance integrity in leadership in your county?

Social justice



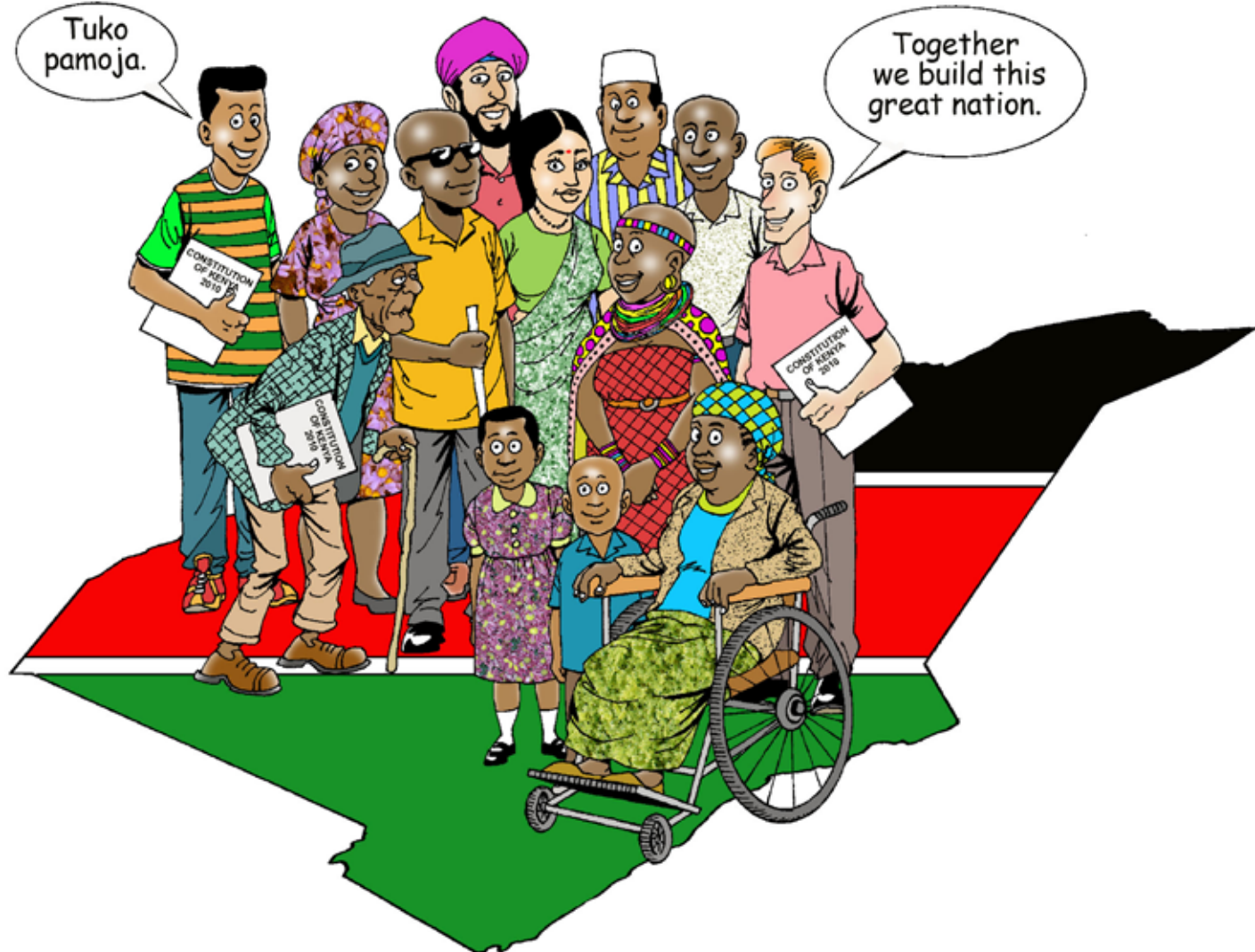
Social justice



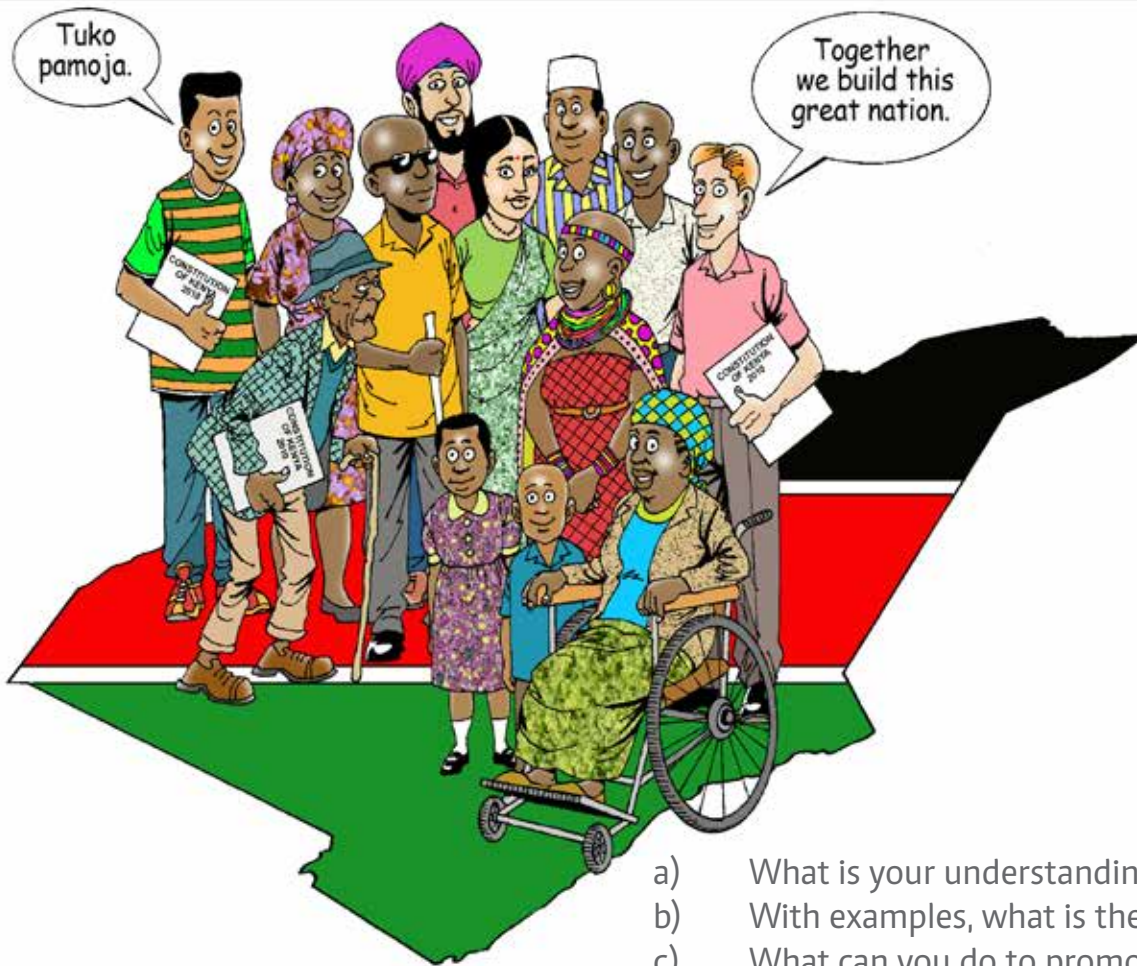
Notes

- a) What is social justice?
- b) In what ways have aspects of social justice been implemented in your community?
- c) How can you champion social justice in your county?

National unity



National unity



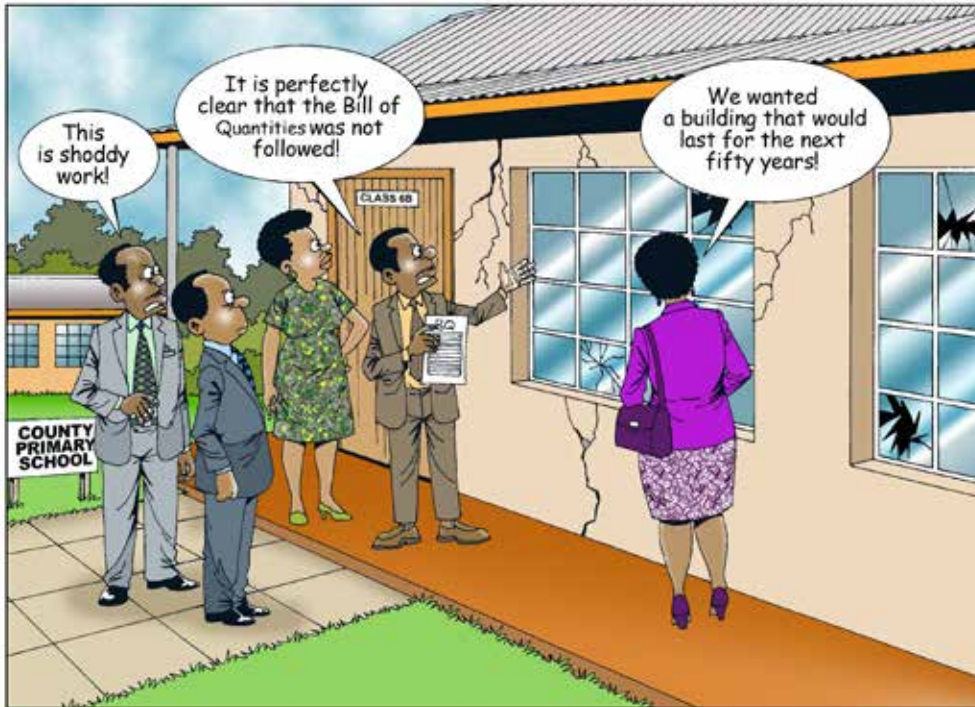
Notes

- a) What is your understanding of national unity?
- b) With examples, what is the state of national unity in Kenya?
- c) What can you do to promote national unity?

Value for money



Value for money



Notes

- a) What is value for money?
- b) How would you describe the various public funded projects in your county based on the value for money principle?
- c) What is your role in ensuring that there is value for money in public funded projects in your county?

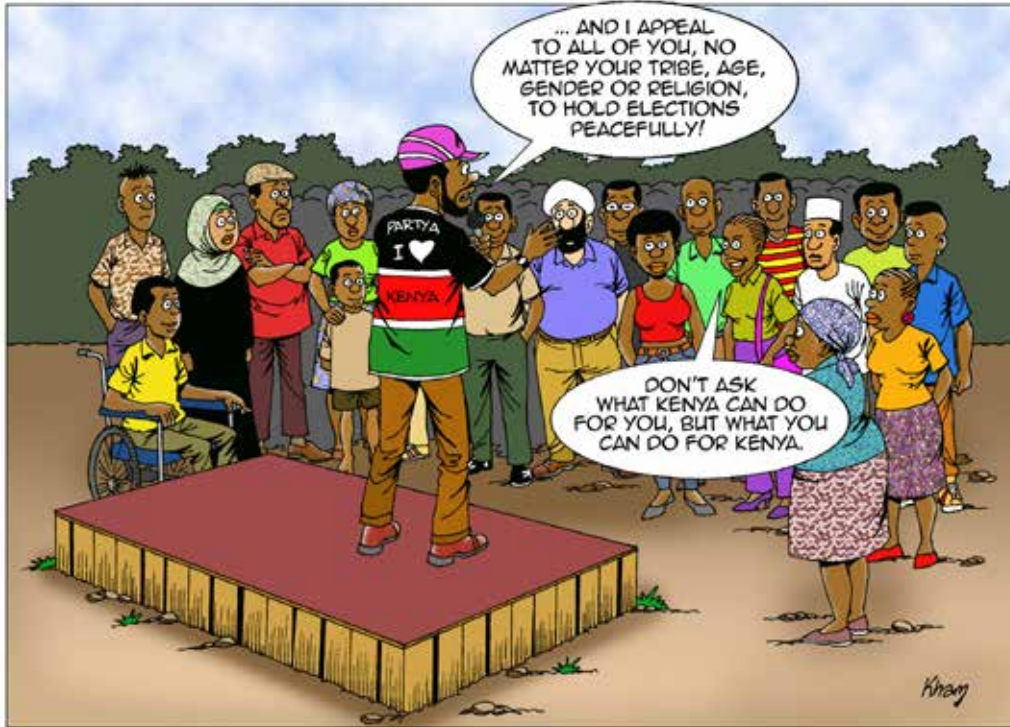
Illustrations on Practical cases

Leadership and integrity

Patriotism



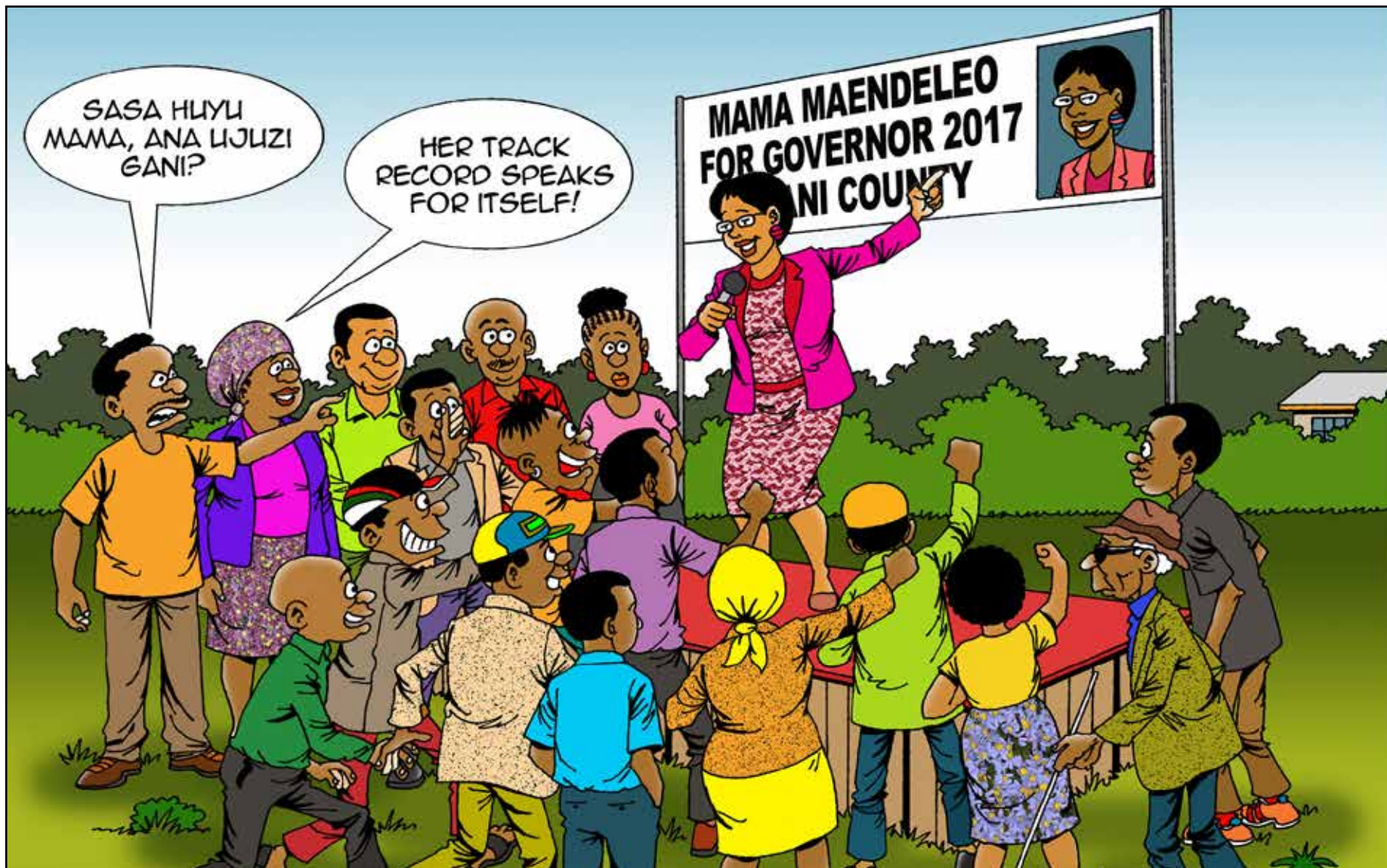
Patriotism



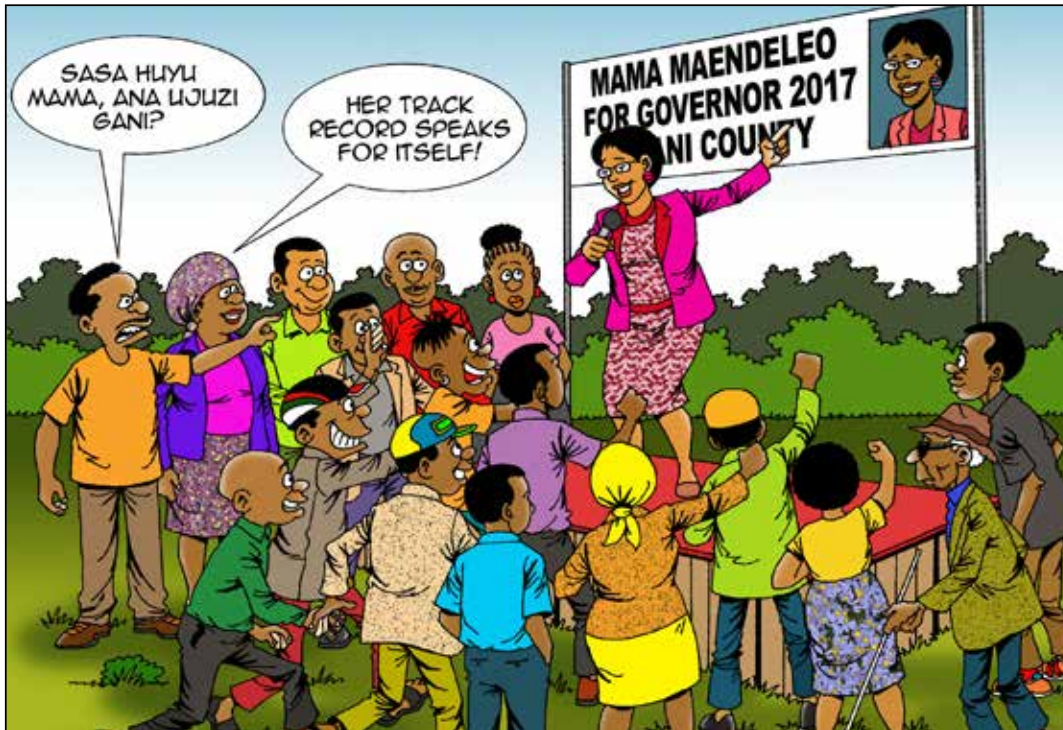
Notes

- a) Who is a patriotic leader?
- b) What is the benefit of having patriotic leaders in your county?
- c) What is your role in promoting patriotism among your leaders?

Competence



Competence



Notes

- a) What does competence in leadership mean?
- b) How do leaders in your county demonstrate competence?
- b) What attributes can you look out for in electing a competent leader?

Inclusive



Inclusive



Notes

- How can you describe a leader who is inclusive?
- How do leaders in your county demonstrate inclusivity?
- In what ways can you be involved in promoting inclusivity in your county's leadership?

Transparency



Transparency



Notes

- a) What is your description of a transparent leader?
- b) How do leaders in your county exhibit transparency?
- c) How can you be involved in promoting transparency in your county's leadership?

Lawmaking



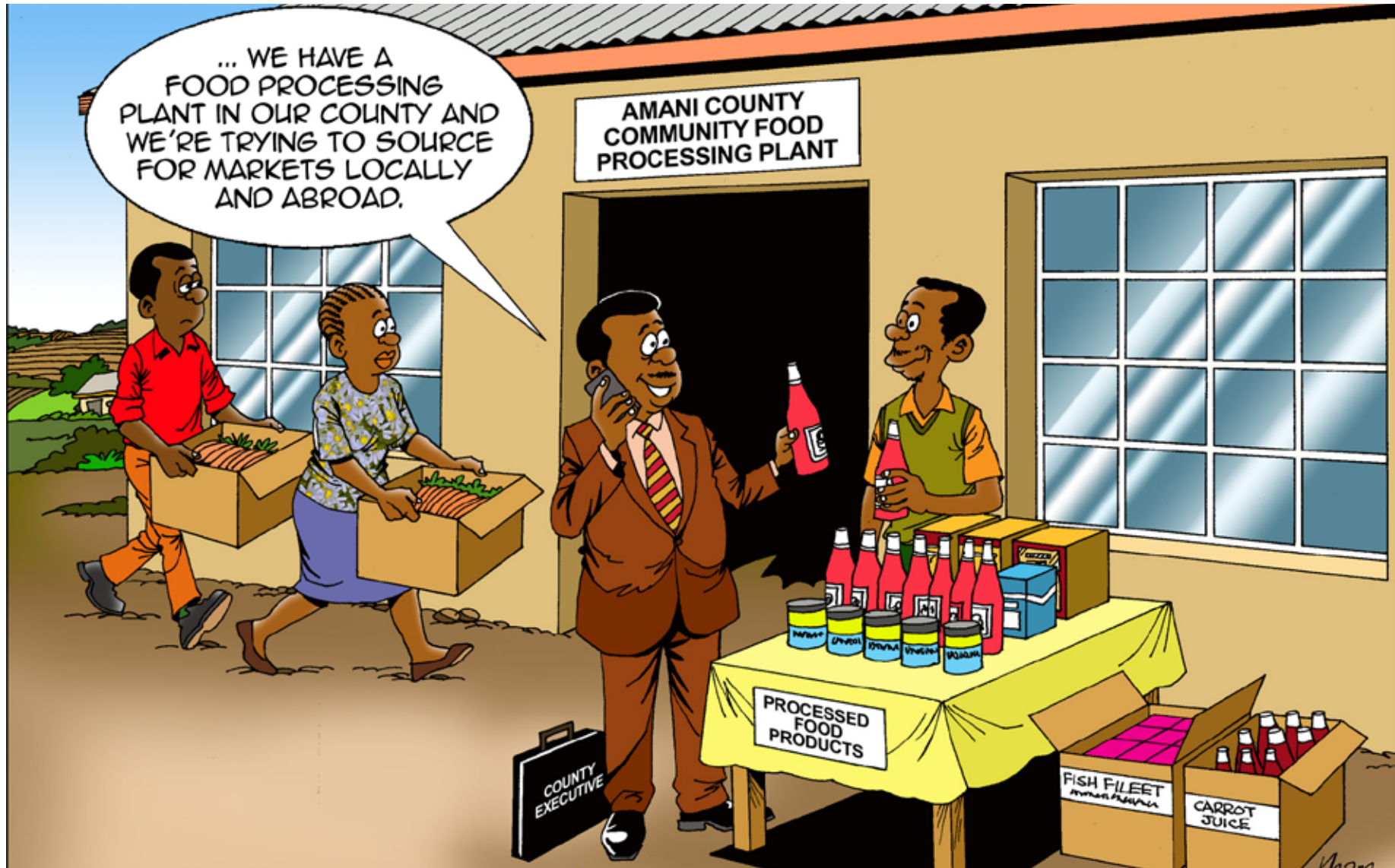
Lawmaking



Notes

- What is law making?
- In what ways are your leaders implementing their roles in law making at the county and national levels?
- What role can you play in enhancing your leaders' roles in law making?

County wealth & economic growth



County wealth & economic growth



Notes

- What is your description of wealth and economic growth?
- What processes have leaders in your county initiated to grow the wealth and economy of your county?
- How can you be engaged in promoting wealth and economic growth in your county?

Vetting of aspirants



Vetting of aspirants



Notes

- a) What is involved in vetting aspirants for political seats?
- b) What is the impact of vetting aspirant for political seats or the absence of it in your county?
- c) How can you organize or participate in vetting exercises?

Accepting people's choice



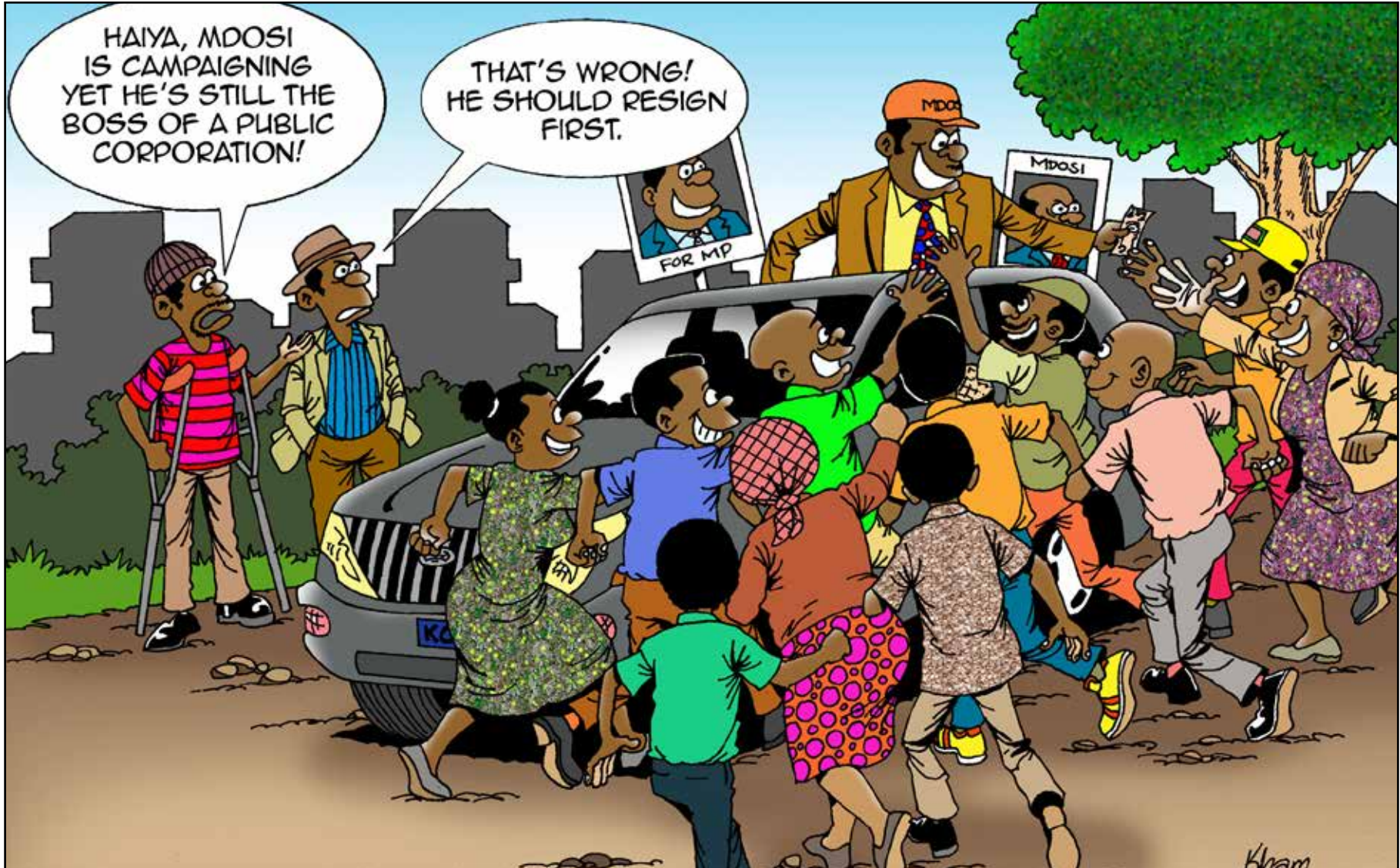
Accepting people's choice



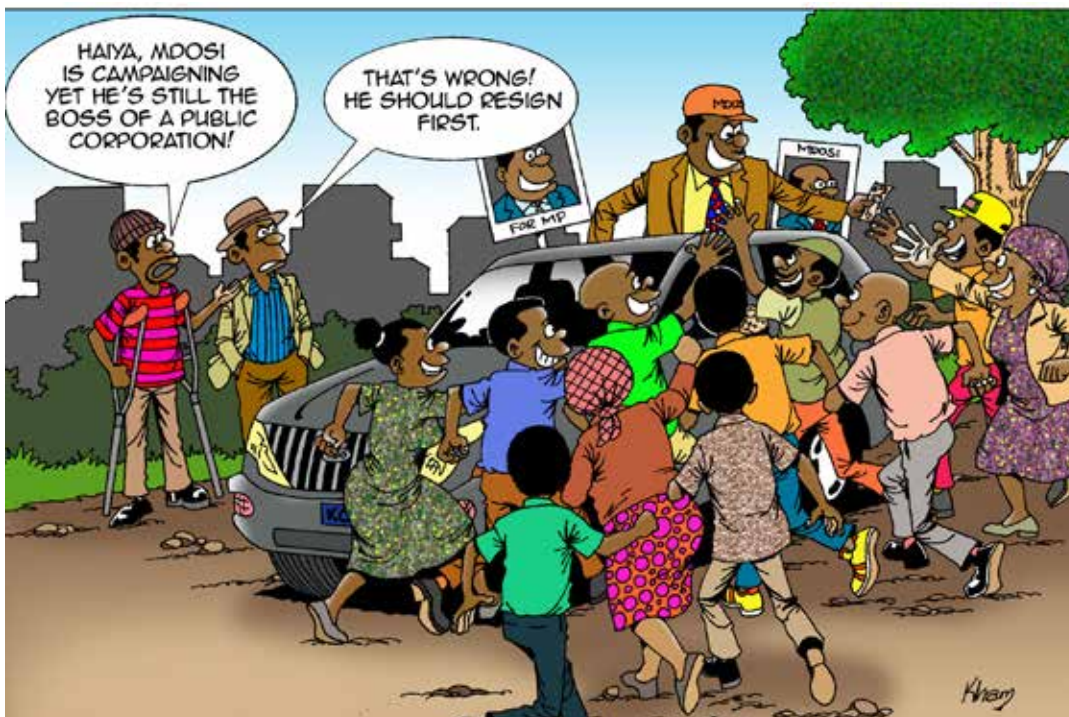
Notes

- What steps should an aspirant take after losing an election?
- What factors can contribute to a loser in an election not concede defeat?
- What can you do to promote an environment in your county where losers in an election concede defeat?

Conflict of interest



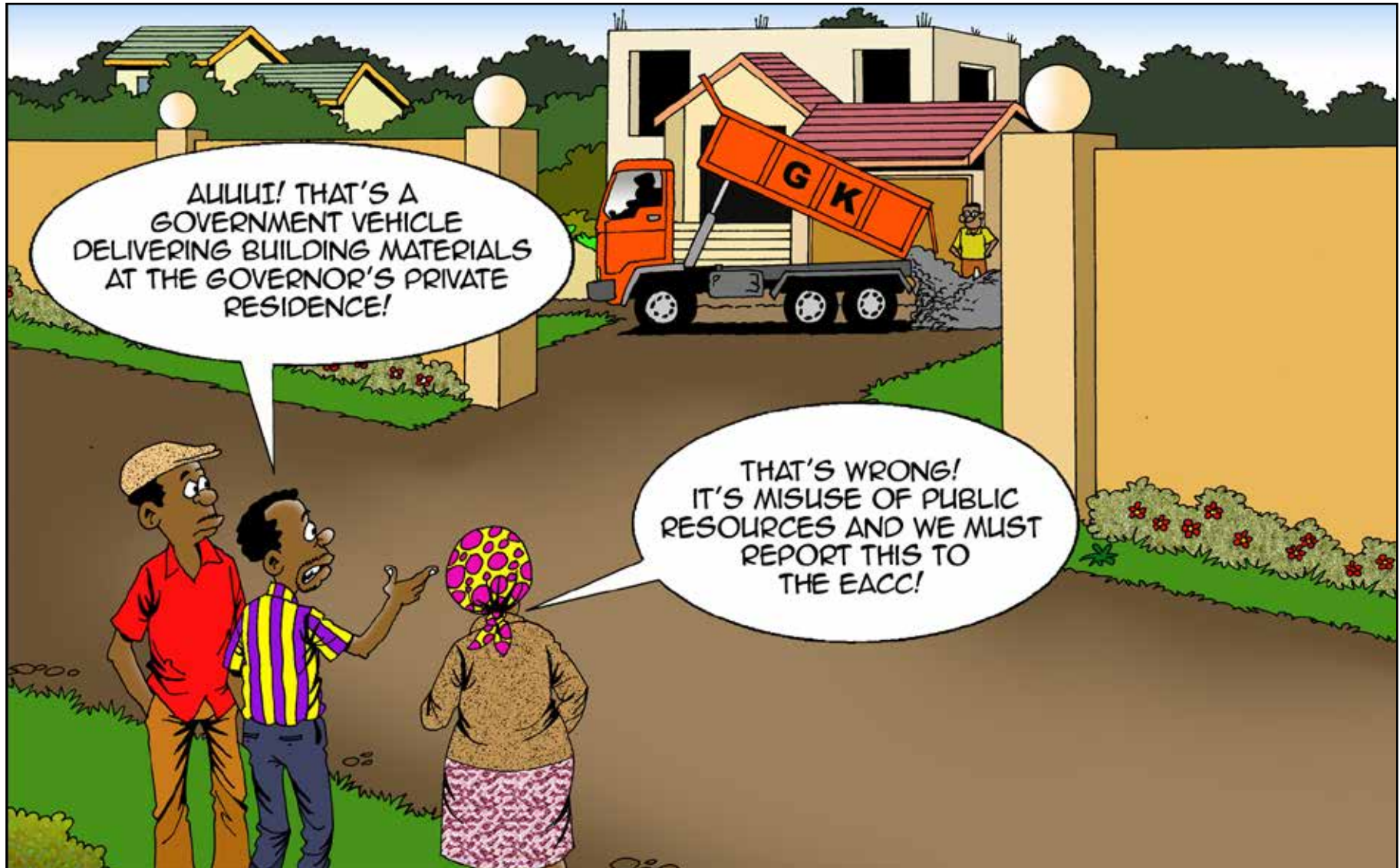
Conflict of interest



Notes

- What is conflict of interest for public office holders?
- What does the law require of public or state officers who are aspirants for political office?
- What is your role in ensuring that leaders in your county do not violate the law on conflict of interest?

Misuse of state resources



Misuse of state resources



Notes

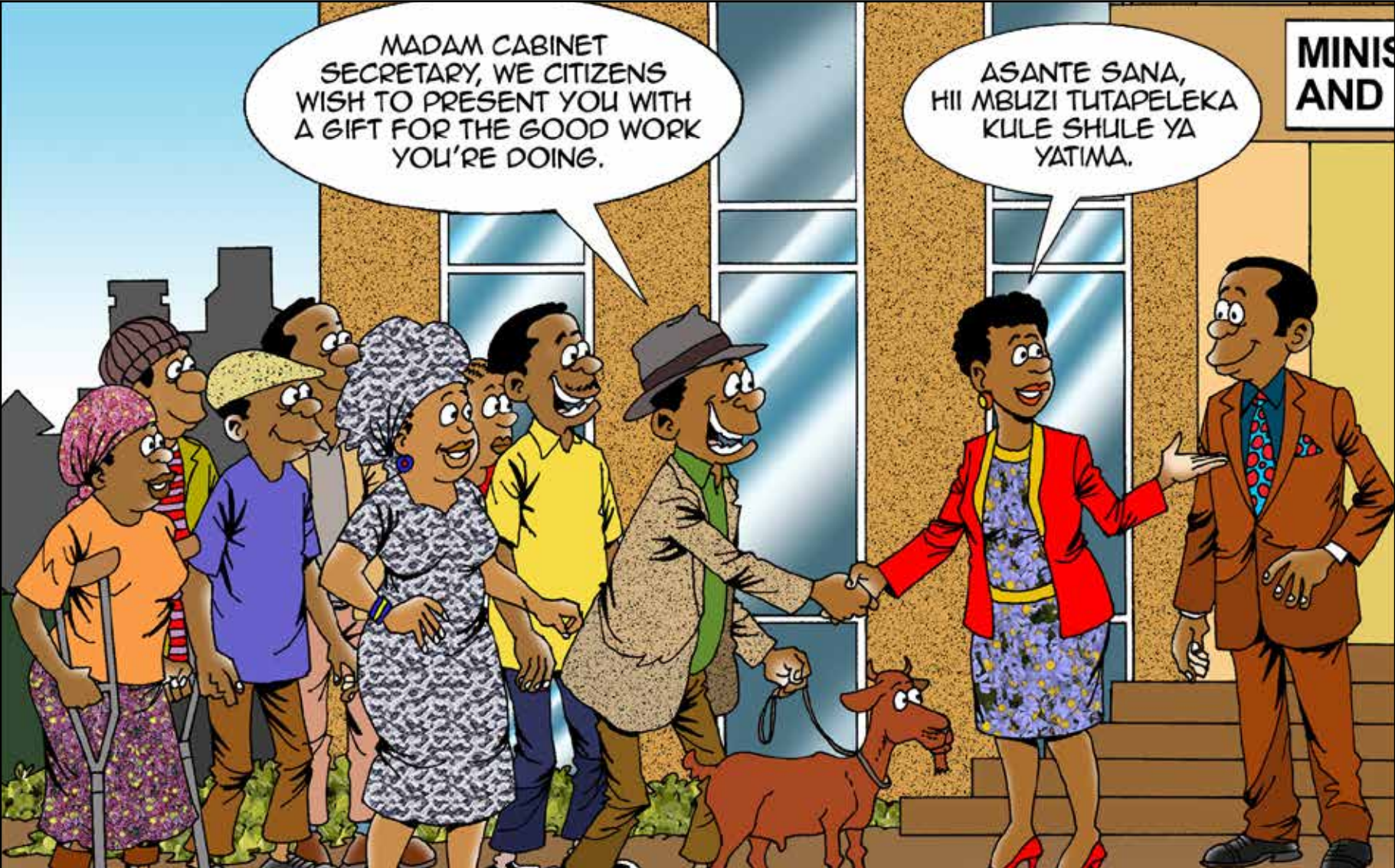
- What is misuse of public resources?
- What activities could amount to misuse of public resources by various state or public officers in your county?
- What actions can you take to oversight usage of public resources?

Probity

MADAM CABINET SECRETARY, WE CITIZENS WISH TO PRESENT YOU WITH A GIFT FOR THE GOOD WORK YOU'RE DOING.

ASANTE SANA, HII MBLIZI TUTAPELEKA KULE SHULE YA YATIMA.

MINIS
AND



Probity



Notes

- a) What is probity?
- b) Why is it important for leaders in your county to exercise probity?
- c) How can you promote probity among leaders in your county?

Nurturing skills and talents



Nurturing skills and talents



Notes

- a) What is the importance of nurturing skills and talents among the youth?
- b) What are the relevant and accessible opportunities for developing skills and talents for the youth in your county?
- c) How can you and your county government collaborate to develop and promote skills and talents among the youth?

Annex 1. Code of Conduct

Here is a sample code of conduct suggesting norms which most groups can adopt and use to have a productive meeting. These are suggested and can be modified.

- Respect the leader of the meeting
- Respect the norms agreed to
- Share airspace
- Listen to understand the other point of view, not to just respond
- Speak for yourself not others
- Invite full participation
- Be curious
- Where necessary, agree to disagree
- Be open to the feedback
- Limit interruptions (movement, mobiles)
- What is said in the room, stays here

Annex 2. Sample Programme

Title: Civic Education Forum

Location: Lucky Summer Ward; Ruaraka Sub-County, Nairobi County

Date: 19th May, 2017

Venue: Migingo market grounds, Lucky Summer Ward

Target Group: Community & Community Based Groups representatives, Ward Administrator

Activity topics (goals):

- To strengthen participants understanding of social audit;
- To propose specific actions for social audit in the community

Time	Item	Goal	Method	Tools
9:30am- 10:00am	Welcome and brief introduction	Participants know one another and the agenda and goal of the meeting	One participant after another introduces themselves- name, organization or where they come from M'raia introduces the agenda of the meeting	Cards or name tags; marker pens
10:00am – 10:15am	Ground setting: norms of engagement and discussions	Participants understand what is expected of them in terms of conduct during the meeting	Participants give ways in which they expect to conduct themselves during the meeting. M'raia notes them on a chart	Charts, cards, marker pens, glue, masking tapes, projector, laptop
10:15am – 10:45am	Social audit (Knowledge stage)	Participants understand the meaning and importance of social audit;	M'raia guides the participants, in groups, through a discussion on the meaning of social audit Plenary presentation: M'raia takes participants through the detailed social audit concept	
10:45am – 11:30am	Social audit (Local context stage)	Participants study the status of social audit in their community	World café: In groups, participants assess the quality of public funded projects in their community and how they fair in meeting expected standards	
11:30am – 11:45am	Break			
11:45am - 12:30pm	Social audit (Action stage)	Participants identify specific ways of carrying out social audits in their community	In issue-groups, participants develop specific action plans to carry out social audits in their community	
12:30am- 01:00pm	Evaluation Closing & Refreshments	To assess results To provide an opportunity to learn	M'raia gives out evaluation forms and takes participants through the instructions. Participants fill out the forms	Evaluation forms, charts, marker pens

Annex 3. Nonviolent Communication in a meeting

Nonviolent communication (NVC), as defined by the Centre for Nonviolent Communication (CNVC) is defined as a “language of life” that helps us to transform old patterns of defensiveness and aggressiveness into compassion and empathy and to improve the quality of all of our relationships .

Benefits of practicing NVC:

- It brings out genuineness in individual communication
- It increases understanding
- It deepens connection and conflict resolution

Based on insights from CNVC, a facilitator should aim at creating an environment where:

- Participants start from a common solid ground of empathy in every issue; which is the ability to understand and share the feelings of another.
- Participants understand that NVC is about creating a space for attention and respect for one another throughout the meeting.
- Participants express how they feel about an issue or a person without blaming or criticizing.
- Participants receive feedback without hearing blame or criticism.
- Participants understand what they need, and are able to effectively ask for what they want without using unhealthy demands, threats or coercion.
- Participants understand that it may not be possible to have all of one’s needs met.
- Participants are careful not to pass judgement on others based on observed actions or words.
- Participants are willing to take responsibility for their actions.

Generally, it aims to achieve a meeting environment where forms of “violent communication”, which include judging others, bullying, having racial bias, blaming, finger pointing, discriminating, speaking without listening, criticizing others or ourselves, name-calling, reacting when angry, using political rhetoric, being defensive or judging who’s “good/bad” or what’s “right/wrong” with people, are avoided.

The basic steps of NVC are

Observing without judging:	When I see / hear ...
Expressing one’s own feeling in relation with the observation:	I feel...
Expressing the related need that is not met:	because I need / value...
Requesting a concrete action without demanding:	Would you be willing to ...?

Annex 4. Sample Feedback form.

We greatly appreciate you for answering the following questions. The purpose of this form is to help M’raia improve his/her events. Filling in of this form is voluntary and confidential. Kindly tick “v” the appropriate box.

1. Gender

Female Male

2. Kindly select your area(s) of work

3. What is your overall assessment of the event?

Excellent Good Average Poor Very Poor

5. Kindly rate your knowledge of the subject matter discussed in this event:

	Excellent	Good	Average	Poor	Very Poor
Before					
After					

6. Kindly rate the value of this event in terms of its contribution to your day to day activities:

Excellent Good Average Poor Very Poor

7. Will you utilize information disseminated at this event?

Yes No

If yes, please explain how.

9. Kindly provide comments, suggestions or ideas:

Thank you for your cooperation!

Annex 5. Facilitator Development (insert on page 12 for 8.0 Post-meeting process)

Ongoing development is important for M'raia as you bring together the citizens of Kenya to discuss issues and identify the change they want to see in their communities, underpinned by the Constitution.

Here are key areas of facilitator skills and attitudes you can use to measure yourself against. This can be used as a planning tool as well as an assessment tool. Finally, it can support you to identify those areas you want to work on in the future. For best use of the tool, use it to shape conversations before and immediately after meetings.

Area of Focus	What did I/we do well	What can I/we do differently
Effective Planning: The ability to identify the issue within the community and develop a programme that has activities and times. To ensure there are appropriate resources and that the key participants will come.		
Effective Contracting: The ability to get the buy in of the stakeholders to participant and understand the purpose of the meeting.		
Effective Start: The ability to start the meeting the meeting, creating a connection with the participants, and laying out the agenda and the process.		
Flexible Communication: The ability to listen effectively and to communicate clearly with the group.		

Engagement: The ability to effectively engage in the dialogue process and gain traction early on to build a participatory, working relationship with the participants.		
Focus: The ability to keep the conversation on track and the goal in focus as per the programme agenda and goal of planning action.		
Managing Time: The ability to plan a timed agenda based on the programme and the activities. Further, to keep the activities moving along so that they are complete and within the time.		
Successful Closure: The ability to end the meetings in a positive manner so that all the participants understand the impact of closure and have plans for next steps to move on effectively		
Catalyst Agent: The ability to energize and catapult the participants to develop and become effective, efficient in their communities.		
Managing the Dialogue: The ability to moderate the dialogue so that it is participatory, inclusive, and full. The facilitator needs to ensure that the dialogue is constructive and remains on track in terms of focus and objective.		



Hanns
Seidel
Foundation