

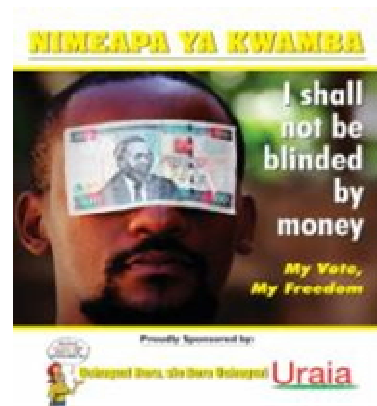
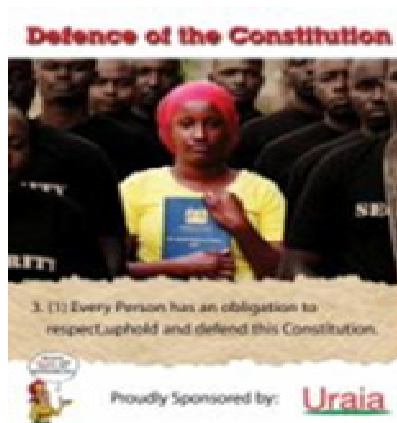


END TERM EVALUATION REPORT

FOR

THE UCHAGUZI BORA INITIATIVE

(SEPTEMBER 2013-OCTOBER 2013)



Prepared by:

PARS

Pan African
Research Services Ltd

TABLE OF CONTENTS

EXECUTIVE SUMMARY.....	2
CHAPTER 1: INTRODUCTION	6
1.1 BACKGROUND AND PURPOSE OF THE END-TERM REVIEW.....	6
1.2 URAIA TRUST.....	6
1.3 THE UCHAGUZI BORA INITIATIVE (UBI)	6
CHAPTER 2: END TERM REVIEW OBJECTIVES	7
2.1 PURPOSE OF THE REVIEW	7
2.2 SCOPE OF INITIATIVE	8
CHAPTER 3: EVALUATION METHODOLOGY.....	8
3.1 SUMMARY OF REVIEW APPROACH	8
3.2 APPROACH	8
3.3 DATA COLLECTION STRATEGY	9
CHAPTER 4: EXTENT TO WHICH THE UBI ACHIEVED ITS OBJECTIVES	15
4.1 PROVIDING EFFECTIVE AND QUALITY CIVIC AND VOTER EDUCATION TO KENYANS	15
4.2 FACILITATING CITIZEN ENGAGEMENT IN THE ELECTORAL, POLITICAL AND GOVERNANCE PROCESS	19
4.3 FACILITATING INSTITUTIONAL AND DEMOCRATIC TRANSFORMATION INTERNALLY AND WITH OTHER ACTORS	21
4.4 RESPONDING TO EMERGING TRENDS IN THE OPERATING ENVIRONMENT	23
CHAPTER 5: RELEVANCE, EFFECTIVENESS AND EFFICIENCY OF STRATEGIES USED	26
5.1 PROVIDING EFFECTIVE QUALITY CIVIC AND VOTER EDUCATION	26
5.2 STRATEGIES FOR URAIA'S CIVIC EDUCATION AGAINST THE FINDINGS OF THE EVALUATION	31
5.3 GAPS, CHALLENGES, CONSTRAINTS AND REMEDIAL MEASURES.....	31
5.4 FACILITATING CIVIC ENGAGEMENT.....	32
CHAPTER 6: OVERALL IMPACT OF UCHAGUZI BORA INITIATIVE.....	35
6.1 INCREASED KNOWLEDGE AND UNDERSTANDING OF THE CONSTITUTION AND ELECTORAL ISSUES	35
6.2 FOSTERING AND EXPANDING CITIZEN PARTICIPATION IN THE POLITICAL AND GOVERNANCE PROCESS.....	41
6.3 YOUTH PARTICIPATION IN ELECTORAL PROCESS	42
6.4 VIEWS OF PEOPLE LIVING WITH DISABILITIES (PWDs) AND MINORITY GROUPS.....	43
6.5 FOSTERING PEACEFUL CO-EXISTENCE AND NATIONHOOD	45
6.6 VETTING OF LEADERS BASED ON LEADERSHIP AND INTEGRITY CRITERIA	50
6.7 STRENGTHENING AND SUPPORTING CSOs TO RESPOND TO EMERGING ELECTORAL ISSUES AT COUNTY AND NATIONAL LEVEL	55
6.8 ENTRENCHING CONSTITUTIONALISM IN THE ELECTIONEERING PROCESS	56
6.9 INCREASING TRANSPARENCY AND ACCOUNTABILITY IN THE ELECTIONEERING PROCESS.....	61
6.10 ENHANCING CREDIBILITY IN THE JUDICIAL SYSTEM TO ACHIEVE PARTICIPATORY, PEACEFUL, FREE AND FAIR ELECTIONS	61
CHAPTER 7: CONSTRAINTS OF UCHAGUZI BORA INITIATIVE	65
CHAPTER 8: DATA COLLECTION CHALLENGES	66
CHAPTER 9: CONCLUSION AND RECOMMENDATIONS	67
9.1 CONCLUSION.....	67
9.2 RECOMMENDATIONS	68
CHAPTER 10: ANNEXES.....	69
10.1 A SAMPLE OF IMPLEMENTING PARTNERS FOR UBI AND THEIR ACHIEVEMENTS	69
10.2 UBI EVALUATION VALIDATION WORKSHOP HELD AT THE SAROVA STANLEY HOTEL ON FRIDAY 29 TH NOVEMBER, 2013	80
10.3 DATA COLLECTION TOOLS.....	83

EXECUTIVE SUMMARY

Civic and voter education was carried out by Uraia Trust, under the Uchaguzi Bora Initiative, between 2012 and 2013 and has resulted in increased knowledge among the Kenyan citizenry with regard to their rights and responsibilities as enshrined in the constitution. However, voter education was more successful than civic education with voter education on *marking of ballot papers* registering the highest awareness at 72%. The fact that the programme was implemented close to the elections may have been a barrier to the effectiveness of provision and reception of certain components of the education. The vetting of aspirants (19%) achieved the least reach among the respondents. This in a way suggests that few citizens understood and/or were involved in vetting of aspirants. The findings also show a wide difference in reach with some aspects of civic and voters education reaching more people than others.

The findings of this evaluation indicate that civic engagement was high with over three quarters (78%) of the respondents claiming to have participated in the electoral process in the last general election. Registration, maintaining peace, advocacy and participation in decision making were perceived to be the most important activities related to the electoral process. In respect to governance, a low proportion of respondents reported that they had participated in vetting of leaders through attending public debates, calling in during a talk show and/or carrying out their own research on the candidates. In regards to knowledge on the constitution, out of the total 5021 respondents, 43% rated their knowledge of the constitution as average 22% good and only 6% rated their knowledge as excellent, an indication that more needs to be done to make the citizenry have a better knowledge of the constitution.

Part of the civic education carried out by both implementing partners and civic educators consisted of promoting peaceful co-existence of communities. This contributed to a notable reduction in the level of electoral related violence during and after the 2013 general elections as compared to PEV witnessed after the 2007 general elections. During the 2013 general elections, violence was reported in a few hot spots, but the qualitative research, shows that through the national rapid response mechanism, the UBI partners on the ground were quick to quell the violence through working with the local leaders and this may have played a big role in ensuring the peaceful election of 2013.

The various training components that were undertaken included networking and collaboration which encompassed training of 302 civic educators who were sent to the grassroots to implement the project. The component also included induction and training of implementing partners and engagement of implementing partners.

Strategies employed by UBI included use of multimedia such as print, TV radio and folk media among others to disseminate the information. From the survey, it was noted that the methods used had varying degrees of penetration with radio and television being the most effective.

The UBI was able to contribute to institutional and democratic transformation by building the capacity of CSOs in terms of civic education and provision of reference materials, the UBI also dispatched funds that enabled the civic educators to facilitate their movement and carry out civic and voters' education in different counties. The impact on the various institutions is that they have managed to make a series of linkages and develop grassroots partnership with other players within the counties, including the government institutions, opinion leaders, CSOs, private sectors and community elders. This cordial relationship will enable them continue with civic education even after the project.

Overall the 2013 general elections were considered peaceful by 94% of the respondents, they were seen as participatory by 87% and free and fair by 66%. Reasons for considering the elections peaceful were that there was no violence or incitement (85%) and that Kenyans maintained peace (11%). Regarding reasons for believing the election was participatory, 95% said that this opinion was informed by the fact that all people were allowed to vote and most Kenyan voters participated in the election. Those who said that elections were free and fair cited reasons such as everyone was able and free to vote, it was transparent, there was no question on rigging and their preferred leaders were elected.

In regards to the judicial system, the evaluation reveals that a majority of Kenyans (68%) are aware of where to report crimes and grievances. Access to the law courts however is limited with less than half (46.2%) of Kenyans agreeable that they can access law courts easily. With regards to promoting access to justice, the survey reveals low public participation in judicial processes, reforms and inadequate knowledge of court systems in Kenya. Confidence in the various courts varied with the newly created Supreme Court receiving most attention. The feelings of the credibility of the Supreme Court were extremely polarized with the court receiving highest rating of “very high credibility” and the highest rating of “very low credibility”.

Conclusion

The findings of this evaluation shows that the UBI achieved its objectives of providing effective voter education to Kenyan citizens but more needed to be done in the area of civic education. The UBI also facilitated citizen engagement in electoral processes although there was low participation in vetting of the candidates which suggests that the approach needs to change to incorporate the political parties as they play a big role in vetting of candidates. Therefore Uraia needs to look for ways of empowering all players involved in vetting of leaders to play their rightful role – these include the citizens, political parties, the IEBC and the judiciary. The UBI tried to ensure all their partners followed the constitution through institutional and democratic transformation internally and with other actors. Although this was encouraged, it was not possible for the UBI to monitor the progress given the limited time within which the entire project was implemented. By its very nature, institutional and democratic transformation internally and with other state actors need to be put as work in progress until all the institutions are aware and have implemented it.

In terms of the strategies used to deliver the message, radio and television were most effective but this may have been influenced by the timing of the implementation which coincided with the political campaign period. Given the success of the 2013 general elections, the strategies employed by the UBI can largely be considered to be relevant and effective. However the implementation would have been more effective and efficient had it been launched earlier as opposed to a few months before the general elections. The release of funding from the donors was delayed in a number of cases and this also delayed the implementation. The short time within which the initiative was implemented meant that some of the funding could not be absorbed before the end of the project period.

Based on the findings, it could be concluded that the UBI to a great extent helped increase knowledge and understanding of the constitution and electoral issues, it helped foster and expand citizen participation in the political and governance issues. The UBI also helped to strengthen and support CSOs to respond to emerging electoral related issues at county and national level. However more needs to be done to increase the knowledge and to transform this knowledge into action and ultimately become a way of life.

Major gaps to civic education and engagement and recommendations

A major challenge that was pin-pointed across the survey was that, the civic education came too close to the election which was too short a time for adequate preparation in terms of the quality of knowledge that was to be impacted on the citizens. Civic engagement should be a continuous process, it is not a drop and go mechanism. The programme should therefore look into being a continuous process hence the suggestion of having civic education inculcated in the education curriculum so that the citizenry can get to learn of these processes right from the school level. However, this needs to be combined with regular civic and voter education among the adults who may not have gone to schools or those who though educated need a constant reminder of their rights and responsibilities under the constitution.

Recommendations

Based on the findings of the evaluation, the following are the recommendations:

- The programme should be continuous in respect to the election cycle with requisite enhancement and modification nearer the general elections. This will provide opportunity for successful engagement of citizenry on important issues such as leadership and integrity away from periods of high political temperature.
- Develop a civic education program to sensitize leaders and citizenry on the realistic roles, responsibilities and expectations regarding devolution.
- Translate print and electronic civic education materials into vernacular languages and accessible modes for PWDs.
- Encourage timely release of funding for desired outcomes and for effective and maximum impact.
- Work more/closely with government, particularly the KNICE and IEBC which are the main state-actors in charge of civic and voter education.
- UBI should also enhance their relationship with the state to influence the introduction of policies that are friendly to non-state actors as they lead and work through consortiums and have the state support it for sustainability; For instance, the education curriculum could be influenced to include topics on societal values and democracy to inculcate these in children from the level of pre-unit all the way to the university. This will ensure that long term civic education is achieved.
- Partnering with service providers such as SAFARICOM and AIRTEL to develop and implement innovative methods, such as ring tones and competitions, to communicate messages through mobile-based technology for a wider reach.
- Engage and strengthen political institutions such as political parties in regard to national values, leadership and integrity with a view of enhancing and vetting aspirants.
- Engage and strengthen State Actors involved in the electioneering process such as the IEBC to provide leadership in determination of integrity of aspirants.
- Engage and strengthen the Judiciary so that the citizenry could have a positive perception in regard to their impartiality.

- Widen the demographic scope to include specific players who represent youth, women and disabled category at policy levels in organizations.
- Noting that the Constitution is very wide; varieties of training need to be implemented, not just having lectures and books, there is need for group work, participatory ways of learning and social media; therefore the trainings for the civic educators should be county-based as each county has its own issues; the training should also be continuous, Kenyans need to develop a constitutional culture and so UT cannot be a drop and go thing, it has to be ongoing.
- As the institution with a national outlook spearheading civic education programmes, UT needs to boost its organization staffing at the junior officers level. As currently constituted, the organization has more staff at the top and middle management and few staff at the lower levels. In particular, there is need to have a strong, media and communications professionals.

CHAPTER 1: INTRODUCTION

1.1 Background and Purpose of the End-Term Review

This report describes in detail the End Term Review of the Uchaguzi Bora Initiative (UBI), conducted during the months of September and October 2013. The review aimed at giving feedback on effectiveness of project implementation and the extent to which the initiative has achieved its objectives. The overall objective of the evaluation was to determine the impact of the UBI in contributing to a participatory, peaceful, free and fair general election in March 2013 in the country.

The review exercise was conducted across the forty seven (47) counties in Kenya. Fieldwork was conducted from September 20th – 31st October 2013.

1.2 URAIA Trust

URAIA Trust was established in 2011 as a successor to Kenya's National Civic Education Programme Phase I and II (NCEP I & II). Its focus is to contribute to the progress of Kenya through the development of its most important resource - 'Kenyan citizens'- 'raia' in Kiswahili. URAIA's approach is to promote citizenship from a rights and responsibility aspect.

URAIA Trust is Kenya's premier National Civic Education Programme established to provide technical and financial support to Civil Society Organizations for the transformation agenda of Kenya. The vision of URAIA Trust is *"to be a leading National Organization supporting the democratic transformation of Kenya."* Its mission is *"to facilitate the provision of quality civic education and practical mechanisms for citizen engagement in public affairs."*

URAIA Trust's interventions are guided by a 5 year strategic plan; 2011-2015 that is based on the implementation of the Constitution of Kenya-2010. The plan is based on the premise of realizing fundamental democratic change by actualizing the promise of the 2010 constitution. To achieve this, URAIA is committed to making a major contribution to developing an informed and educated citizenry in Kenya that addresses its contextual realities and which then leads to citizenry being engaged in various reform activities at various levels.

1.3 The Uchaguzi Bora Initiative (UBI)

In its January 2012 to June 2013 work plan, URAIA deliberately gave the general elections of 2013 special attention because of its potential to radically alter Kenya's future by ushering in the full implementation of the Constitution. Under the banner, Uchaguzi Bora Initiative (UBI), URAIA designed an 18 month programme aimed at contributing to national efforts that would make Kenya's 2013 general elections participatory, peaceful, free, fair and credible. The overall goal of the UBI was to build a critical mass of citizens working for participatory, peaceful, free and fair general elections that were grounded on:

- (i.) Entrenching and inculcating the constitution;
- (ii.) Realization of justice in the election process; and

- (iii.) Supporting the expansion of citizen participation in public affairs and political processes particularly for women, the youth, persons with disability and marginalized groups and communities.

The Initiative sought to use the promise, opportunities, values, and ethos envisaged by Kenya's Constitution as the basis and framework for ensuring the credibility of the 2013 general elections. Specifically, the UBI sought to support CSO's activities aimed at:

- (i.) Fostering and expanding citizen participation in the electoral process;
- (ii.) Fostering peaceful coexistence of communities;
- (iii.) Entrenching constitutionalism in the electioneering process;
- (iv.) Enhancing practical mechanism for electing leaders of integrity;
- (v.) Enhancing credibility in the judicial system to achieve participatory, peaceful, free, and fair elections;
- (vi.) Lobbying, advocacy and policy influencing on electoral issues.

CHAPTER 2: END TERM REVIEW OBJECTIVES

2.1 Purpose of the Review

This End of Term Evaluation (ETE) intended to give feedback on achievement of the objectives of Uchaguzi Bora Initiatives, the effectiveness of its implementation and the impact of the Initiative on the target groups. Specifically, the review exercise was expected to achieve the following:

- a) Assess the extent to which the Initiative achieved its objectives in relation to:
 - i. Providing effective quality civic and voter education to Kenyan citizens.
 - ii. Facilitating citizen engagement in the electoral, political and governance process.
 - iii. Facilitating institutional and democratic transformation internally, and with other actors, in order to institutionalize good governance.
 - iv. Responding to emerging trends in the operating environment.
- b) To assess the relevance, effectiveness and efficiency of the strategies and approaches used in:
 - i. Providing effective quality (relevant and valuable) civic and voter education, and
 - ii. Facilitating civic engagements.
- c) Assess the overall impact of the Uchaguzi Bora Initiative on the target groups, especially in relation to:-
 - i. Increased knowledge and understanding of the constitution and electoral issues.

- ii. Fostering and expanding citizen participation in the political and governance process.
- iii. Fostering peaceful coexistence of communities and nationhood.
- iv. Vetting of leaders based on leadership and integrity criteria.
- v. Strengthening and supporting CSOs to respond to emerging electoral related issues at county and national level.
- vi. Entrenching constitutionalism in the electioneering process.
- vii. Increasing transparency and accountability in the electoral process
- viii. Enhancing credibility in the judicial system to achieve participatory, peaceful, free and fair elections.

2.2 Scope of Initiative

Geographically¹, the scope of the UBI was across the whole country, in all the forty seven (47) counties. URAIA Trust implemented the UBI through national and county based implementing partners all over the country.

CHAPTER 3: EVALUATION METHODOLOGY

3.1 Summary of Review Approach

A multi-method, participatory approach was used in the evaluation. The methodological mix comprised desk review of key documents; semi structured key informant interviews, and focus group discussions (FGDs) with target groups; and quantitative face-to-face interviews with a random sample of Kenyan citizens using a structured questionnaire. The wide range of issues outlined in the Terms of Reference and the diversity of thematic areas and activities carried out by the UBI, with variable capacities, size and focus, required a flexible evaluation design leading to a relatively high sample size. The inception meeting with the UBI project staff highlighted the overall scope, focus, and timeframe for the evaluation. Relevant programme documents were reviewed before and during the evaluation. FGDs were conducted with Kenyan citizens. The review team was able to successfully interview the target organizations and stakeholders prior to compilation of the report.

3.2 Approach

The Evaluation consisted of the following:

1. A desk review of key documents; Collation of relevant strategic documents, strategic plans, project documents, analytical tools and reports of relevance to this review;
2. An overview of the UBI programme, including major achievements and constraints;
3. Stakeholder's interviews carried out in Nairobi, and throughout the country. These included interviews with key stakeholders in government (state-actors), non-state actors -

¹At county and sub-county levels; urban and rural areas

the donor community, implementing partners, consortia, URAIA Trust staff, Civic educators and strategic partners.

4. Questionnaires were administered to a wide range of target population to obtain feedback on the programme strategies, activities, results, and outcomes. These questionnaires are included in the Annex. The questionnaires were analyzed and the results incorporated into the final report.
5. The response was generally adequate in some parts of the country and slightly above average in some. The timing of the evaluation September/October 2013, with frequent tribal clashes and terrorist threats may have had an impact on the response frequency.
6. The report has been drafted for the purpose of review, verification and clarifications based on the needs of the review exercise;

3.3 Data collection strategy

The data collection strategy used a number of tools to gain a deeper understanding of the strengths, weaknesses, and overall results and outcomes of the UBI project, including:

1. Stakeholder interviews
2. Questionnaire surveys of various beneficiary target population/citizens
3. Desk review of documents specific to the project
4. Focus Group Discussions

3.3.1 Scope of the End Term Review

In quantitative research a total sample of 5021 was achieved while in qualitative research 33 focus groups discussions and 34 key informant interviews were conducted.

At 95% confidence level the sample size of 5021 citizens has a margin of error (confidence interval) of $\pm 1.4\%$. This makes the findings robust enough for predictive analysis.

Sampling was based on the population distribution and targeted those aged 18+ years in each county. Stratified and cluster random sampling technique were used to select the respondents as follows:

- Using the population distribution (based on 2012 population projections from the Kenya Bureau of Statistics) to allocate the sample county, sub-county to the village (Enumeration Area) level.
- Randomly selecting Enumeration Areas (EAs) to sample in each sub-county through pure sampling method (listing all EAs alphabetically and selecting every *n*th EA
- Selecting starting points (location where the enumerator will start random selection of households) in each EAs by listing various points in the EAs maps and picking the points randomly thus ensuring random distribution
- Use of random route method and Kish grid to randomly select household and person to interview as follows:

Random Route Walk

Random Route is the most random way of selecting households. It is simply a controlled walk from a randomly selected starting point. Team leaders assign randomly selected starting points to interviewers, who are expected to call on every *n*th household/person depending on the sample size for the given sampling point and the population. If the call does not result in a successful

interview, interviewers are required to record details on a contact sheet and then to call on the next household and so on until they achieve a response.

After every successful interview the skip interval (every n th household/person) is observed. Interviewers always keep the households they are calling on their left. If they enter a cul-de-sac they are required to continue to work along the left hand side of the path/road.

Paths/roads which enter the shops, factories, etc are treated as cul-de-sacs. Any building which contains more than one family unit (multiple dwelling e.g. flats are treated as an extension to the road with interviewers calling at every n th flat.

The random route method of sampling ensures an unbiased selection of households, however to ensure an unbiased selection of respondents within a household, Kish grid was used.

Kish Grid

This method is used to randomly select a respondent within a household. It eliminates subjective selection of respondents and ensures random sampling.

The questionnaire used in the field had serial numbers as these are important in respondent selection. Once the household to interview was randomly selected through random route walk, the interviewer was required to first find out how many people living in the household were eligible to be interviewed by listing their names in a descending order of age i.e. from the oldest to the youngest. In this case only household members above 18 years were eligible.

The intersection between the questionnaire serial number and the last member of the household on the list gave the number of the person to be interviewed. The interviewer asked to talk to the respondent whose number corresponded to the number which fell on the intersection.

Example

The questionnaire you were using has serial number 186 (the last digit of the serial number is 6) and the household had 5 members aged 18 years and above.

Table 4: Sample Kish Grid Table

Information on adult members of household					Circle last digit of the questionnaire number									
		Age	Male	Female	0	1	2	3	4	5	6	7	8	9
1	Makau	49	√		1	1	1	1	1	1	1	1	1	1
2	Nduku	44		√	2	1	2	1	2	1	2	1	2	1
3	Kalekye	24		√	3	2	1	3	2	1	3	2	1	3
4	Kioko	22	√		4	3	2	1	4	3	2	1	4	3
5	Mutua	18	√		5	4	3	2	1	5	4	3	2	1
					6	5	4	3	2	1	6	5	4	3
					7	6	5	4	3	2	1	7	6	5
					8	7	6	5	4	3	2	1	8	9

In this case the person selected was **number 4** and that is **Kioko**. Thus **Kioko** was the person to be interviewed.

Data Collection

A semi-structured questionnaire was used to collect the information. Most of the questions were pre-coded and respondents were asked to give their responses. However, given the need for in-

depth understanding of the perception towards the Uchaguzi Bora Initiative as well as governance and electoral issues, some open-end questions were included in the questionnaire. The following data collection tools were used:

1. Household questionnaire targeting the general public. This tool was used to determine the impact of the UBI programme on the citizens
2. Civic Educators KII/FGD (Key Informant Interviews/ Focus Group Discussions) guide. This tool was used to evaluate the project design, activities, efficiency and effectiveness of the strategies used by civic educators. The tool was also used to establish the challenges, constraints faced by the implementers and offer a learning platform for future implementation
3. Project staff and implementers discussion guide was administered to the Uraia Trust staff and its project partners (including donors) to understand the project design, efficiency and effectiveness of the strategies used in implementing the program.
4. Public FGD guide was used across the different population segments including the general population and minority groups, marginalized groups and PWDs.

Quality Control Measures

Pan African Research Services (PARS) believes in providing quality services and understands that the results of any survey can only be as good as the data collected. In order to guarantee quality, the field checking methods used were stringent and involved the following:

- A team leader back-checked 20% of all interviews
- 20% of all interviews were accompanied by a team leader
- Team leaders while in the field checked 100% of questionnaires
- The field supervisor conducted further field checks:-
 - 20% of a team leaders back-checked work
 - 20% accompaniments of a team leaders accompanied work

The data entry system required that all questionnaires are double entered thus ensuring a 100% consistency check. The Data entry supervisor checked on 30% of the data entered.

Enumerators

The enumerators (Interviewers) were trained in-house by PARS on research methodologies to ensure quality control measures. Prior to the data collection exercise; they underwent a thorough in-house briefing to ensure that they achieve the data quality necessary for this evaluation.

In addition to the training outlined above, the team leader and evaluation manager conducted a rigorous briefing in which the field team were taken through the questionnaire and specific queries arising from this exercise were addressed. Specifically, the briefing agenda for this evaluation included the following:

- Introduction to the UBI (project background)
- Sampling techniques (specific to UBI)
- Revisiting Key Interviewing Techniques

- Review of the questionnaire- question by question
- Mock interviews and witnessed by the team leaders and Uraia Trust
- Review of the lessons learnt from the mock interviews
- Pilot interviews were conducted and witnessed by the Lead researcher and Uraia Trust
- Sharing and handling of problems encountered in administering the questionnaire
- Preparation for fieldwork

Only when the team leader and Uraia Trust were convinced that the field team fully understood the data collection tool and the survey requirements in terms of sample selection, etc. did the field work commence.

Pre-Testing (Piloting)

The original questionnaire (in English) used to interview the citizens was translated into the languages suitable mainly Kiswahili for areas where members of the community communicate easily in the language and in local languages where the communities cannot converse easily in either Kiswahili or English. It was then back-translated by a different group of researchers to establish any ambiguities. The questionnaire was further tested for clarity and flow during mock interviews. A pilot survey was undertaken to further test whether or not the questionnaire adequately captures all the information required in the evaluation. Suggested amendments to the questionnaire based on the pilot were discussed with the Uraia task force after which the final questionnaire was developed.

Team leader/Quality checker

Each team of 6 interviewers had a team leader who was charged with the responsibility of ensuring that data collection was conducted as stipulated in the project guideline. The team leader had a clear knowledge of the UBI. He/she reported to the supervisor.

Accompaniments

The individual team leaders accompanied 20% of all interviews conducted by each interviewer in their specific teams. The purpose of was to ensure that the interviewer followed all instructions and procedures in the sample specifications, and conducted the interview according to standards specified. While accompanying, the team leader noted all problems encountered. Accompaniments are carried out right from the start of fieldwork. Any problems encountered were explained to all enumerators and not just the one accompanied during a de-briefing meeting at the end of the day. A supervisor will also check 20% of the team leader's accompanied work.

Back-Checks

Of all interviews conducted by each enumerator 20% of were back- checked. Back checking is a verification of an interview by a team leader and the field manager. The supervisor makes direct and personal contact with the respondent (face-to-face) to ascertain that the interview was in fact done, and re-asks a few relevant questions (prior agreed with the project manager) to ensure that the validation is correct. A supervisor also checked 20% of a team leader's back checked work.

100% field checking questionnaires

This involved visual inspection i.e. reading through in full all completed questionnaires by the team leader. He or she checks that answers to all questions have been recorded correctly, and

that routing has been correctly followed. Any problems are addressed by revisiting the respondent, and hence checking is done in the evening after completion of fieldwork.

It is mandatory that all questionnaires are 100% checked before they are handed to data processing. The project manager conducts further checks as part of the PARS quality control measures of 10% of the work done. This is usually done through telephone calls to ascertain that the respondent was actually interviewed.

Spot Checks

The field supervisor makes unannounced spot-checks on the work of the team-leaders to ensure that quality is being maintained. The itinerary for spot-checking is agreed with the project manager in advance of the project.

Special groups

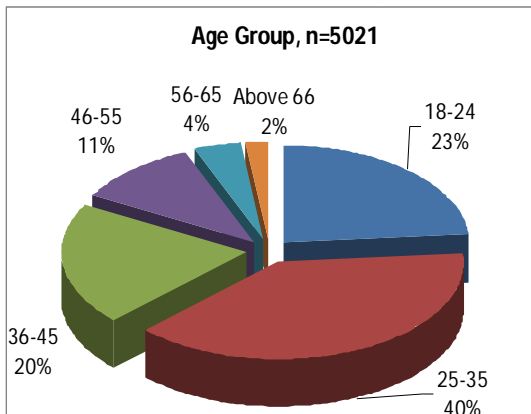
To ensure that all interest groups' views were captured, effort was made to include PWDs (People with Disabilities), marginalized and minority groups in the sample. The list of marginalized and minority groups was provided by Uraia Trust and consisted of Turkana, Pokot, Pokot, Asians, Kenya white community among others, while the list of PWDs was sourced from respective organization Nation Council of Person With Disabilities (NCPWD).

Sample Achieved in UBI Evaluation

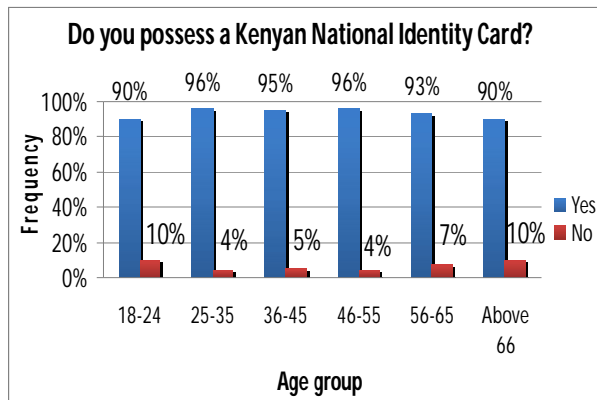
The age distribution of the respondents who informed this process shows that nearly two thirds were youth aged between 18 and 35 years while over 55 year olds were only 6% of the total sample.

Overall, 94% of all respondents reported that they had a national identity card (ID) with 96% of the 25-35 and 46-55 age groups reporting ID ownership. Of those who did not have an ID card, 43% and 39% from the urban and rural areas respectively said that they had applied for one but were still awaiting for it to be processed while 22% reported that they had lost it recently. Only 26% and 16% rural and urban youth respectively said they did not have an ID card because they had just attained the age of 18 years when they would be eligible for one.

Sample Analyzed by Age Group

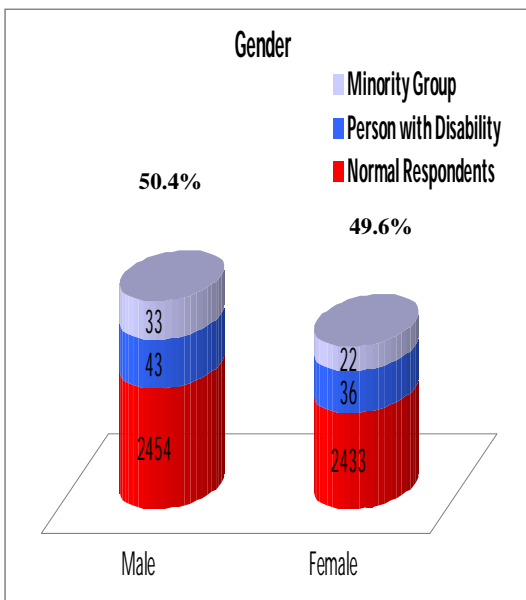


Ownership of National ID Card

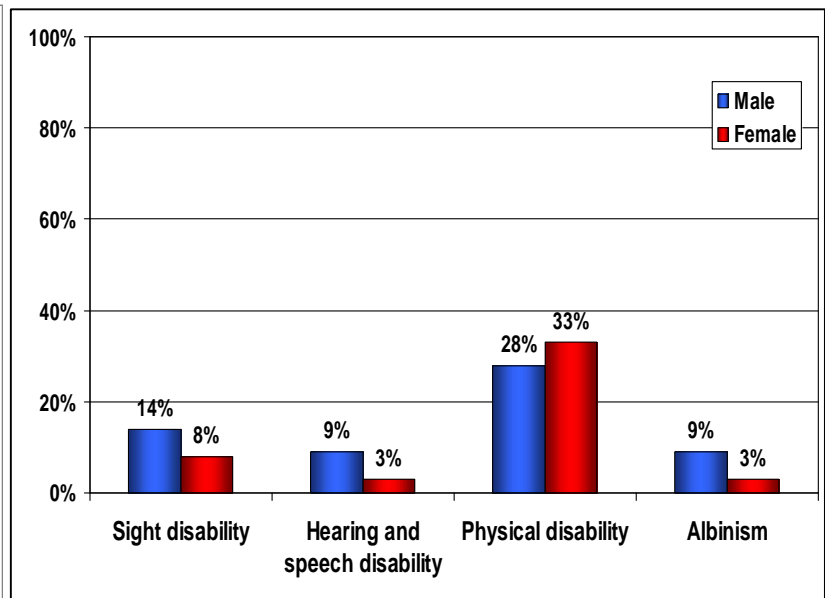


In respect to gender distribution of the respondents the males were slightly more than females with a 3% representation of people living with disabilities and minority/marginalized groups. Various groups of people living with disability were represented including physical, sight, hearing and speech disabilities as well as people living with albinism. The gender, age, disability and marginalized distribution of the respondents were stratified according to the national population representation.

Sample by Gender, PWDs and Marginalized Groups



Sample by Type of Disabilities



Nearly a third of the PWDs interviewed had physical disability but people with other disabilities were also represented as can be seen in the chart above (to the right).

CHAPTER 4: EXTENT TO WHICH THE UBI ACHIEVED ITS OBJECTIVES

4.1 Providing Effective and Quality Civic and Voter Education to Kenyans

The activities and outputs that the UBI planned in order to provide effective and quality civic and voter education to Kenyan are as follows:

Output	Activities
An informed and educated citizenry is developed in Kenya that addresses its contextual realities.	<ul style="list-style-type: none"> • Development of Civic Education Curriculum, Manuals and Source books • Organize Training of Trainers workshops • Training female and male civic educators • Developing gender responsive multi media approaches for civic education • Developing of gender responsive civic education materials. • Supporting CSOs to support civically trained men and women in Kenya • Training of the groups of 20 people per group per civic educator
Female and male skilled civic educators trained to reach one million men and women in Kenyan with quality civic education.	
Accessible, understandable, relevant and practical educational and informative gender responsive civic education materials developed.	
Development and use of gender responsive multimedia approaches for civic education that utilizes local and national radio, TV and print as well as the new technologies of internet and messaging.	
CSOs supported and developed to support a cadre of trained male and female civic educators and facilitation of civically educated.	

All the activities mentioned under voter/civic education were implemented, however there was more focus on voter education as compared to civic education and therefore the findings of this evaluation show more impact in disseminating voter education.

Despite the shift in focus towards more voter education, the feeling of many of the respondents was that civic education did empower citizens to be able to educate those that may not have been reached by the civic educators. One of the respondents said:

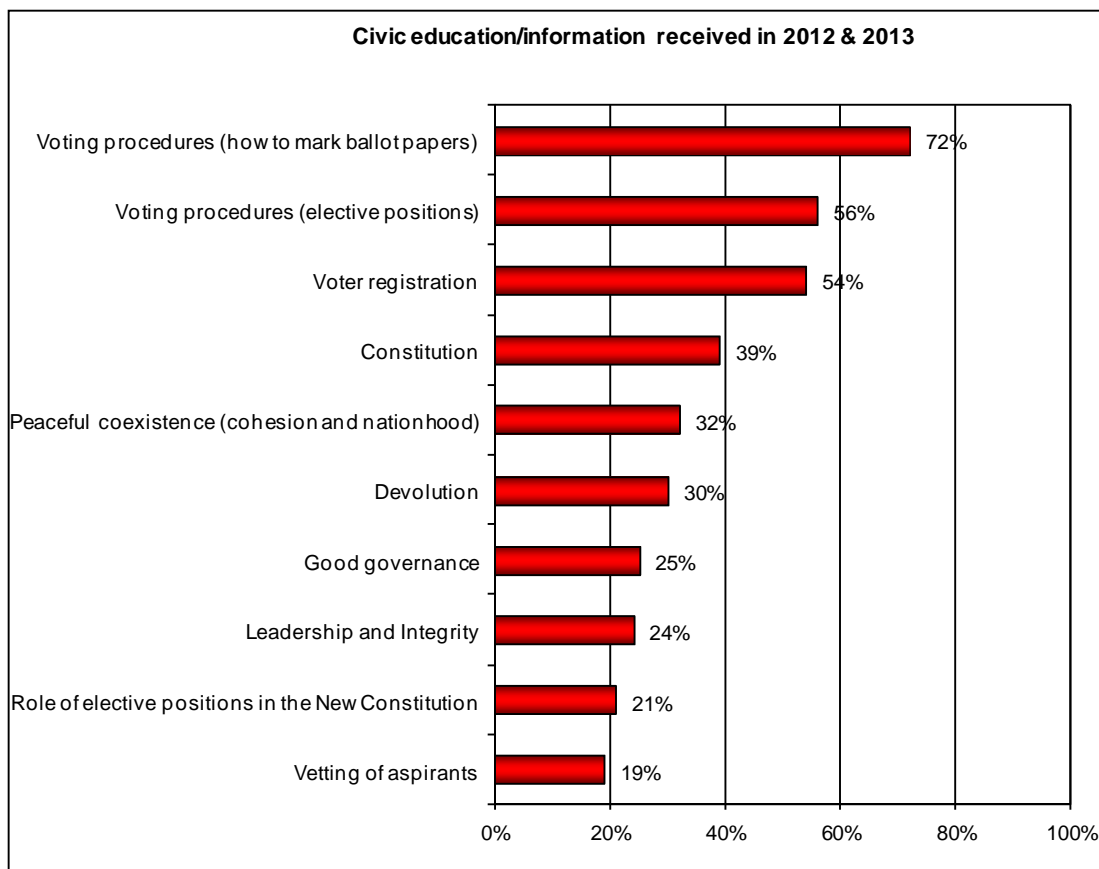
"I can defend the rights of the people in my community, I can educate them on civic education especially the pastoralists and nomads who are always out in the grazing lands with no one to reach out to them."

Lodwar male

The findings of the evaluation show that civic and voter education was effective in reaching many adult Kenyans. Looking specifically at the information on voter education received in 2012 and 2013, voting procedures particularly **how to mark ballot papers** was reported to have reached the majority of respondents across the country **at 72%** followed by **voter procedures in respect to elective positions and voter registration (56% and 54% respectively)**. Assuming the population of Kenya was 43 million as at July 2012 and adults aged 18+ years account for approximately 47% (20 million), then the voters procedures on how to mark ballot papers reached about 14.4 million adult Kenyans, while the information on elective positions and voter registration reached 11.2

million and 10.8 million, respectively. It also suggests that quite a significant adult population of more than 5 million did not receive the information on how to mark ballot papers.

The following chart summarizes the civic/voter education that respondents claimed to have received in 2012 and 2013.

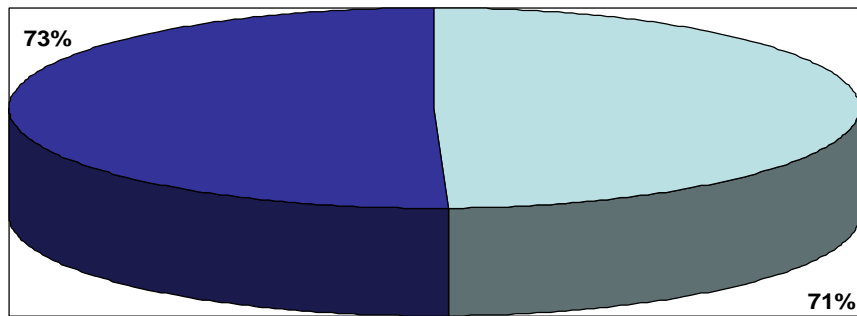


The **vetting of aspirants had least reach at only 19%**. Again assuming the adult population was 20 million as at July 2012, then education on vetting of aspirants reached 3.8 million people. This in a way suggests that not many adult citizens understood and/or were involved in vetting of aspirants. It also shows a wide difference in reach with some aspects of voting procedures reaching more people than others.

Analysis by counties shows that Elgeyo Marakwet had the highest awareness of voting procedure (how to mark ballot papers) at 92%, followed by Narok at 89%, then Mandera, Kisumu and Kisii (all at 87%). The counties that registered the lowest awareness level of voter education on how to mark ballot papers include Makueni (38%), Samburu (43%), Kwale (44%) and Taita Taveta (48%).

There was no significant difference in the awareness level of voter education on *how to mark ballot papers* between urban and rural areas at 73% and 71% respectively, indicating that the voter education reached deep into the grassroot areas.

Sample analyzed by urban-rural dichotomy



4.1.1 Specific Information Received

Those who claimed to have received civic/voter education were asked to state the specific message that they had received from the program. Nearly all (98%) of those who claimed to have received education on voting procedure recalled information on how to **mark ballot papers by ticking, placing any official symbol or thumb print inside one box only to ensure a valid**).

About two thirds (64%) recalled information on the **six elective positions** and the rest recalled the different colors of the ballot papers and the need to vote for one position at a time to avoid mix-up of ballot papers for different elective positions (14% each).

On the elective positions, almost half (48%) recalled hearing that there would be different roles of those elected in various positions within the community. Less than a fifth of the respondents (15%) however recalled that the role of the ward representatives would be like that of the councilor.

Regarding voter registration, the facts that one had to have an ID before voting and the importance of registration was recalled by 20% of the respondents. Messages regarding the right of a Kenyan to vote (16%) and voting requirements (13%) were not recalled as much. Important details specific to the 2013 election such as the use of biometric kits apparently were recalled by very low proportion of respondents (4%).

Below are some verbatims from the qualitative research:

"They had some interesting messages like should a politician give you money you can take it but you do not have to vote for him because Kura ni siri" **Women, Turkana**

"They discouraged people from taking bribes" **Laisamis youth**

The findings indicate that the UBI had varying levels of success in respect to the reach of information. The fact that the program was implemented close to elections may have been a barrier to the effectiveness of provision or receipt of certain components of the education.

Overall it seems that voter education was more successful than civic education. Furthermore, the success of delivery of various components of the civic and voter education varied. It is evident that respondents recalled having received voter education messages they considered urgent and thus, by the time the program was implemented, the focus of citizenry was on the electioneering process. Thus issues of elective positions as well as voting procedures which were different from what they had in the past were best recalled. Other more general and important civic education issues such as those related to governance, constitutionality, leadership and integrity were not recalled as much despite having a bearing on the elections.

Furthermore, the methods used had varying degrees of penetration with radio and television being the most effective. Other methods of information dissemination which involved personal interaction with the program implementers may have had reduced impact due to unrealistic expectations of material gain in the sessions as compared to political campaign meetings. This would have been the case especially close to elections and would then explain the impact of two electronic methods of information dissemination for they were devoid of such expectations.

In the qualitative research some respondents could recall some aspects of both the civic and voter education on the mainstream media as the following verbatim quote shows:

"Yes, towards the general election there was a lot of information on voting process through the media, especially the TV, also radio and newspapers. There were many talk shows about the constitution, the devolved governments and rights of the citizens"

Minority White

"For me I received voter education from different sources, radio, TV, newspapers and also IEBC. Democracy international, also they have disseminating civic education from the government and churches"

Tharaka Nithi youth

There were civic educators who felt that the level of civic education gained was of high quality because different types of citizens were targeted, men, women, PWDs, and the youth who would participate actively. Also, the trainings offered by the UBI to the civic educators ensured that the quality disseminated was high.

"the quality of education was high given the funding and timeline we're able to deliver to our expected level"

KII South Rift.

However others were of the opinion that the quality was only average as the time for implementation was too short and they had large geographical regions to cover.

"I can say average, the reach and timing as well as limited focus areas, we wish there was more time to implement the civic and voter education"

KII Coast

The citizenry felt that the education impacted on them and made them to vote, they are also aware of their rights:

"Yes it did, you know at first I did not see the reason of voting so after civic education I had a reason to vote"

Meru women

"Yes, I know my rights, I have gotten clear picture of civic education, empowering women and youth including the PWD's"

Wajir women.

Others felt that the impact is yet to be felt:

"It did not have any impact because people had difficulties in voting. The civic educators did not educate the illiterate well because the old people only knew of the MP they did not get enough information about the governors, senators, women reps and county reps"

Laisamis youth

"Many people from the interior parts of the country did not get the information. So only those who got the opportunity benefited from the program"

Kakamega men

One of the successes cited was the collaboration of all the players together with the IEBC in order to ensure that there were valid materials provided to the community. This ensured that the information given to the public was uniform and no one was given the wrong information.

"The information was validated or produced in collaboration with the IEBC"- KII Consortia

From the above, it is clear that the UBI was to a great extent successful in providing effective quality civic and voter education to Kenya citizens.

4.2 Facilitating Citizen Engagement in the Electoral, Political and Governance Process

The Literature Review² shows that UBI aimed to achieve the following:

Output	Activities
Increased levels of citizen's engagement and commitment to Public affairs	<ul style="list-style-type: none"> • Conducting of gender responsive research, baseline surveys • Facilitating Public engagements • Organizing Gender responsive capacity building trainings and workshops • Development of multimedia activities – infomercials, TV and radio shows, publications • Carrying out advocacy and lobbying activities • Creation of working networks
CSOs supported to effectively facilitate civically educated men & women to engage in local, regional and nationals' issues based on the implications and applications of the new constitution and on the participants areas of concern and interest	
Increased levels of participation and engagement of men & women in public affairs including advocacy and lobbying, research, networking, monitoring, and tracking devolved governance and funding and other local and national developments	
Use of gender responsive multimedia approaches for civic engagement that utilizes local and national radio, TV, and print as well as the new technologies of internet and messaging developed.	

URAIA/UBI aimed to provide quality mechanisms that would facilitate citizen opportunities for participation in governance and/or in resolving local or national issues by exercising their rights and responsibilities through its **Civic Engagement Programme**. The Engagement component was to produce improved national capacity for getting accountability and increased ability to engage and participate in local and national affairs. It was to also involve improved coordination, advocacy, and networking within and among civil society organizations. The engagement component main features were to include:

- The administration of a call for proposal, open to all Kenyan non-state actors, as a democratic instrument to identify CSOs that URAIA would work within the following 5 yrs. Through the call URAIA would identify about 50 local organizations, 10-15 national organizations and about 10 organizations based on affirmative action;
- Using an objective criteria, URAIA was to identify about 25 independent state and non state actors to work with based on URAIA strategic imperatives, Kenyan national priorities, their niche, areas of specialization, capacities etc;
- Building synergy between the civic education component and the civic engagement;
- Initiating the building of a critical mass of citizens committed to democratic change and the implementation of the constitution;

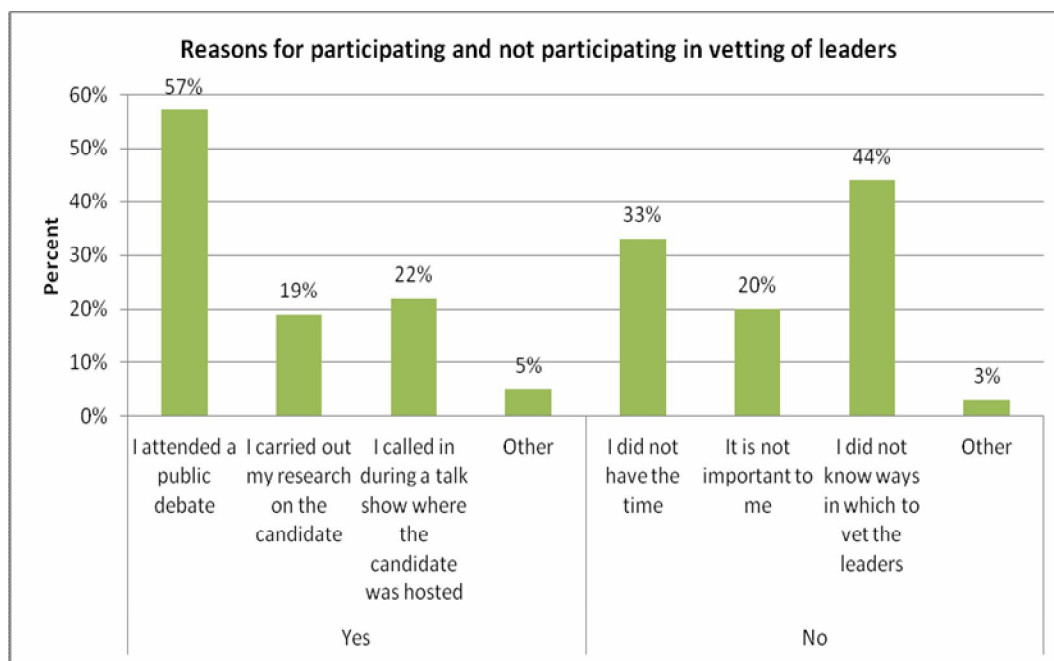
²Ibid

- Strengthening the civil society's ability to organize and work together e.g. by establishing functioning URAIA Forums across the country.

These activities were implemented by the UBI. It is important to note that all these activities were to facilitate civic engagement by the citizens and therefore the survey sought to find out the level of engagement by adult Kenyans. The findings of this evaluation indicate that civic engagement was high with over three quarters (78%) of the respondents claiming to have participated in the electoral process in the last national election. Of these, (94%) had participated as voters and a few as polling clerks and campaigners (4% each). Of those who reported to not having participated in the elections, the largest proportion had either not registered as a voter or had not attained the recommended voter age (27% and 25% respectively). It should be noted that the population of interest for this survey was all Kenyan citizens aged 18 years and above and not necessarily those who were registered as voters. The rationale behind the broader target population was that civic and voter education was meant for all Kenyans especially the eligible voters.

The survey results indicate that registration of voters, maintaining peace, advocacy and participation in decision making were perceived as most important activities related to the electoral process.

In respect to governance, only 20% reported that they had participated in vetting of leaders. This they did by attending public debates, calling in during a talk show and/or carried out their own research on the candidate. Of the 80% who reported that they did not participate in vetting, reasons cited were mostly not knowing ways to do so, not having time or that this was not important to the respondents.



The above chart points to a knowledge gap on **'ways in which to vet leaders'** and Uraia should address this gap as it will improve the civic engagement.

4.3 Facilitating Institutional and Democratic Transformation Internally and with Other Actors

Under Institutional and democratic transformation, the UBI had planned the following output and activities.

Output	Activities
A National Organization leading on Democratic Transformation for gender responsive reforms is established.	Conduct, publish and disseminate baseline survey reports
	Develop resource mobilization strategy
	Adoption, publishing and implementation of the gender policy
	Post various research on URAIA's areas of interest on website.
	Establishment of resource centre
	Capacity building for URAIA Staff in various field
	Develop gender sensitive capacity building strategy for CSOs
	Organize Exchange programmes

This output has been achieved to a great extent and Uraia is currently perceived as a resource center for information on civic/voter education and information on the implementation of the new constitution. A visit to Uraia website (www.uraia.or.ke) shows that most of the information is also uploaded in the website, thus ensuring that it is accessible to the public.

Some non-state partners claimed they relied on Uraia Trust for information on the civic education, voter education and implementation of the new constitution.

"Uraia Trust is a good source of relevant information on civic and voter materials. Anytime I need some information, I just call them and they always have the information that I need"
Non-State Partner, Nairobi

The gender sensitive capacity building and exchange programmes have not been fully realized as the work needs to be long- term. Therefore the UT needs to put these activities as part of its work in progress.

This Institutional Transformation Programme had two components: one internal and the other external. The internal component was to focus on the URAIA institutionalization process and its aspiration to become the leading national organization supporting democratic transformation of Kenya. The external transformation was to be matched by efforts targeted to URAIA's partners and other actors in the country. The main features of this Programme were:

1. Continuing to improve result based organizing and management.
2. Enhancing accountability levels and lines.
3. Investing in evidence led planning and interventions.
4. Developing capacities and build a credible monitoring, evaluating, reporting, and learning framework.
5. Mainstreaming gender in all aspects of the work of URAIA.
6. Building the capacity of partners and strengthening the coordination of national interventions.
7. Strengthening the capability and effectiveness of civil society organizations.
8. Providing technical and other advisory services.

There were cross-cutting aspects to programmatic interventions that served all the three pillars which included;

- Civic education
- Civic Engagement
- Institutional Transformation.

The findings of the evaluation indicate that activities were carried out to enhance institutional and democratic transformation that involved: training implementing partners and civic educators on devolution, project inception methodologies, finance management and civic education. The Initiative also facilitated funding to enable the carrying out of the whole process of civic education.

The qualitative research conducted with various implementing partners' shows that the UBI did achieve this target through consultations with various stakeholders, training, supervision and monitoring the activities of the partners on the ground. The issue on gender mainstreaming, youth representation and organization capacity were considered while recruiting partners to work in the programme. The UBI ensured that the partners provided reports on their activities and financial management. Internally, the UBI had to build its capacity through training and developing its own staff to better handle the UBI project. All this led to institutional and democratic transformation of both UT and the implementing partners.

"We received a civic education training, voter education training, training on devolution then we also had a one on one on a number of issues to do with how to manage the implementation and reports that were expected"

Implementing partner

To ensure institutional transformation, URAIA carried the following activities:

- URAIA/UBI held its first implementers forums in January in 8 regions. The forums brought together implementing partners and county civic coordinators and provided a forum for sharing experiences on how each one of them was implementing their civic /voter education and engagement activities, and the challenges that were being faced.
- All partner monitoring visits were concluded during the period under review.
- Visibility on URAIA work also rose as evidenced by followings on its social media pages.

4.3.1 Networking and collaboration

URAIA continued its networking efforts aimed at strengthening CSO's efforts in facilitating democratic transformation. Among the key avenues used was the CEO's forum.

The UBI was able to contribute to institutional and democratic transformation by building the capacity of CSOs in terms of civic education and provision of reference materials, the UBI also provided funds that enabled the civic educators to be empowered and to facilitate their movement into other regions, they also provided trainings for the CSOs, they raised the esteem of civic educators who in turn ensured that civic education was rolled out to the people.

"CSOs were facilitated to monitor the process and report to the relevant institutions"

KII Lower Eastern

Although the UBI was not meant to increase the awareness of Uraia, the survey sought to find out whether the activities had any impact on the awareness of the institution, therefore respondents were asked whether they had heard of the Uraia Trust. The findings were that 40% had heard of the Trust with a proportion of 42% males and 37% females having heard of it. Those aged between 25-35 years at 44% and those over 66 years at 14% reported to have most and least awareness of the Trust respectively. Considering the various counties, Elgeyo Marakwet at 72% had the highest awareness level while Makueni at 2% had the least awareness level of the Trust. Electronic media particularly the radio (70%) and television (55%) was the main source of knowledge of Uraia Trust.

Like the Trust, a similar pattern of knowledge of the Uchaguzi Bora Initiative emerged with 42% having heard of it. The main sources of awareness were radio at 72% and television at 55%. Analysis by gender shows that slightly higher proportion of males than females (44% versus 39%) had heard of the Initiative. Those aged 25-35 years at 46% had the highest awareness level while those over 66 years at 14% had the least level of awareness regarding the Initiative. Nyamira county at 76% had the highest awareness level while Tana River County at 15% had the lowest level of knowledge of the UBI.

It should be noted that the project was implemented through partners and therefore the awareness of the names Uraia and UBI may have been neutralized by the names of implementing partners who are better known in the grassroots. Therefore the awareness level of UT and UBI does not necessary indicate the implementation or otherwise of the project.

However, Uraia Trust as a corporate brand registered high awareness among the urban and rural male and female youth aged between 25 and 35 years. They got to know the organization from radio and television. The level of awareness regarding both the Trust and the Initiative varied from a high of over 70% to a low of 2%.

4.4 Responding to Emerging Trends in the Operating Environment

The capability of civil society and the nation to forecast, pre-empt, and/or manage the kind of crisis that faced the country as a consequence of the disputed 2007 elections was enhanced to a great extent and this may have contributed to the peaceful general elections of 2013. However, the UBI had not anticipated that the hate speech will shift from verbal and telephone communication to the social media. However, once this shift was identified, efforts were put to ensure the hate speech through social media was minimized and did not go viral.

Based on the experience and capacity developed by URAIA in managing and implementing the National Response Initiative, the Trust developed the competence and structures to, among other things:

- (i.) Inculcating conflict sensitive planning and training with partners including identification and managing of risks;
- (ii.) Increasing capacity to implement evidence led interventions for example through perception polling and baseline research;
- (iii.) Continued building of capacity to track events throughout the country including intelligence gathering, situation analysis, mapping and monitoring sources and triggers of conflict, etc;

- (iv.) Continued improving of the early warning system and response protocols and infrastructure;
- (v.) Increasing ability to envisioning and influencing possible futures e.g. through developing scenarios;
- (vi.) Enhancing levels of preparedness for emergency intervention;
- (vii.) Improving effectiveness of interventions including enhanced targeting for example targeting creators of information and knowledge, opinion shapers/leaders, trend-setters, mores and taboo originators and/or enforcers;
- (viii.) Deconstruction of ethnocentrism and other negative identities in the country including addressing stereo-typing, harmful myths, vilification of others, hate speech etc;
- (ix.) Addressing causes and sources of social inertia including community power configuration, identifying, isolating and/or exposing resisters to democratic/constitutional change and transformation, dismantling negative gatekeepers and sources of marginalization and conflict.

The civic and voter education emphasized the need to address any grievances arising from the electioneering process in the court of law as opposed to taking to the streets. This may have helped as a significant number of complaints were sought through courts adjudication as opposed to violence.

The national rapid response mechanism was reported in a few hot spots where violence almost erupted especially in Mathare and Kibera areas of Nairobi, Parts of North-Eastern Kenya and the coastal region. The qualitative research indicates that the UBI partners on the ground were quick to quell the violence through working with the local leaders and this may have played a big role in ensuring the peaceful election of 2013.

CSOs that are implementing partners of the UBI continued to respond to emerging issues during the electoral process as outlined below:

Among the Public Interest Litigation cases (PIL) undertaken by Katiba Institute (KI) include were:

- **On the two thirds gender issues:** This matter was initiated by the AG at the Supreme Court and KI was enjoined as a friend of the Court on October 13, 2012. The issue was whether the two-third gender rule was to take effect during the March 4, 2013 general election. KI filed and made submissions in court supporting the immediate implementation of the two-third gender principle based.
- **On leadership and Integrity:** KI joined the Petition on October 11, 2012 as a friend of the Court. The matter relates to the challenge on constitutionality of the Leadership and Integrity Act on the basis that it lacked effective enforcement mechanism to ensure that the leadership (especially elective leadership) received due scrutiny anticipated by Chapter Six. KI filed its extensive submissions arguing that parliament had failed to comply with the requirement of Article 83 of the Constitution.
- **Eligibility of Uhuru Kenyatta and William Ruto:** This case challenged the eligibility of Uhuru Kenyatta and William Ruto to run for elective office on account of integrity based on the charges they are facing at the International Criminal Court. The case was brought by Kenya Human Rights Commission and the International Commission of Jurists. KI assisted

with the drafting of documents, research and participated in the litigation strategy. The High Court on February 15, 2013, ruled that it had no jurisdiction to hear the case and that the appropriate forum was the Supreme Court of Kenya.

PEACENET³ supported the establishment of conflict response and monitoring units in Bungoma, Narok, Kericho and Kwale counties. These units together with the local conflict management groups networked to resolve and mitigate conflict in their respective areas. In Kwale County the conflict response and monitoring units worked with the district peace committees and opinion leaders and provided them with information which enabled mitigating of conflicts in that county. In all the counties targeted by PEACENET the monitoring units through an SMS platform called *Sauti Mashinani* were able to provide information based on their monitoring which enabled them together with PEACENET develop mitigating strategies which resulted in reduced incidences of violence in the lead up to elections and during the same.

Some Civic Educators were able to respond to emerging issues and restore the faith in the citizenry during the election process, some were able to point out election malpractices that were going on and were able to straighten out issues as overseers.

The civic educators also had to step in and ensure that the people had IDs, it was realized in a few areas that the citizens did not have IDs because of a few issues that had been there, however, civic educators had to come in and push the involved institutions so that these people could get the necessary identifications.

"In the elections, if there was a problem and we as the civic educators who also stepped in to oversee the process, raised it, there was an intervention. Like in Kiboro, there was a case where there were some hidden ballot boxes and once they were found then the counting was redone and the person who won is not the first person who had been declared winner but after the counting, someone else won and that was resolved in house without having to go to the courts"

Civic educator, Nairobi

"We benefited from RRI at two levels one we had the incident in Mathare where we had some violence towards the end of last year and beginning of this year. So I remember the organization that was working in Mathare and works in informal settlements and another organization in Kenya slums also came to us and wanted to do some violence preventive and peace building work, in relation to elections so we referred to Uraia we got some funding and we were able to do some assessment of the situation; what had happened, who is there, who is doing what and then to design some community dialogue which we did before and after elections and I think we were quite satisfied with the efforts which led to very minimal violence in Mathare."

KII consortia

3

CHAPTER 5: RELEVANCE, EFFECTIVENESS AND EFFICIENCY OF STRATEGIES USED

5.1 Providing effective quality civic and voter education

Under its key strategies⁴, the UBI was to carry out quality civic education through the Civic Education Programme throughout Kenya and was to consist of:

5.1.1 Development of civic education curriculum (including voter education)

This comprised three main components including the national civic education curriculum, the mass civic education projects, and the special civic education projects.

Component	Main Features
The national civic education curriculum	<p>The national civic education curriculum in the succeeding years⁵ was to be implemented through a 13-week education module carried out throughout the country. The main features of this component were:</p> <ul style="list-style-type: none"> • A national curriculum and relevant Information, Education and Communication (IEC) materials developed through a national consultative process; • A cadre of well trained and motivated educators, appointed through an open and competitive national process, posted throughout the country; • The establishment of URAIA Forums throughout the country made up civil society organizations and other strategic partners who among other things were involved in identifying, hosting, managing, and monitoring the educators and their work. The forums were to play the important role of mapping and coordinating activities and interventions in the country. • Careful constituting of learning groups to incorporate various diverse social and interest groups representative of Kenyan communities. • Targeting about one million Kenyans over the 5-year period running from January 2012 to January 2016.
The mass civic education projects	<p>These were to be developed based on national needs and priorities. They were to be implemented mainly through the civic engagement component by URAIA's implementing partners and the national multimedia Programme. The Mass Civic Education Programme was to mainly disseminate information and knowledge important for national mobilization and action based on thematic concerns that were designed to implement various aspects of the constitution and achieve national democratic transformation and healing. It was also to disseminate important national information and knowledge throughout the country to support the national transformation agenda.</p>
The Special Civic Education projects	<p>These were to be identified and developed to respond to specific national strategic interventions, specific thematic concerns, and/or target specific strategic imperatives for example the partnership with the Kenya Institute of Education (KIE) which is designed to update the school curriculum and teaching of subjects that cover aspects of the Kenyan Constitution.</p>

Uraia was able to develop a manual and had it implemented nationwide. However the UBI zeroed in on voter education which commenced about 5 months before the elections. The delay in the release of funding caused the late commencement of civic/ voter education.

⁴In the URAIA Trust Programme Document and Work Plan Jan 2012 to June 2013 (18 Months Implementation)-Revised: November 2011.

⁵Period of Five years

5.1.2 Training and developing a pool of civic educators, and delivering civic education.

In the first year, URAIA through the CSO networks was to identify a total of 302 individuals (282 drawn from the 47 counties – 6 per county and 20 focusing on special groups) trained as civic educators. These individuals were to be hosted in URAIA partner organizations for management and support. The civic education approach was to be identical in all Counties.

The key features of this component of the Civic/voter education strategy are:

Component	Main Features
Linking the 302 civic educators to media	<ul style="list-style-type: none"> Of the 302 civic educators, some were to be drawn from the media, e.g. from local media stations. Once they had been taken through the 13-week training course, it was expected that they would go back to their stations and be involved in developing media material for dissemination and also to engage other media personnel in their work places in civic education to facilitate extending reach. In addition to the targeted approach of working with media personnel, other civic educators were to be equipped with media engagement skills. As well, civic educators were also to be trained in alternative media skills in order to complement other trainings given. The 302 civic educators were also to be trained on how to train media professionals and feature as knowledgeable 'experts' in media programmes. They were to train citizens and CSOs on media and communication strategies. URAIA's media related work was to be linked to KMP especially in capacity building and linkages with media houses at national and county levels.
Linking the 302 civic educators to IEBC'S voters education work	<ul style="list-style-type: none"> URAIA's civic education work encompasses voter education and has a holistic approach to voter education. Previously URAIA has worked with the electoral body in developing voter education materials. IEBC being a strategic partner and building on previous work with them, URAIA would train ToTs who would in turn train citizens and civil society organizations to deliver the IEBC curriculum. In order to deliver the curriculum URAIA was to identify and link citizens with the IEBC'S electoral process.

This component of the civic/voter education strategy was redesigned during the implementation to create a structure for civic education coordinators. The UBI was able to achieve this strategy through training the educators and empowering them to deliver civic and voter education in the respective counties. They were also linked to media and to the IEBC voter education work.

5.1.3. Development of training and IEC materials.

Materials were to be produced centrally for use by the male and female Civic Educators in the groups. These materials were to be based on specific topics aligned to the new constitution and designed to help men and women to understand and entrench its implications and applications – both at the national and local levels. They were to be developed in modular formats and built up week on week to provide a comprehensive manual of civic education that equips men and women with both crucial information but also practical suggestions for engagement.

These materials and any other materials produced would be available online for downloading or in other formats. Additional materials were to be produced through the life of the programme as issues arose or as research was completed.

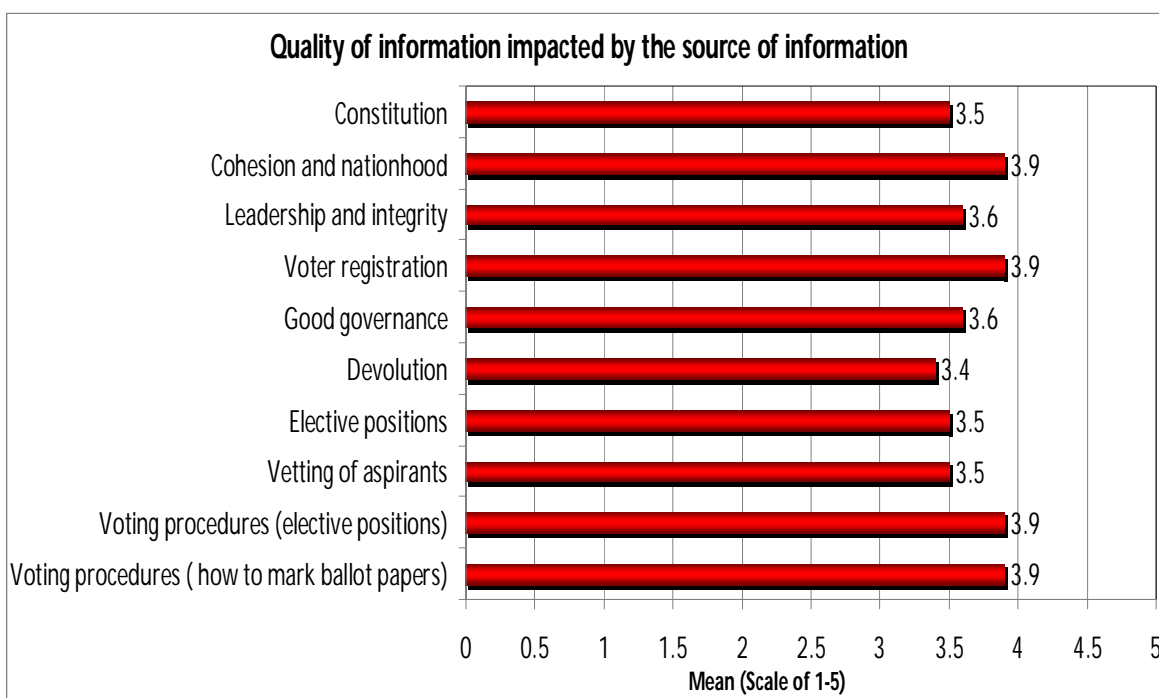
URAIA's civic education materials complementarities with K-NICE and IEBC's materials

URAIA provided both the IIEC and the Ministry of Justice with technical support in developing civic education materials. In part URAIA developed its own civic education materials to complement the work

of these bodies since they had specific issues/areas that their education work focused on. While the ministry of Justice's civic education work focused on the constitution, devolution, and elections, the IEBC's voter education tended to focus on procedures and protocols, while URAIA's work built on this and also focused on other areas such as the judiciary, participation, and identity. Additionally, URAIA's work took civic education from knowledge creation and awareness to skills development, changing attitudes and values.

Materials were standardized by IEBC and K-NICE to ensure the same information was delivered across all the 47 counties. Uraia Trust provided technical support in developing the civic education materials.

The survey findings show that the quality of information given in the education process was well rated by the respondents as shown below:



On a scale of 1 to 5, voting procedures, voting registration and cohesion and nationhood at 3.9 were rated the highest. However, the quality of information on the devolution, constitution, vetting of aspirants and elective position were not rated as high as the other information. It should be noted that these same areas were rated highest and lowest in regard to the level of knowledge gained.

From the qualitative survey, there was a feeling that both leaders and citizens did not have a proper understanding of the responsibilities and expectations of the elective positions. For instance, the senators are expecting to have a role in implementing policies in the counties but their role is purely legislation while implementation is the work of the county government.

The literature review indicates that the programme design focused on various different strategies:

1. The first strategy was to provide civic education and facilitate civic engagement through the implementing partners - county level, regional level, national level as well as strategic partners.

2. Combined variety of media strategies like the TV, social media, print and folk media to deliver civic and voter education messages as well as facilitate citizens to engage with the issues on elections.
3. Used civic educators with a minimum of 6 civic educators in each county, Uraia identified, recruited and trained about 357 civic educators who were deployed in all the 47 counties and they were to deliver civic and voter education using a 4 week module for each group that they encountered and were taken through a four weeks exposure to civic education.
4. Centrally Uraia brought together civil society organizations to discuss emerging issues. That role was performed centrally by Uraia including coordinating the works of civil society organizations around the issue of elections and voter education.
5. Developing and disseminating information and education materials focusing on voter education that was done centrally by Uraia

Most of the strategies and approaches that Uraia used were informed by the historical experiences of Uraia, when they delivered the national civic education program 1 and II and whose reports were available, but one of the recommendations from the evaluation of NCEP II was that the citizenry need to have repeated exposure on a particular issue for them to internalize and for it to affect their attitudes. Those were lessons that were drawn from past experiences. The programme aimed to build a critical mass of the citizens of Kenya that would work towards participatory, peaceful, free and fair elections.

The programme was designed with key components in mind:

1. To enhance citizen participation in the electoral process,
2. To have a peaceful election and foster unity,
3. Ensure that during the entire electoral process, there is entrenchment of constitutionalism that whatever is being done is guided by provisions in the constitution,
4. Ensure citizens elect credible leaders,
5. To pick up issues that require lobbying and advocacy,
6. To work with the judicial system.

The design was largely effective for the first four items above, however the work with judicial system was minimal and may not have had as much impact as had been planned.

"For Uraia it was a priority concern that people participate as it was provided for in the constitution"
KII, project staff

From the qualitative analysis, community based trainers were used to educate the locals, many of the civic educators said they had targeted organized groups. Various strategies were used to deliver civic education including skits and theatre, discussions and use of questionnaires to test level of understanding of what has been taught, organized road shows and symposiums, there was also the use of radio shows and lectures in mosques and barazas.

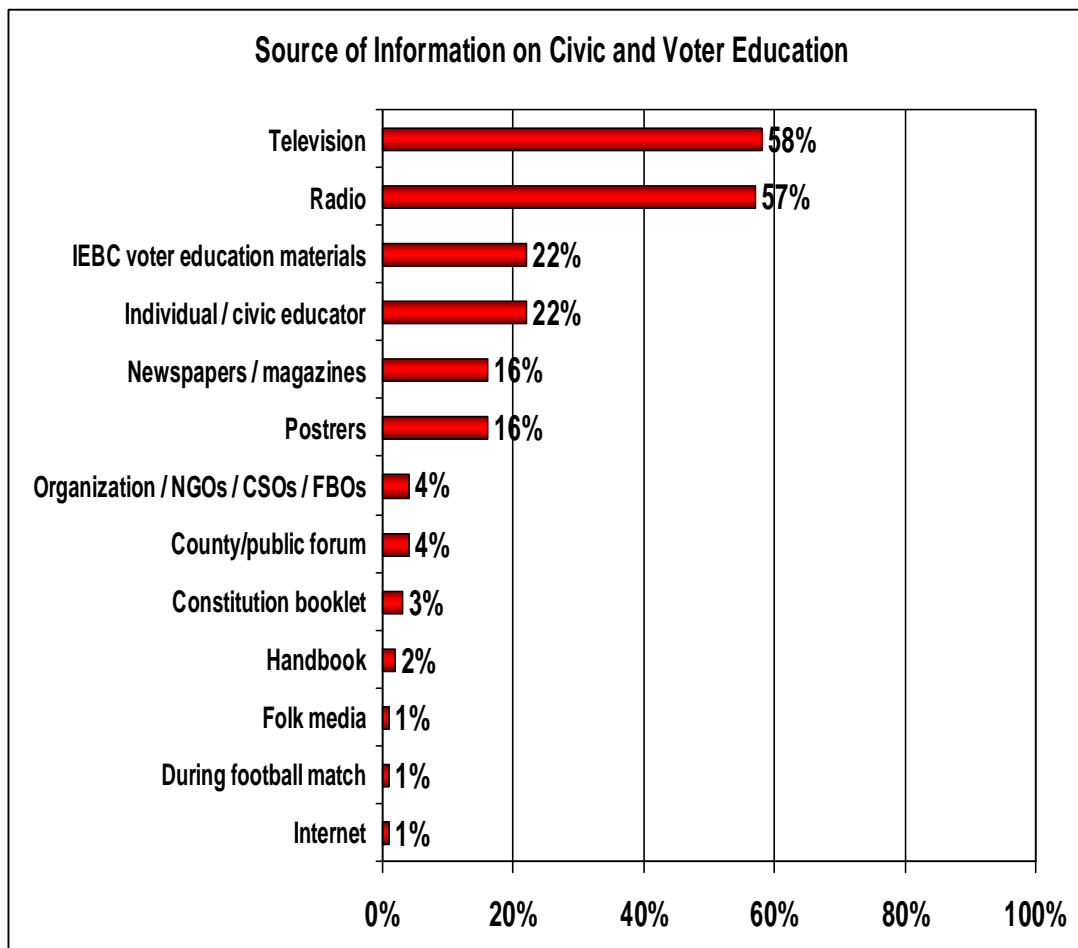
"We targeted formal youth groups like we would go to a carwash, there you will find youth and give them the civic education"- KII, Nairobi

"We received massive civic education through public address system"- KII, North Eastern

The citizenry were able to also point out various activities that were being done to promote civic education. The activities that were seen on the ground include media use: Radio e.g. Inooro FM,

Maeche FM, newspapers, magazines, TV e.g. citizen, posters, leaflets, pamphlets, talks and forums in churches and mosques, schools and public rallies.

"There is that advert with the maze" - Meru women



The electronic media seems to be the main source of information on civic/voter education followed by the print media. Although few respondents mentioned organizations, NGOs/CSOs and FBOs as sources of the information, it may be worth noting that these organization also used electronic and print media to disseminate the civic and voter education.

5.2 Strategies for Uraia's Civic education against the Findings of the Evaluation

Strategy	Findings from the survey
Use of implementing partners at county level, regional level, national level as well as strategic partners	As evidenced from the views of most KIIs held, the use of IPs and SP has been efficient and effective in the delivery of the UBI. UT should therefore maintain and strengthen the capacity of these networks to become more cohesive.
Media like the TV	During the interviews, some partners felt that a lot of resources were spent on the electronic media. However, radio and TV were most effective in disseminating civic and voter education and need to be used. To reduce cost, there may be need for to have a media buyer to ensure value for money in media usage.
Social Media	The review did not reveal much on the effectiveness of Social media. In terms of efficiency, it is undoubtedly one of the most efficient, cost-effective ways of passing of information. UT should expand CE campaigns in social media
Print and folk media	More publications should be produced on the electoral, governance, political information.

5.3 Gaps, challenges, constraints and remedial measures

From the qualitative analysis there were areas that they felt should be enhanced.

1. The constitution has very many clauses and only a few were tackled. Also, from the topics covered, some were not comprehensive, this included: devolution, education on leadership and accountability, the various roles of the leaders that were to be elected and in depth understanding of the constitution.
2. There is also the aspect of language barrier. The civic educators suggested that the training manual should be offered in both English and Kiswahili so as to enable them to train efficiently. The illiterate people also had a challenge in understanding of the constitution as it is only done in the English and Kiswahili language. There is need to consider vernacular languages in disseminating the civic and voter education.
3. Most of the civic educators used the approach of going to focus groups including men, women, and youth groups in the localities. However, this brought about the challenge of the other people who are not in the groups; dissemination of information to them could not be as effective as it was to the organized groups.

"They taught people about devolution though it did not go in to details" – Busia women

"We did not teach people in English but I was taught in English. All words are not compatible in Kiswahili like for example when we were discussing devolved government for one to understand the difference between majimbo and devolved system of government is an issue so in general for people to understand we need to use the language that they understand best so during planning it should be put into consideration."

KII Coast

5.4 Facilitating Civic Engagement

Activities that were carried out by the various actors in the enhancement of civic engagement included providing a forum for people to put down their problems and their proposed solutions and inviting the leaders and members of the county assembly and helping them prioritize in terms of the responsibilities of the leaders. That was part of civic engagement, reaching out to the people and delivery of the civic education, use of FGDs, use of door to door discussions based on demand driven and use of existing structures.

The UBI was able to implement this outcome through conducting gender responsive capacity building training and workshops at the grass roots level in collaboration with local partners. This was done in nearly all counties. The UBI also successfully used a multi-media approach in disseminating civic/voter education. In the messaging, the Initiative used approaches that utilized local and national radio, television and print media in order to reach all segments of the population. New technologies such as internet and blogs were also used. However some partners felt that there should have been a media buying expert working with the UBI team to negotiate with media houses for best media messaging deals, thus ensuring value for money.

"I feel that had UBI used a media buyer, they could have spent less funds in advertising. Media experts know better how to bargain and come up with good advertising rates"

Partner, Nairobi

"I do not feel there is leadership and integrity because even for the various county jobs, they are not given to the qualified people but leaders give to their supporters."

Lodwar, youth

For the citizenry, the impact from the qualitative analysis is that more and more people are talking about the constitution even when you look in social sites, the citizens are in a better position to understand the political process and their civic rights, and they are able to engage in electoral process. There was a large voter turnout and many have elected leaders who are accountable and were able to maintain peace in the electoral process.

The survey results indicate that registration of voters, maintaining peace, advocacy and participation in decision making were perceived as most important activities related to the electoral process.

The literature review revealed that when registration of voters started, IEBC was recording very low turnout. Among the reasons why many citizens were not coming out to register were to do with their experiences during the 2007/2008 post election violence, after which a good number of citizens who were affected by the PEV had vowed never to vote again. URAIA made a deliberate effort to refocus all its partners' civic/voter education activities towards mobilizing citizens to register as voters, including its media (print and TV) messaging that run throughout the registration period. Following targeted mobilization, the activities of URAIA contributed to increased voter registration across the country. According to the IEBC registration records, a total of 14.3 million citizens registered as voters as compared to a total of 13.0 million in 2007. The number of citizens who turned out to participate in elections on the polling day was also quite

high. The voter turnout was the highest ever, over 85.9% (IEBC) nationally compared to that of 2007 which was 69.1%.

“URAIA came to Makande and called the leaders and selected people who could participate, then they discussed the issues which affected that specific place and the leaders, what they could do for us? They would also discuss about governance, the new system that we have, the various roles of the leaders, the governor, the senator, such things”

Kisauni, youth

The impact of civic education in respect to leadership and integrity was perceived as minimal by some respondents who claimed that the impact is yet to be felt because leaders still practice nepotism. One of them said:

I do not feel there is leadership and integrity because even for the various county jobs, they are not given to the qualified people but leaders give to their supporters.”

Lodwar, youth

The low level of citizen participation in vetting of candidates in this area of leadership and integrity was expected for respondents had earlier reported having received little information and even fewer recalled specific messages regarding vetting of candidates. This clearly shows that there is need for more civic and voter education in the area of vetting of candidates.

Although the mock election was conducted over the weekend just before elections, some respondents were ignorant of this and claimed that it happened during the week days. This suggests that not all voters were aware of the specific days that mock election took place and few participated in it. The voter education should also come earlier.

“Most people took the mock election practice for granted and on the Election Day people messed up big time because it was done during weekdays but it should have been conducted over the weekends to make it convenient for everybody. Next time they need to restructure to make it be more effective”

Tharaka Nithi youth

Culture is still perceived as one of the issues that are greatly preventing women from civic engagement especially in Mandera. Women are still regarded inferior and the community would rather pick a man instead of a woman even when the woman has better leadership qualities.

The issue of language barrier also seemed to greatly affect the people who are not conversant with the English and Kiswahili languages. Some of the topics were also not captured in detail as evidenced by some verbatim quotes from the respondents;

“Language barriers: the greater numbers of people are not educated so if you bring the articles only those who are educated will be able to read them. They should be in valid language such as mother tongue”

Mandera youth

“Women are disadvantaged because of culture”- Mandera youth

“The topics which were to be covered were not taught in to details, not everybody was reached”- Tarbaj man

There is also the notion that Kenyans are too informed but suffer from the element of proper engagement so, how can we advance from that level of awareness to engagement? That is the challenge. There thus may be a disconnect between knowledge, attitude and practice as reported:

"We've only been pumping awareness we need you to be informed ... your rights, nation building, constitution, devolution, county government and all that but we have not been made to know what to do with this information"
KII consortia

Respondents further identified gaps in the programs in respect to scope. Suggested remedial measures were that education needs to be channeled towards specific issues that are of main interest to the citizenry. A respondent said;

"More political education is needed as opposed to rights in a general sense. Politics has become very complex, hence the need to focus on political education. There is need for the citizen to link their plight to politics - the connection need to focus on economic development"
KII Donors

Although the UBI did try to harness the use of technology, there was a feeling that more needs to be done given the need to reach the youth.

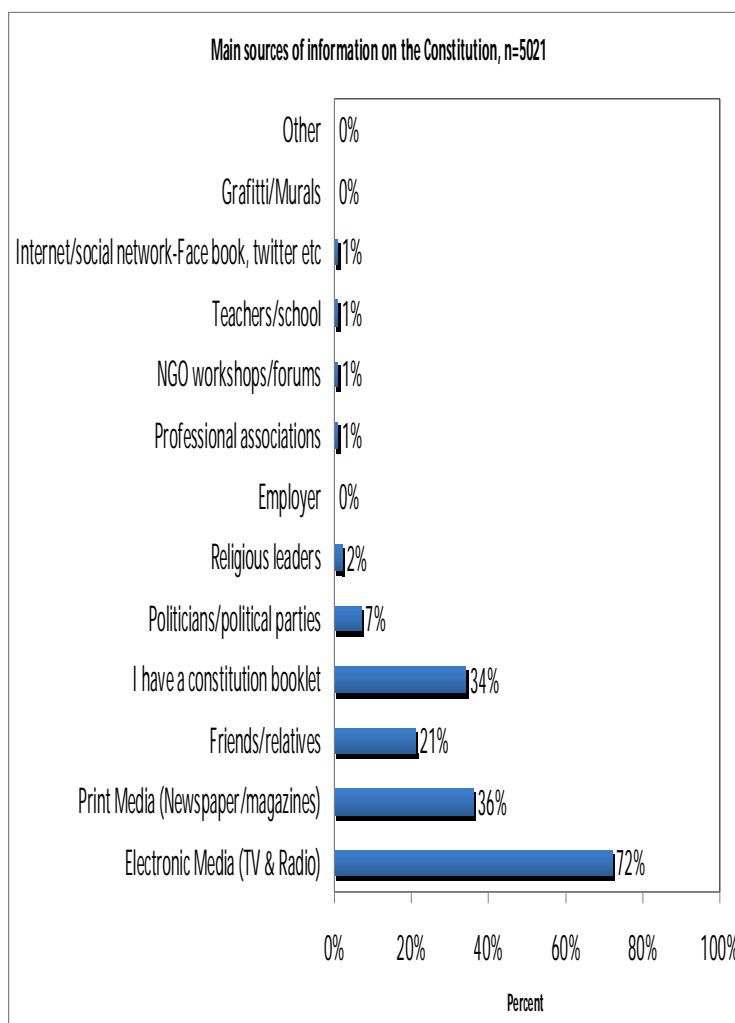
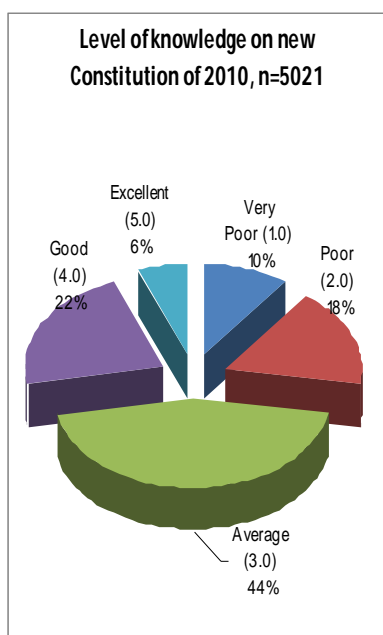
"Technology is a reality in society and especially if we have to influence majority of youth, mobile is the most powerful thing anywhere we can go. So how do we use this tool it's so crucial, civic education can go viral "be a Kenyan, don't kill each other" simple messages like those repeated become reality in our minds"
Donors

CHAPTER 6: OVERALL IMPACT OF UCHAGUZI BORA INITIATIVE

6.1 Increased Knowledge and Understanding of the Constitution and Electoral Issues

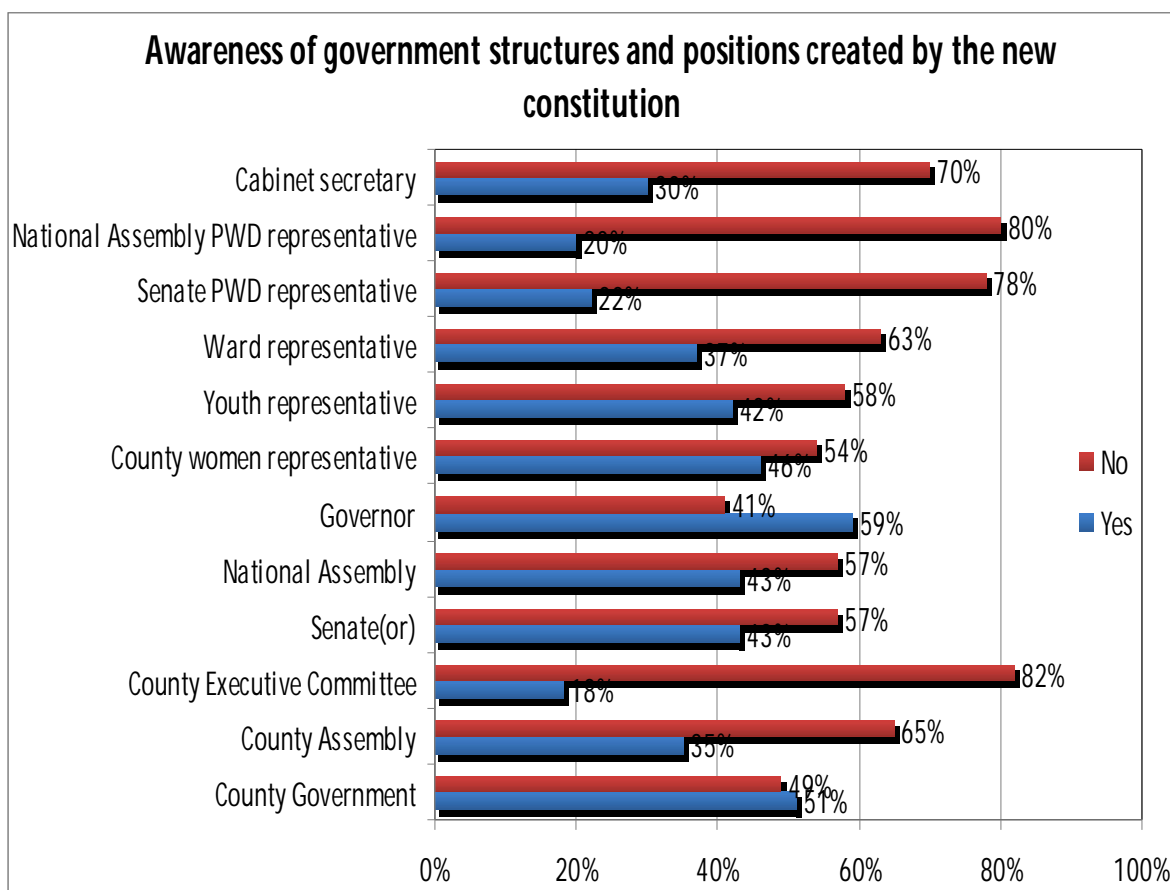
Being the first election after the enactment of a new constitution which provided for many new positions, respondents' knowledge of the constitution was investigated. Overall 43% of the respondents rated their knowledge of the constitution as average, 22% good and only 6% rated their knowledge as excellent. Considering the 20 million adult population in Kenya, the 6% who claimed to have excellent knowledge of the constitution translates to 1,200,000 people, while the 22% who claimed to have good knowledge translates to 4,400,000 suggesting the UBI was effective in increasing knowledge and understanding of the constitution and electoral process issues.

The radio and TV were cited as the main source of information dissemination followed by print media, the constitution booklet and then friends and relatives.



6.1.1 Governance Structures and positions

Knowledge of government structures and positions created by the constitution was generally average. Other than the position of governor and the county government where more people were aware compared to those who were not, in all other structures and positions investigated, more respondents were unaware compared to those who knew of their existence. Least knowledge was reported in the provision of County Executive Committee (18%), People with Disabilities in the National Assembly and Senate (22%, 20%), and Cabinet Secretary (30%).



From the qualitative, some of the people that felt they had sufficient knowledge and are able to defend the constitution had this to say:

"Yes I have because I read the constitution and I keep on reading it so I have information to defend it."

Turkana men

However, there was also a popular opinion among the groups that felt that they only have a basic understanding of the constitution either because they have not been taught about it or they were only taught on basic issues relating to their rights. The implementation of the constitution is also viewed as a slow process:

"Before we went for the referendum and before we voted for the constitution we were taken through civic education and we fully understand it but the problem is the implementation. That devolution has become so hard to implement."

Eldoret women

"We understand a little bit. We were given the books but we have not gone through them thoroughly"
Kapenguria women

There was also the opinion that the constitution was made in Nairobi and hardly trickled down to the villages.

"We have not been told about constitution"- **Bomet women**

"Not enough because the constitution was made in Nairobi and they have never come to the grassroots to create awareness to us and we even don't have the booklets and we were also not taught about it"
Laisamis youth

"No I know very little about the constitution, I don't think I can defend it"
KII Minority group

The impact of the UBI program in terms of the electoral process is that there is an increased participation of people in governance processes and county planning. Citizens are now better informed of the different positions that they were to elect, the voting requirements and how to mark the ballot papers. There was also the aspect of the women and youth empowerment.

"In the devolved government we have Governor, Senator, Women rep, Member of Parliament, County rep"
Garissa men

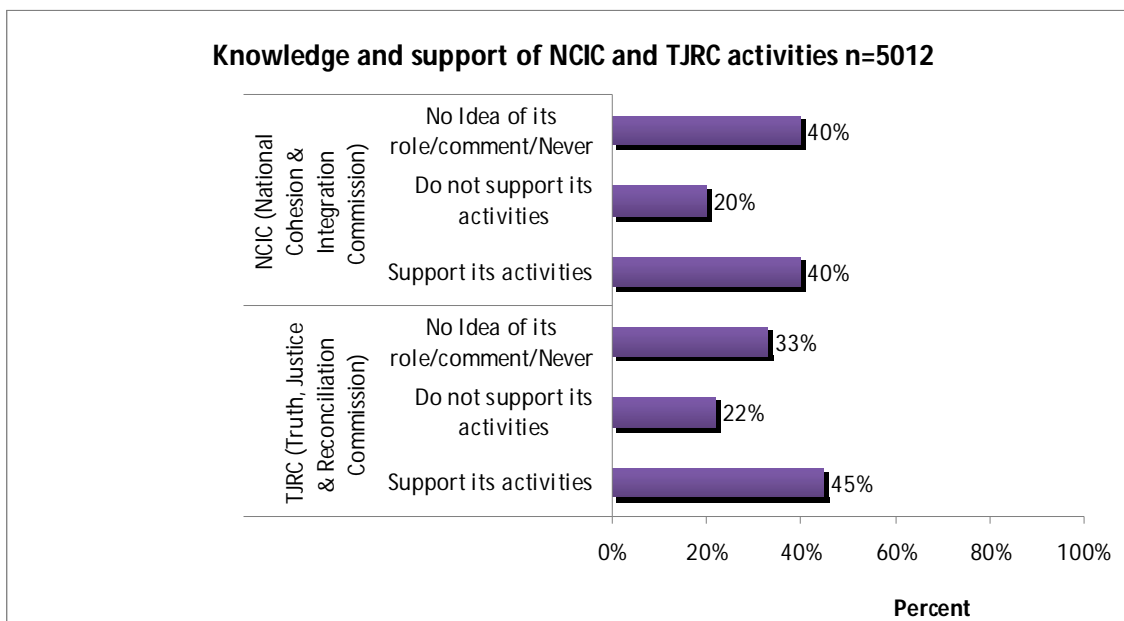
Some of the rights that were highlighted include right to live in Kenya and be free, right to health care, right to vote, freedom of expression, right to education, right to marry, right to own property, freedom of speech, freedom of movement and freedom of worship.

"right to access public places, right to movement, right to good leadership"
Garsen women

"Right to be involved in governance. Right to hold a leader accountable"
Wajir youth

6.1.2 Constitutionalism and Electoral Issues

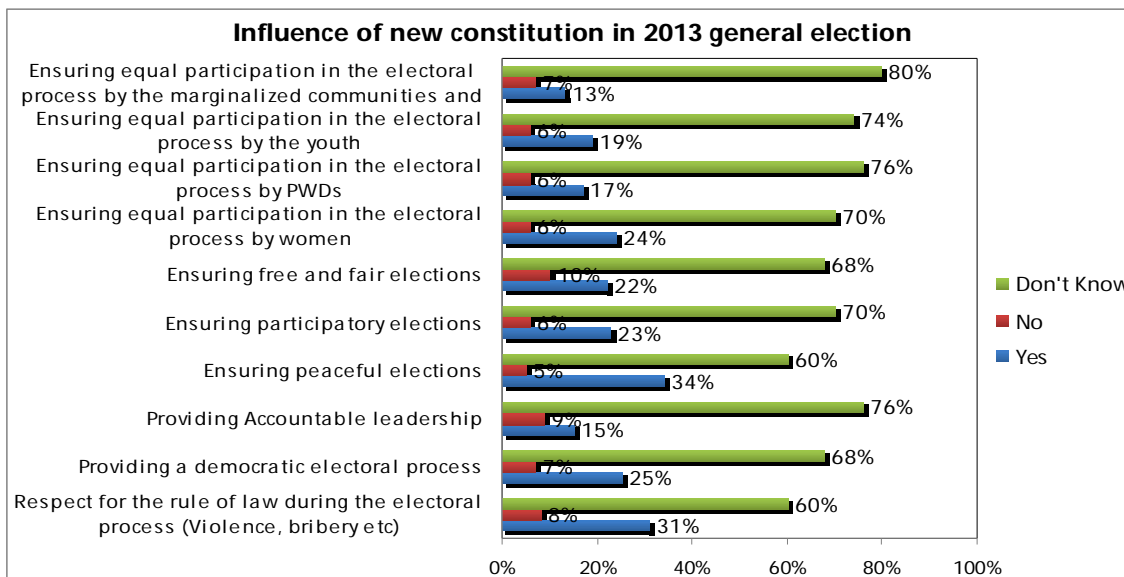
Respondents were asked on their views regarding two related constitutional commissions. 40% and 33% of the respondents had not heard of the National Cohesion and Integration Commission and Truth Justice and Reconciliation Commission (TJRC) respectively while 40% and 45% of those who were aware of the two institutions supported their activities. More people reported that they accepted the results of these two commissions (33 and 38%) compared to those who had not accepted them (22 and 24%). A significant proportion however had no comment, had not heard of or had no idea of the roles of the NCIC or TJRC (45 and 38% respectively).



Almost half (44%) of the respondents felt that the country was headed in the right direction in respect to implementation of the constitution whereas 22% felt it wasn't and 34% did not know. Of those who thought that the country was headed in the wrong direction, they cited various reasons such as high cost of consumer goods (21%), lack of unity among leaders (16%), lack of implementation of the constitution (16%), insecurity (15%) as well as a feeling that nothing so far had been done (14%).⁶

On the other hand those who felt that the county was headed in the right direction cited the devolved government being in place (21%), implementation of the constitution by the president/positive administration (17%), equal opportunities, accessible services and development (16%) and sustained peace (13%). Knowledge of the influence of the new constitution on the general elections was poor with between 60% and 80% of the respondents saying that they did not know the various provisions of the constitution.

⁶ The question on why respondent thought the country was ended in the wrong direction required multiple responses and therefore the proportion cannot add to 100%.



6.1.3 Assisted voters

There were a few people who felt that the number of assisted voters increased due to the fact that there were more people to vote for, 6, up from the usual 3, others did not receive the education or necessary information.

"The number of assisted voters went up because people were confused and they did not know how to vote since they did not receive education"
Moyale men

"There were many spoilt votes because of lack of information and even the staff were not well orientated so they would really mess up the ballot"
Turkana men

Others felt that the number of assisted voters and spoilt votes reduced as the people had been given voter education and there were proper mechanisms set up to identify the people that needed assistance.

"Assisted voters reduced because of the party nomination as most people were educated from there. People were educated on how to tick as the tick must be within the box"
Trans Nzoia youth

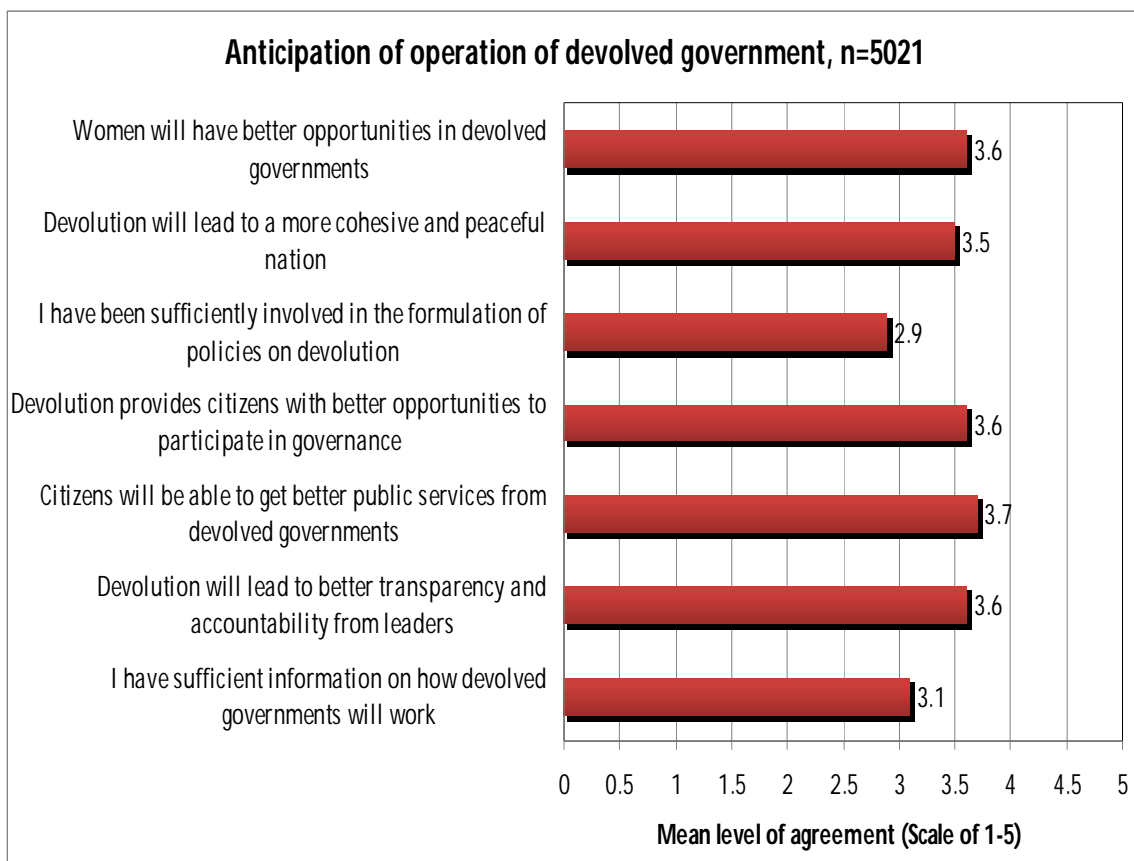
"Spoilt votes reduced, there were groups formed to identify these people who needed assistance before they went to vote. So by the time their time came for voting they were directed for assistance"
Kapenguria women

6.1.4 Promoting a people-centered government

With regard to promoting a people-centered government, devolution was mainly associated with decentralization of power and sharing national resources county wide. The survey reveals an information gap on the devolved structures and what constitutes devolution in the Kenyan context. Only 24.7% of the public understood how devolution will work and about 29% of the public stated they understood the county structures in the devolved governments.

There were high expectations of devolved government with almost half of the respondents (45%)

recalling specific messages to the effect that the government would come to the grassroots, would bring change (25%) and would provide equal distribution and allocation of resources (15%). Of all respondents, 15% could not recall a devolution message.



The success of the UBI in dissemination of information regarding a people-centred government is in doubt for though awareness of devolved government was high, it seemed that it was inaccurate in terms of the impact it would have at the grassroots. There were very high and unrealistic expectations of increased allocation of resources and devolution of power.

6.1.6 Realization of human rights particularly economic and social cultural rights

Concerning the realization of human rights particularly economic and social cultural rights, the public's understanding and interpretation was very narrow and rarely discussed in the context of the Constitution. The public did not consider it expressly the duty of the government to uphold human rights. Further, the survey revealed a public that was rarely involved in the development of legislative and policy frameworks on economic, social, and cultural rights.

Violence against women

In terms of violence against women, domestic violence constituted the highest form of this crime at 48%, followed by defilement and rape (26% each). Awareness of organizations that deal with human rights among the public was low, with only about one third of the public being aware of organizations that advocate or support women and youth rights issues.

Rights of persons with disabilities (PWD) and marginalized communities

Awareness about defenders of the rights of persons with disabilities (PWD) and marginalized

communities was low. The programmatic participation of organizations that work with or support people with disabilities was 10% and for marginalized communities was 6%. Furthermore, knowledge of affirmative action constitutional provisions for inclusion of these groups was also low.

Inclusion of previously under-served or marginalized groups and communities

For the enhanced inclusion of previously under-served or marginalized groups and communities, the current government was seen to have made significant attempts to include previously under-served, marginalized groups, like women and children, and minority ethnic communities in the country's development agenda. On a five point scale where 1 is poor and 5 is Excellent; the government obtained a mean score of 2.94 for dealing with issues affecting women, 2.71 for youth, 3.10 for persons with disability and 3.32 when dealing with the marginalized communities.

6.2 Fostering and Expanding Citizen Participation in the Political and Governance Process

These civic engagement activities resulted in the following outcomes:

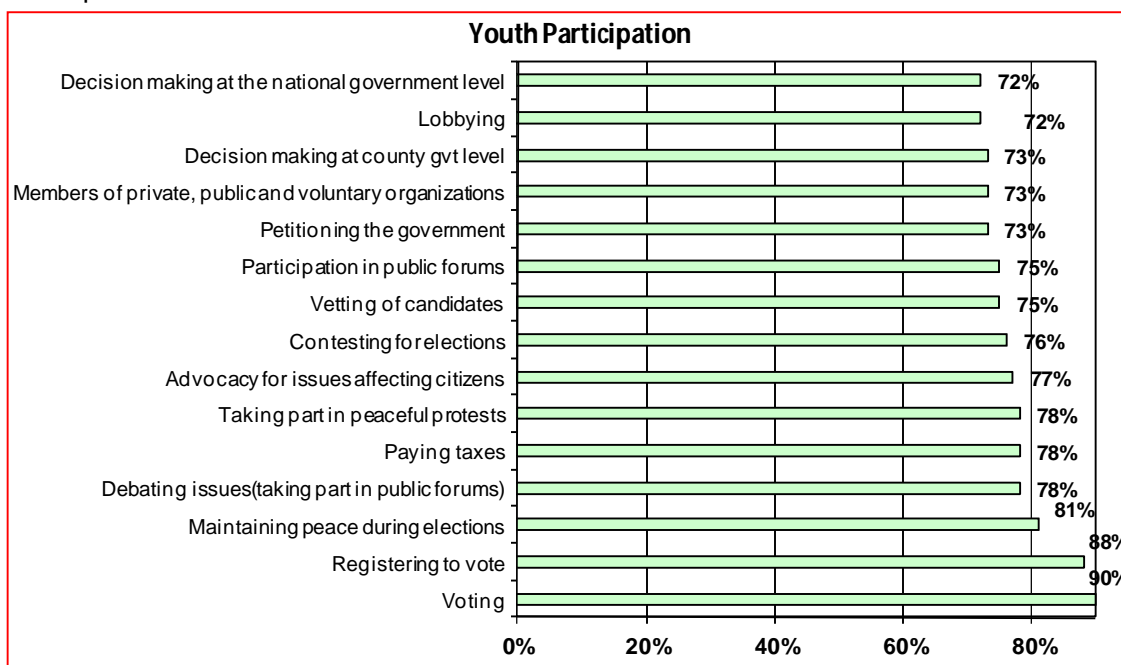
- Implementing partners supported citizens to instill the culture of vetting leaders during the period preceding the elections. Some of the Counties where vetting of leaders took place include Siaya, Lamu, Taita Taveta, Kilifi and Makueni. In Siaya County, as a result of this work, citizens held vetting forums with aspiring leaders with subsequent results of some aspirants being disqualified of integrity issues. In other instances, those that received direct nominations by the parties were rejected at the actual election.
- IP were also involved in monitoring the elections and election process. In Uasin Gishu, Great Rift Valley Development Agency was able to report to authorities incidences of hate speech by leaflets, which led to investigations by the police.
- Other partners such as Centre for Transformational Leadership in Nakuru County, Exposha in Nandi County, Keeping Alive Hope Societies in Kisumu County and MUHURI in Coast region participated in the mock elections conducted just prior to the actual elections and made recommendation on how this could be improved.
- Implementing partners were also involved in public interest litigations, specifically: Jukwaa la Katiba in the case against MPs refusal to pay taxes, Katiba Institute on the Leadership and Integrity case against the current president and the deputy president and the presidential petition to the Supreme Court.
- There was establishment of conflict response and monitoring units by PEACENET- in Bungoma, Narok, Kericho and Kwale. Local conflict management groups were established and networked, and worked together in resolving conflicts before they could turn violent.
- There was establishment of County Citizen Participatory Forums in Siaya, Makueni, Kilifi and Taita Taveta counties that engaged in vetting of leaders. The forums now plan to audit performance of leaders. (CAI & Taita Resource Centre).

- There was increased participation of the youth in electoral and political/governance processes. The following indicate the analysis of young people who made it in the recent elections:
 - There is one youth Governor who is a male
 - 3 Senators below 35 years all are male.
 - 10 Women Rep out of 47
 - 8 nominated senators out of the 16 allocated seats.
 - 20 Members of National Assembly. with one of them being a woman
 - 5 Nominated Members of National Assembly out of the 12 allocated slots. Of those 2 are female.
 - Out of 1450 members of the County Assembly, 394 are youth below 35 years. Out of this number, 19 are women.
 - Analysis of participation by women, PWDs and minority groups should also be included

6.3 Youth Participation in Electoral Process

The results of this evaluation show that youth participated in various processes. Of those who registered as voters, 90% of them actually voted, indicating that they are important in the voting process.

Youth participation in decision making at the national level and lobbying are areas that can be improved.



- The civic education activities done through TV and radio stations was able to complement the work of implementing partners and civic educators, particularly as these were able to mobilize citizens to participate in the radio programmes by being directly involved – either through hosting discussions or call ins – in the shows.

6. 4 Views of People Living with Disabilities (PWDs) and Minority Groups

The qualitative research conducted amongst the PWDs, minority groups and some of the organizations that targeted them with civic and voter education revealed the following:

6.4.1 Strengths of the UBI Program:

Because of the education received from UBI partners, many PWDs and minority were able to come out and vote in the last general election. The PWDs and minority groups also became aware of their democratic right of voting. PWDs knew how to vote and mark the ballots correctly.

PWDs and minority groups vied for different positions in the last general elections. They were able to campaign and all this was because of the civic education. They however were of the view that all people should be educated on the rights of PWDs and minority groups. From the civic and voter education received, the PWDs and minority groups have learnt of the importance of staying peacefully.

"You know through the education we got, we can now vie for elective positions and participate in the party nomination ... not like before when we could not do all these"

PWD

It was felt that about 5 years ago PWDs and minority groups were forgotten but now the new constitution has the provision of PWDs and minority groups. Today PWDs and the minority groups are able to get jobs easily because they know their rights.

With the help of UDEK many PWDs were reached by civic and voter education. And what really helped the partners was the funding from Uraia Trust. So the partners would give out some incentives to the PWDs they trained. Through the training they attended they were able to train others effectively but it was felt that the training period was short.

6.4.2 Challenges Faced by PWDs and the Minority Groups:

Some of the challenges that were faced by the PWDs and minority groups included:

- PWDs are large in number and reaching all of them was a big challenge. And the ones that could be reached wanted incentives which in so many occasions the partners did not have, and this made a number of them not to come for these programs.
- Some partners were not able to mobilize many people because of the limited funds availed to them.

"So what we used to do was to talk with the group members and tell them there was something we needed to discuss and they would give us time. But it was difficult to reach the people who were not in the groups".

Civic educator

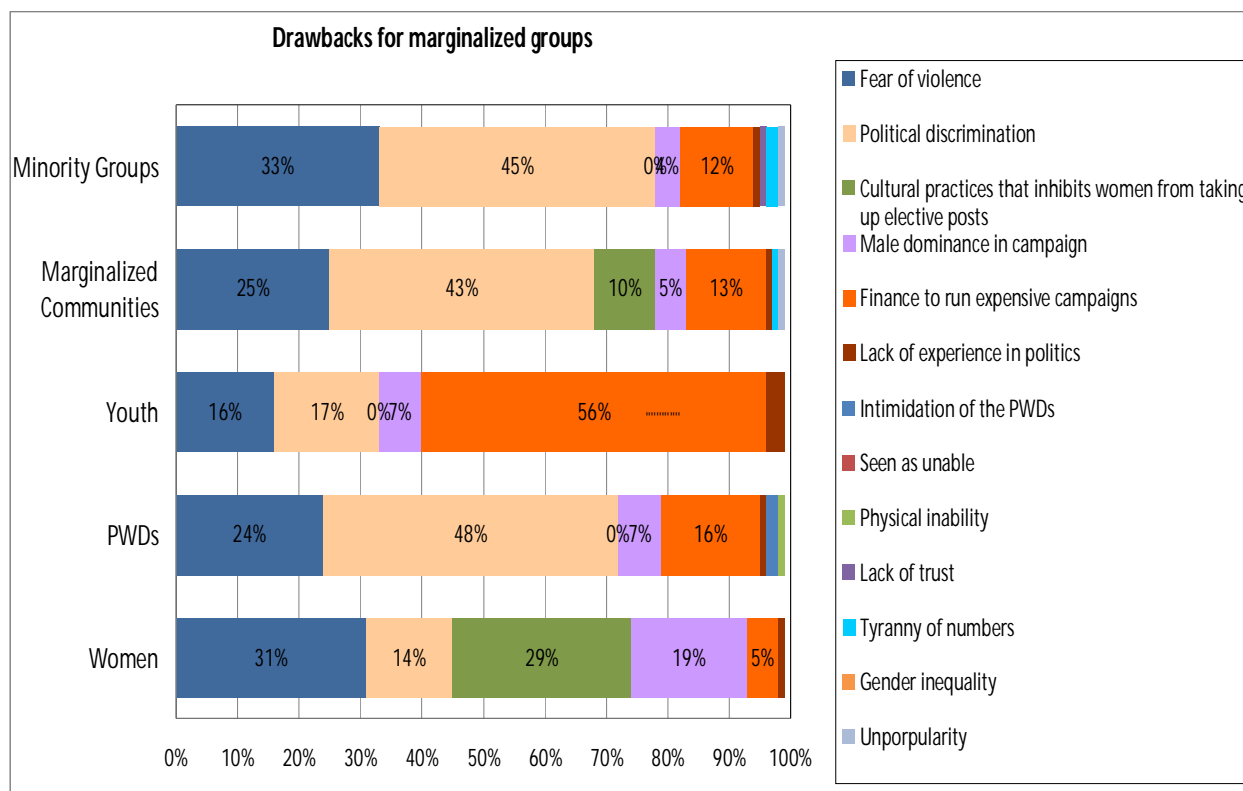
- Partners/civic educators were not able to meet all the PWDs especially those who are in the remote areas.
- Some of the PWDs could not vote because they had no IDs though they had the necessary information on voting after the education. There was a suggestion that the government should come up with a way to make it easy for the PWDs to get IDs. Time should have

been added to make PWDs apply for the IDs though some applied but they didn't succeed in getting IDs as the time was very short.

"The challenge was that the programme was educating people at a time they could not go for IDs because some of them did not even have the IDs and time was too short."

Civic educator

Below is a summary of draw backs experienced by PWDs, minority and marginalized groups including the PWDs.



The major drawbacks of PWDs include political discrimination, fear of violence and lack of finance to run expensive political campaigns

6.4.3 Suggestions on Future Civic and Voter Education

The training venue should be PWDs friendly; the floors should not be slippery, organize for those who will serve us food, etc. Other suggestion included:

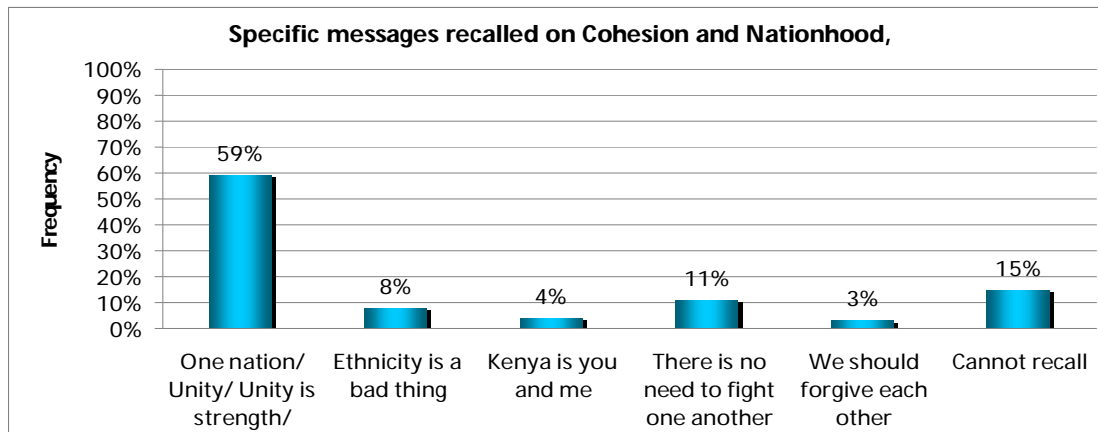
- Sitting allowances should be increased.
- Training period should be increased.
- PWDs should be provided with the training materials and should be facilitated to become TOTs.
- As the TOTs, Uraia should take PWDs for a serious training to make them equipped to teach more effectively and those trained should be issued with certificate and the job cards.
- After the training PWDs should be taken to different places to get that exposure. If you trained in Nairobi then you should be taken to a place like central or Nyanza to go and work there.

6.4.4 Suggestions on enhancing civic/ voter education with the PWDs:

- Because PWDs keep on getting new members in their organized groups, then training should be conducted regularly
- Uraia and the UDEK should try to reach all the PWDs in the country for them also to be educated like their counterparts in Nairobi.
- There should be targets for every civic educator on the number of people he/she trains. And there should be follow ups on those trained.
- Uraia and the UDEK should create awareness on their programs, they are not known in so many places.
- In Kenya there are over two million PWDs and they should all be reached and educated. They should always be considered during the nominations.
- CSOs serving PWDs on the ground should be considered for funding especially at the grass root level.
- Uraia should try reaching the small PWDs groups and fund them, this encourages them to continue educating others.

6. 5 Fostering Peaceful Co-existence and Nationhood

One of the objectives of the end term evaluation was to assess the overall impact of the Uchaguzi Bora Initiative in fostering peaceful coexistence of communities and nationhood. In the UBI evaluation, recall of specific messages regarding cohesion and nationhood was investigated to appraise if this component of the civic education program was successful. A majority of respondents (59%) recalled messages regarding the fact that we are **one nation and unity is strength**. Recall of messages of negative ethnicity, election related violence and forgiveness was however low. It may be important to note that a significant 15% claimed not to specifically recall any messages.



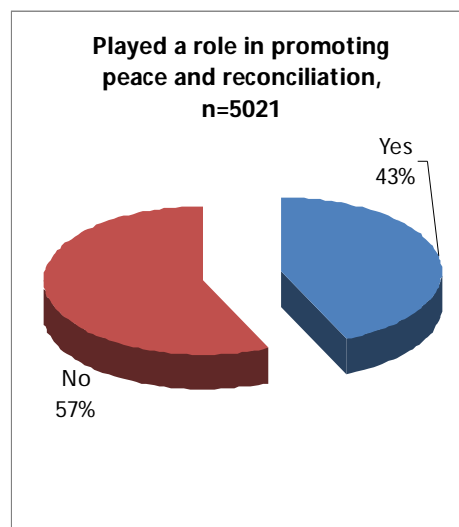
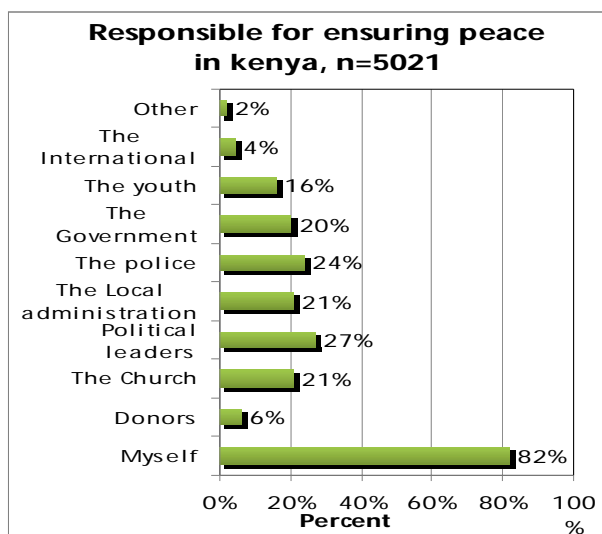
The programme component regarding cohesion and national reconciliation was somewhat successful in respect to communicating “one nation/unity” but was not as successful in the recollection of other Cohesion and National messages. Despite the fact that this was the first election after the violent 2007 elections, it seems that programmatic messages targeting issues associated with ethnicity, fighting and forgiveness had low recalled levels. Again, it may have been due to barriers of communication in respect to approach, emphasis and method of delivery as well as recipient readiness, given the timing of delivery which coincided with the political campaigns period.

"I think in all those media they told Kenyans that we have to vote peacefully voting is not the one to break us, I think every information that was going down there was keep peace, vote peace, maintain peace. They were also talking about tolerance especially because we were talking about Kenya being a diverse country, talking about tolerating each other during that time, you might be having different views politically but we should tolerate each other" - Nyeri youth

Information from the literature review, indicate that part of the civic education carried out by both IPs and civic educators consisted of promoting peaceful co existence. This contributed to a notable reduction in the level of electoral related violence during and after the election 2013 as compared to 2007 general elections across the counties. In addition, for some of the counties that had been identified as hot spots during the pre election period and for which URAIA intervened through the RRI such as Mathare, Garissa, Baringo/Samburu, the communities were able to go into elections peacefully, and to maintain peace even after the elections and the judgment on the petition on presidential results. The country has also seen an increase in the number of candidates using the court system to address electoral disputes as opposed to inciting their supporters into violence. In addition, citizens are more aware of the need to respect the rule of law, and this saw Kenyans accept the ruling by the Supreme Court on the presidential dispute without resulting to violence.

In coast region, Muslims for Human Rights conducted a fact-finding mission in Tana River after violence erupted in late 2012 and on the back of this fact-finding mission were able to negotiate with the community elders, which saw a reduction in violence sufficient for the communities to participate in the elections devoid of violence. Similarly in Kwale and Kilifi, Muslims for Human Rights through their leadership accountability forums and edutainment for peaceful elections were able to influence the local conflicts by getting the citizens to engage with their leaders, hold them to account and challenge them to address the ongoing issues of conflict and this ultimately saw a reduction in violence in these two areas in the lead up to the elections and during the elections.

In the survey, the majority of respondents (83%) believed that they were responsible for ensuring peace in Kenya though only 43% actually played a role in peace and reconciliation effects. Political leaders, police, the church and local administration were believed to be responsible for playing supplementary roles.



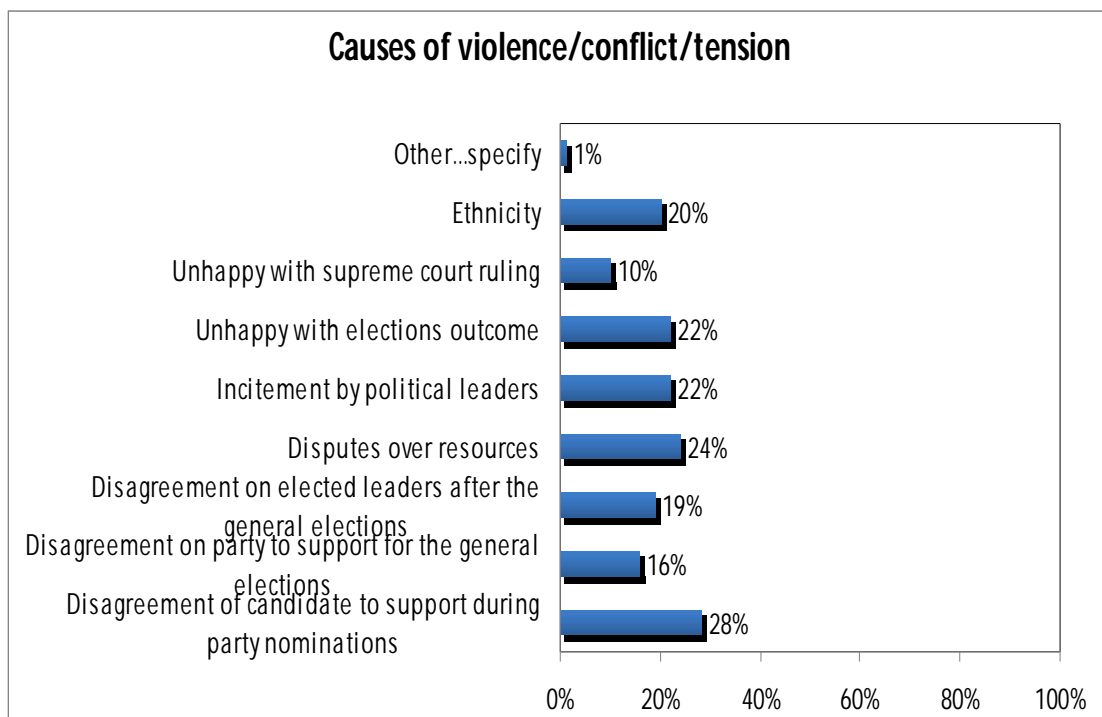
The fact that 82% of the citizenry believe they are responsible for ensuring peace is positive and this may be attributed to the UBI. However 57% said they did not play any role in peace building suggesting that there is a difference between what the citizens believe and their actions in as far as peace building is concerned. It should be noted that maintaining peace was perceived as one way of ensuring peaceful co-existence. During the 2013 general elections, there was a large voter turnout and Kenyans were able to maintain peace in the electoral process.

"through voters education, people turned in large numbers to register and vote and everything went peacefully"
Mwingi men

"Yes, because people knew the process of voting they could not be cheated by anybody else to turn violent"
Wajir women

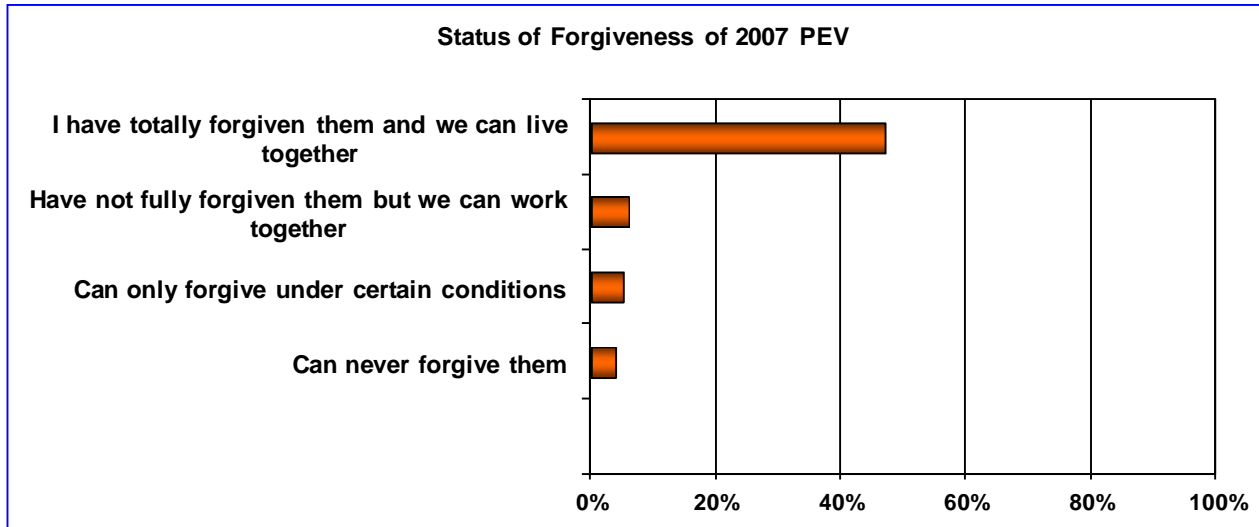
"Today many citizens are in a better position to understand political process and their civil rights"
KII N. Eastern

Considering specifically the 2013 elections, 88% of respondents reported that they did not experience any form of violence, conflict or tension. They however cited causes of such violence, conflict or tension as disagreement of candidates' supporters (28%), dispute over results (24%), incitement by political leaders, unhappiness with election outcome (22% each), ethnicity disagreement over the elected leader and support of different political parties. They believed that deployment of security and dialogue initiatives between conflicting groups (57% and 39% respectively) were effective response mechanisms to resolve such violence, conflict or tension. These initiatives were rated as successful and resulted in decreased tension to offer sustained peace among the conflicting communities.



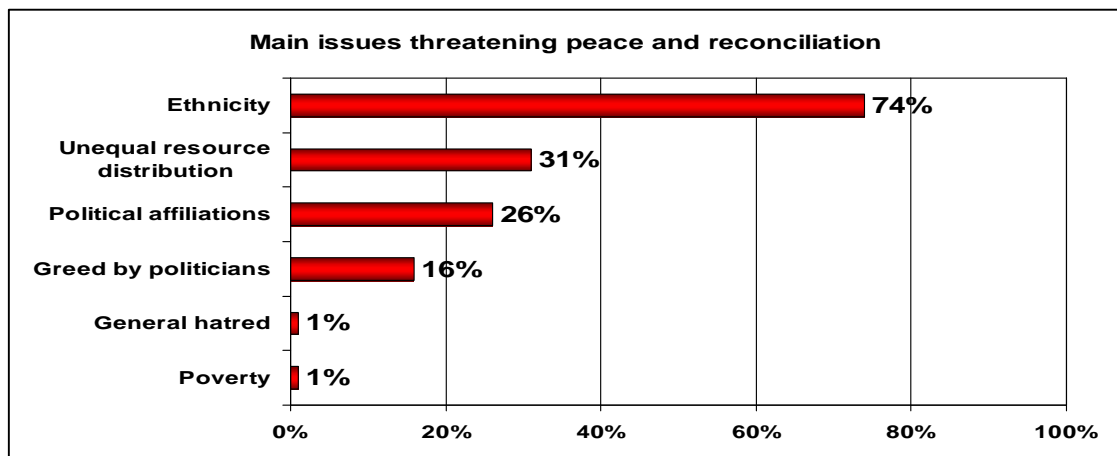
Nearly half (47%) of those who were affected by the 2007 PEV claimed they have totally forgiven and can live together with the perpetrators while only 6% said they can never forgive. The fact

that most victims of are willing to forge ahead and leave behind the post election violence of 2007/2008, shows that positive steps in peace and reconciliation among the communities.



There was a recognition of the role played by the National Steering Committee on Peace Building and Conflict Management (NSC), the National Cohesion and Integration Commission (NCIC), the Kenya National Commission on Human Rights (KNHCR), and the Truth Justice and Reconciliation Commission (TJRC) as key institutions promoting peace in the country.

Ethnicity was cited by three quarters (74%) of the respondents as the main issue that threatens peace and reconciliation followed by incitement by politicians (32%), unequal distribution of resources (31%) political affiliations (26%) and greed and bribery by politicians (16%), as the following chart shows

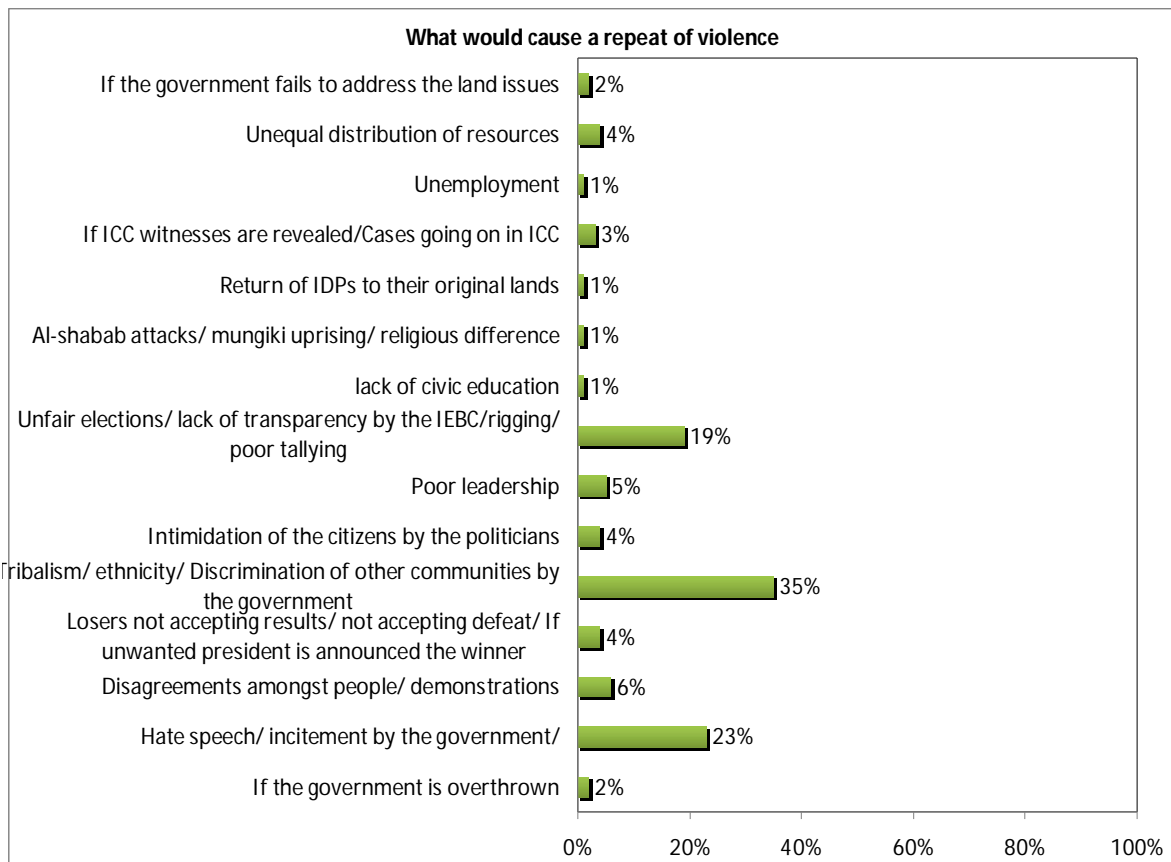


The specific role played by respondents was mostly preaching peace and attending public peace meetings (91%) compared to helping IDPs advocacy and participation in development groups.

Nearly two thirds (63%) of the respondents however felt that the 2013 general election was an improvement in respect to the reconciliation effort compared to 17% who felt this election hampered the effort and 20% who did not comment on this matter. Among those who felt that the 2013 election was an improvement, they cited the fact that people were now living together and there was no violence. Of those who felt that the 2013 elections hampered peace efforts,

46% said that there was no unity for the election was tribal, and people were bitter (23%). Other reasons cited were insecurity, a lack of fairness and undelivered promises in the election (11, 11 and 8%).

The respondents however felt that the top three factors that would cause a repeat of election related violence in future are tribalism/ethnicity, hate speech and unfair elections, as the following chart shows.



There were many that were of the opinion that there is increased peaceful coexistence that is attested by the fact that many people have come together to vote for a certain political parties and there was peaceful elections experienced in most parts of the country.

"There were no incidences of violence" **Garsen women**

However, there is still the opinion that the hatred and anger is still inside of people.

"That tension is still there. People have just kept quite but it will erupt one day"
Eldoret women

However, there are places that experienced some violence like in Moyale,

"There was a clash between two tribes, the Burgi and Borana who both claim that the land is theirs. However, the Burgi claim that the little the Borana still have they will take by force as they have the governor on their side."
Moyale women

From the qualitative, the UBI program helped enhance peaceful elections. Before people were looking at each other as rival groups but this time they coexisted well and communicated peacefully and in a better way and each understood that we have to belong together. Many people experienced peace before, during and after the electioneering process.

"People came together and realized the importance of peaceful voting and staying together as one community"
KII Nyanza

"There is peace because wananchi did not listen to the politicians who incite them to fight after they lose elections, but they followed their own voice and stayed in peace with each other"
Garissa men

"Yes. Because of security and civic education for people to get enlightened, people are educated on the importance of peace"
Lagdera women

However, there was the opinion that democracy is still on trial, the leaders are not working together and are yet to come to the ground and sensitize people to maintain peace, they felt that the impact is yet to be felt, Kenya is just starting the healing process, come the next elections, wounds may still open up as the past injustices are yet to be resolved. The ICC issue has also divided the country.

"In terms of co-existence as Kenyans, I think we have 20 more steps to go and Uchaguzi Bora Initiative was one and half step. I think it needs more than Uchaguzi Bora Initiative to reach to that co-existence that is up to my 20steps"-
KII consortia

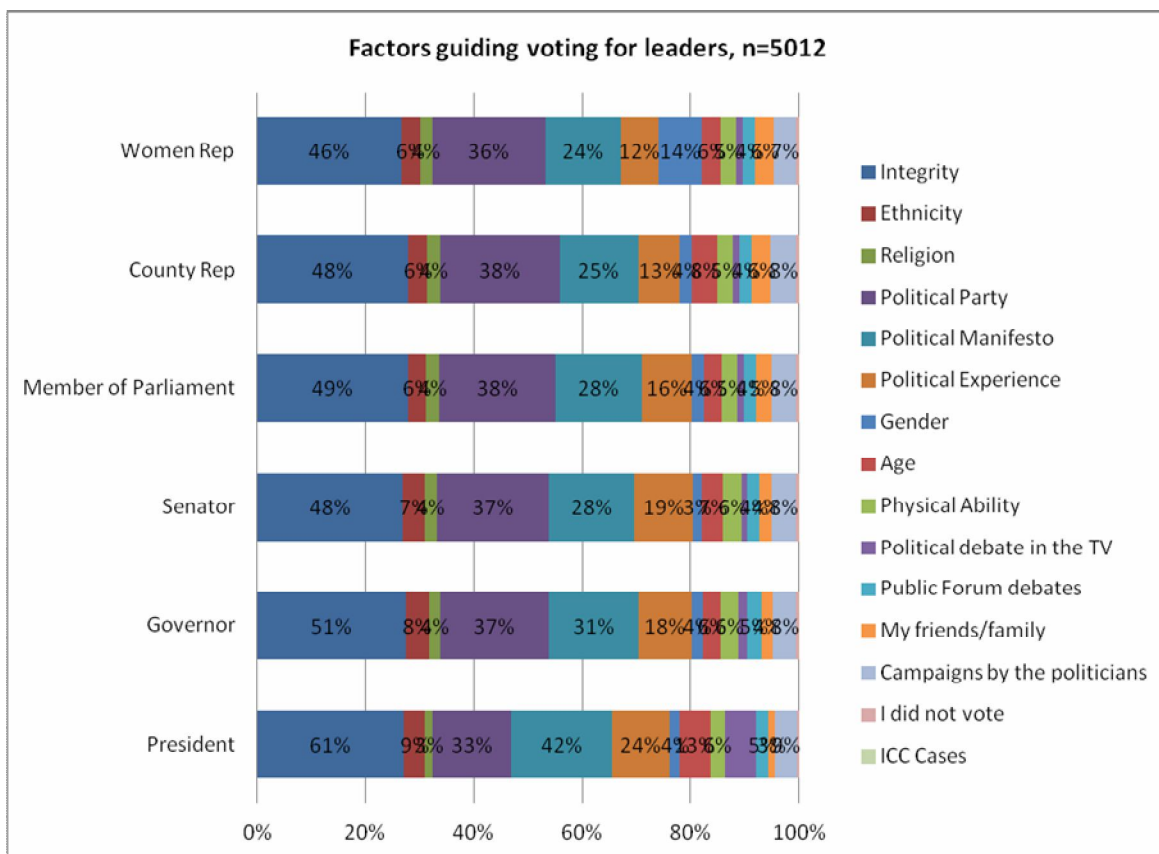
"No. The government was just forming commissions to make money and these commissioners are not going to the grassroots to the communities affected. People have bottled up anger which might explode in future"
Mwingi youth

6.6 Vetting of Leaders Based on Leadership and Integrity Criteria

On investigating the criteria for electing leaders, respondents cited honesty and being a person of integrity as most important followed by respect for citizens, competence moral uprightness, discipline and respect for the rule of law.

Past records of the individual leader did not feature as criteria. Irrespective of position vied for, most respondents cited integrity as the factor guiding voting for leaders with the expected level of integrity increasing with the level of position a leader aspired to. After integrity, one's political party, party manifesto, political experience and ethnicity were cited in descending order as factors guiding the voting process. It is however not clear whether the ICC case encouraged or discouraged voting the candidates.

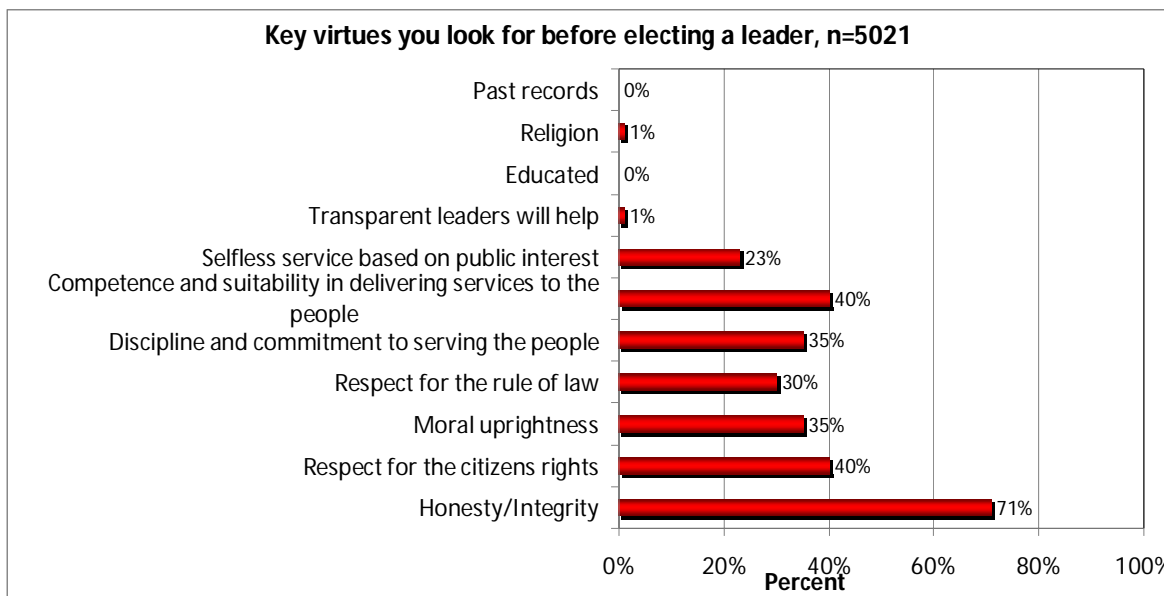
The following chart summarizes the factors that respondents claim to guide the voting of leaders.



From the above chart, it can be concluded that the three main factors that guided voting were integrity, the political party and political manifesto. It is also clear that integrity was a key guiding factor in voting president but not as important in selection of women representative, senator, county representative and member of parliament. There may be need to educate the citizenry on what constitute integrity as this may not be understood in the same way across the board. It also suggests that more work needs to be done to ensure that right criteria are used in selection of leaders. Again there is need to work on the perceptions on what should guide voting in order to turn them to action.

Furthermore on a scale of 1 to 5, respondents felt that aspirants convicted in a court of law and those not declaring their wealth should be barred from being leaders (3.4 and 3.2 respectively). This may suggest that what respondents said and the reality is different. Probably they expressed what is ideal as opposed to what in reality happened. This again calls for strategic efforts to encourage them to put their ideals into practice.

The following chart shows the key virtues that respondents look for before electing a leader.



Asked to state the virtues they look for before electing a leader, most respondents mentioned honesty/integrity. Other virtues mentioned by a significant proportion of respondents include respect for citizens' rights, competence and suitability in delivering services to the people, discipline and commitment to serving people, moral uprightness and respect for the rule of law.

Surprisingly respondents said they do not consider past record which to an extent determine moral uprightness. This shows a gap in terms of what they consider when judging whether a person is morally upright or not. They also do not consider religion, education and whether the person is transparent in leadership style. This suggests need for more civic/voter education on the virtues that citizens need to look for before electing leaders.

Some respondents felt that there was an increase in accountability, thanks to the fact that we have a president that is well educated, the leaders are also under close watch and can be taken to court if they are misusing funds, also the ICC has contributed a great deal in making the leaders accountable.

"Because we have seen some of the leaders being taken to court in terms of accountability when they misused CDF money"

Tharaka Nithi youth

There was the view that the integrity of the leadership is still wanting, the view was that the leaders are non-reformists who do not respect the law. The leaders were viewed as dishonest as they have made a lot of promises they have not been able to deliver. There are also leaders who right after the elections disappeared and are yet to be seen making any impact, the tussle that is ongoing between the two houses on who is more supreme than the other; in parliament the leaders are busy looking after their own wants.

"No. There are issues of the lower house and the upper house and the two houses are fighting who is more supreme than the other, there is a tussle going on among all leaders"

Makadara youth

"It has not improved. Because there is great percentage of corruption"

Laisamis youth

The citizenry is also informed on ways of making the leaders accountable: through petitioning them; holding peaceful demonstrations; monitoring their performance from time to time on the use of funds in relation to the developments that they have done; public audit; electing educated leaders; the use of the social media like face book and twitter to shame the leader if the performance is low. People realize that there is a need to come together, individually, there is nothing you can do.

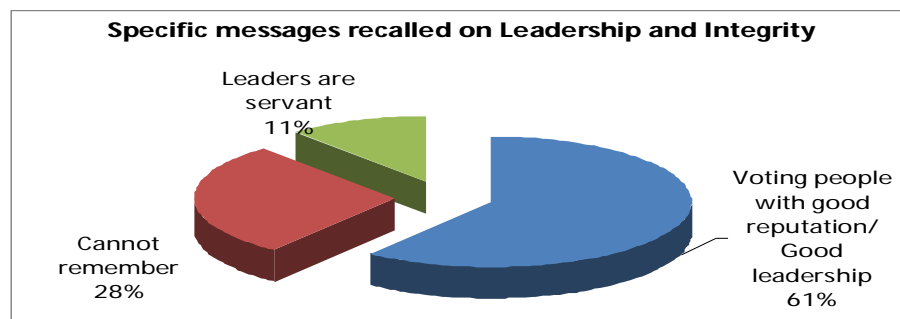
"Monitoring their performance time to time"- Kapenguria women

"You can use the social media. You can also use social movement"- Mwingi men

Leadership accountability

Under increased leadership accountability, the public's most desirable leadership quality is integrity. Kenyans are looking forward to a system that will allow only leaders of integrity to be elected and strong institutions that will ensure leaders provide quality service delivery (66%).

The main message that citizenry could recall on leadership and integrity was *'voting people with good reputation/good leadership'* at 61%. Slightly over a third of the respondents recalled that they had received messages regarding aspirant vetting and choosing of the best candidate (36% each). However almost a third of the respondents (28%) did not recall any such specific information or education on leadership and integrity, as the following charts shows.



The low level of citizen participation in vetting of candidates in this area of leadership and integrity was expected for respondents had earlier reported having received little information and even fewer recalled specific message regarding vetting of candidates. This clearly show that there is need for more civic and voter education in the area of vetting of candidates.

Women and leadership

In terms of women and leadership, the survey revealed a relatively patriarchal society that is not ready for a woman president; only 38% of Kenyans said they can vote in a woman president. The public though recognizes aspiring female presidential candidates such as Martha Karua, as she is continually discussed as 'strong' and a 'challenge' to men. The survey revealed that the Kenyan woman was still relegated to traditional roles and seen as unfit for high public offices. About three quarters (75.8%) of the respondents agree that the socio cultural values have played a significant role in stifling the woman's leadership ambition. Most respondents did not mind women in what was perceived as junior positions but not presidency. This attitude is changing albeit slowly and gradually and now a number of women have fought their way into political offices.

In the evaluation survey, the respondents recalled specific messages regarding the constitutions provisions of gender equality. At 20% the constitutions provisions of gender was the message recalled by the majority of respondents.

"We got information on how to defend and protect your rights, gender balance like a third of women should be included on elective posts"
– **Garrisa Men**

There seem to be barriers of translating knowledge to perceptions to practice in respect to women leadership. The program was successful in communicating constitutional provisions regarding women but there seemed to be hindrance of this knowledge influencing traditional perceptions and attitudes that would allow women leadership to emerge.

The civic education took place through UBI and other partners have resulted in increased awareness on the constitutional provisions. In the last few months, the country has witnessed and appreciated public vetting of public appointees. Through the Uchaguzi Bora Initiative, the vetting of aspiring candidates during the pre-election period gained popularity with citizens increasingly getting involved in vetting exercises in different counties.

Following civic and voter education on leadership and integrity, Implementing partners (IPs) were able to sensitize citizens on the need to vet the aspiring leaders and ensure only those with good track records have their names in the ballot papers. The IP's further supported and trained citizens on how to vet leaders thus instilling the culture of vetting leaders during the period preceding the elections. There was establishment of County Citizen Participatory Forums in Siaya, Makueni, Kilifi and Taita Taveta counties that engaged in vetting of leaders. This facilitated citizens to participate in the vetting of aspiring leaders. While the vetting forums may not have been conducted systemically across the 47 counties, it's evident from the election results that Kenyan citizens were no longer going to do business as usual. The sensitization of Kenyans on the constitutional provision on leadership and integrity has seen a large number of the old crop of politicians out, with Kenyans bringing on board over 70% new political leaders.

This is a demonstration of the fact that citizens had very little confidence on the old crop of leaders and are looking for change.

In Siaya citizens were trained by Community Aid International on vetting leaders and established social vetting forums which were recognized by local authorities and over a period of 3 months prior to the elections, citizens were involved in this process. In some instances, those that received direct nominations by the parties were rejected at the actual election. In Garissa, citizens elected a person from a minority clan as the governor based on his qualifications and qualities, contrary to 'traditional' practice which has been to elect leaders from the bigger clans. This phenomenon was also experienced in Lamu where citizens after being equipped with vetting skills elected the governor from a member of an indigenous tribe.

It is also worth noting that in a number of counties where it was feared that citizens would go for "six piece" in line with the popular political party in the region, increased awareness by citizens on the focus of leadership and integrity for leaders, resulted in citizens dismissing the "six piece voting" and electing leaders based on their own assessment of their suitability. Example of such counties includes Samburu and Nyeri.

From the qualitative, it was pointed out that Kenyans now have a platform to ensure that they have leaders of integrity. Nowadays people have become enlightened and are now more involved in democratic process so they want to know the type of leaders they are voting in, they want someone educated and one who is going to deliver and when you are campaigning, they look at what you have done for them so far that is tangible. People do not vote along ethnic lines

anymore as is evidenced by the various regions that voted in leaders who are not natives of the area like in Kisumu, Migori who voted for people from minority groups as their leaders.

"Like now they are rating the performance of counties, the top 5 and the bottoms 5 so if you see that your county is not performing then you raise your socks. This can really help"
Kisauni youth

"Before people used to vote for a candidate that came from their community but now we vote for someone who is going to deliver. People also look at the education level. Those things are removing the lines of ethnicity"
Turkana men

However, some said that the impact on leadership and integrity is yet to be felt, as people are still voting along ethnic lines. There are those who feel that the leaders are still taking them for a ride.

"No one wants to know whether you are learned they look at the party and the tribe you come from"
Eldoret women

"That can't change because of tribalism"- **Wajir women**

6.7 Strengthening and Supporting CSOs to Respond to Emerging Electoral Issues at County and National Level

To strengthen and support CSOs to respond to emerging electoral issues at county and national level, Uraia together with the International Republican Institute (IRI) finalized the development of civic education and engagement learning materials⁷. Specifically, development of the civic education handbook was completed and the same was used during the training of trainers and civic educators' workshops. Additionally the handbook was distributed to implementing partners and county civic educators for use in the delivery of civic education.

"UBI supported training of trainers both on processes of devolution and electoral issues so as to ensure that information at the ground was accurate. It encouraged partnership thus we mapped the areas we should cover with other CSOs"
Implementing Partner

"One thing that was emphasized was teamwork. We were composed of 9 faith communities, we had the SDA, Muslims and then NCKK. So when we have these forums these faith communities bring members from various faiths to dialogue on emerging issues. That tells you that it brought diversity and people from all backgrounds to dialogue together, because where we have the interfaith, it's a system itself which cleanses because they have to work together. So that was a mechanism that was inclusive and we saw positive results"
KII Consortia.

Given the training and support provided by Uraia, CSOs were able to effectively respond to emerging electoral issues at County and National level. For instance, some Civic Educators were able to respond to emerging issues and restore the faith in the citizenry during the election process, some were able to stop election malpractices and to straighten out issues as overseers.

"The civic educators also had to step in and ensure that the people had IDs, it was realized in a few areas that the citizens did not have IDs, civic educators had to come in and push the involved

⁷ Uraia Trust Progress Report for the Period August – October 2012

institutions so that these people could get the necessary identifications". Civic Educator, Lower Eastern

"In the elections, if there was a problem and we as the civic educators who also stepped in to oversee the process, raised it, there was an intervention. Like in Kiboro, there was a case where there were some hidden ballot boxes and once they were found then the counting was redone and the person who won is not the first person who had been declared winner but after the counting, someone else won and that was resolved in house without having to go to the courts".

Civic educator, Nairobi

"Uraia really helped us to respond to emerging issues and need say to prevent violence from happening or a situation relating to violence under this process. Under Uchaguzi Bora we benefited from RRI at two levels - one we had the incident in Mathare where we had some violence towards the end of last year and beginning of this year, so I remember the organization that was working in Mathare and works in informal settlements and another organization Kenya Slums also came to us and wanted to do some preventive peace building work in relation to elections so we referred to Uraia we got some funding and we were able to do some assessment of the situation, what had happened, who is there, who is doing what and then to design some community dialogue which we did before and after elections and I think we were quite satisfied with integrity which led to very minimal violence in Mathare."

KII Consortia

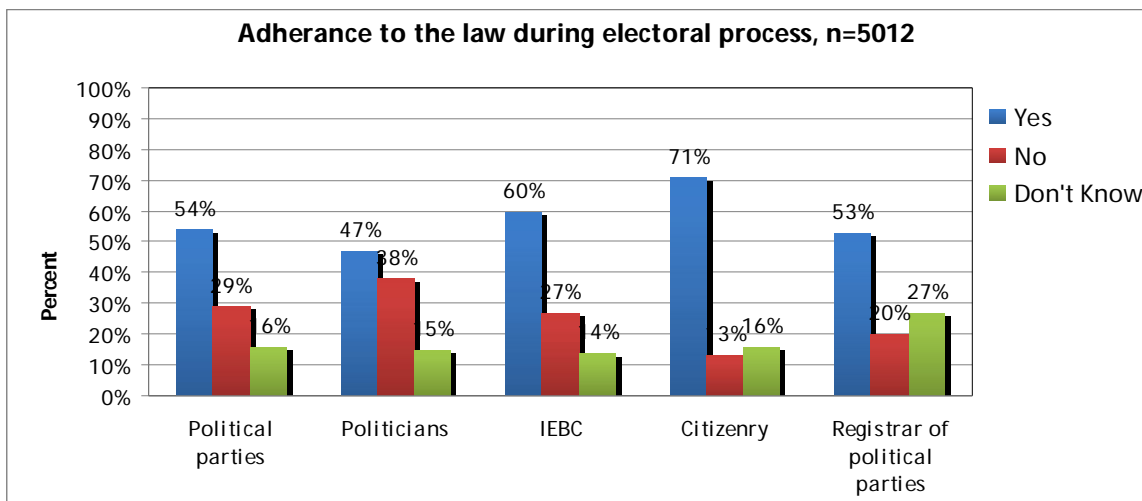
Through vigorous recruitment process training and capacity building the UT was able to strength and support the CSOs to respond to emerging issues at county and national level. However given the limited time within which to choose IPs, it was difficult to get good CSOs to work with e.g. in some parts of Nakuru and Kirinyaga counties, UBI did not get good any CSOs. Although efforts were made to strength and support the CSOs, the actual implementation depended on the proactively of the particular organizations and their management styles. It was therefore difficult to radically change the management style within the short time that UBI was being implemented. As a result some IPS were more successful than others in implementing the UBI programme in their respective jurisdictions. In a few instances some of the IPs that had been identified and trained could not implement the UBI on the ground and had to be substituted. However, despite these challenges UBI was implemented had had positive impact on the ground. Therefore it is clear that the UT did strengthen and support CSOs to implement the UBI programme as the following verbatim quote show.

"The capacity building for the beneficiaries as Civic educators will sustain the project, in that they are available, in their respective groups and have potential to reach at least the majority of the populations within the target areas they represent"

KII South Rift

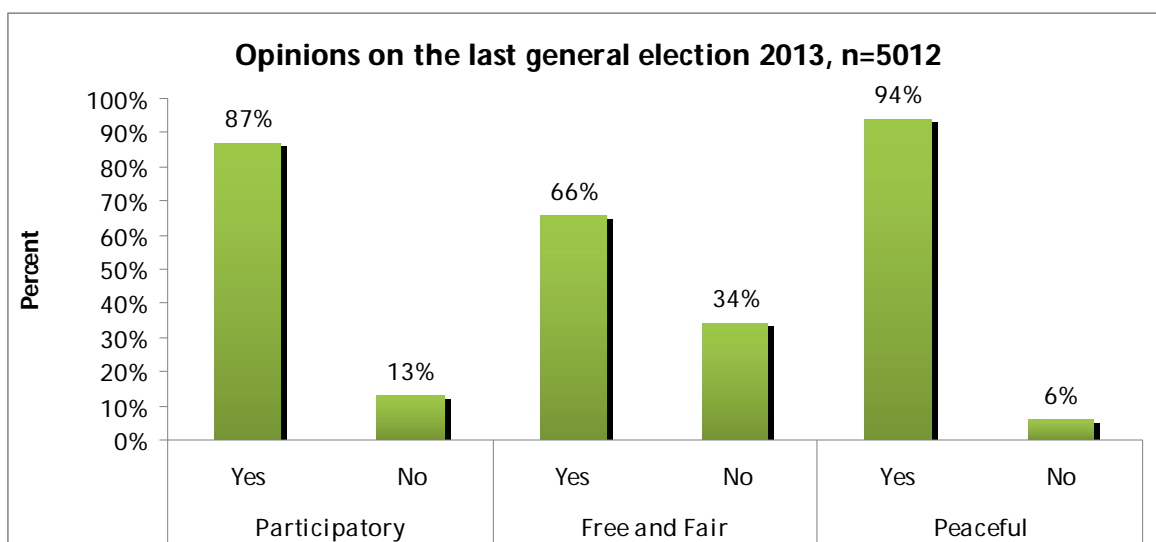
6.8 Entrenching Constitutionalism in the Electioneering Process

Respondents were asked to state what they thought about adherence to the law by various participants during the electoral process. The respondents felt that citizens' best complied to legal requirements (71%) while politicians least complied (47%).



The responsibility of ensuring free and fair elections was believed to mostly belong to the IEBC, and the voter (69 and 60% respectively). Other participants such as political leaders, the police, election observers, religious leaders, and the judiciary and government administrators were reported to have a role by between 21 to 11% of the respondents. The civil society and international community were considered to have the least roles (8 and 5% respectively) in ensuring free and safe elections.

Overall the 2013 general election was considered peaceful, participatory, free and fair by varying proportions of the respondents (94%, 87% and 66%). Reasons for considering the elections peaceful were that there was no violence or incitement (85%) and that Kenyans maintained peace (11%). Regarding reasons for believing the election was participatory, 95% said that this opinion was informed by the fact that all people were allowed to vote and the majority of registered voters participated in the election. Among those who said that elections were free and fair, they cited reasons such as the fact that everyone was able and free to vote, it was transparent and there was no question on rigging and their preferred leaders were elected (36%, 32% and 21%).



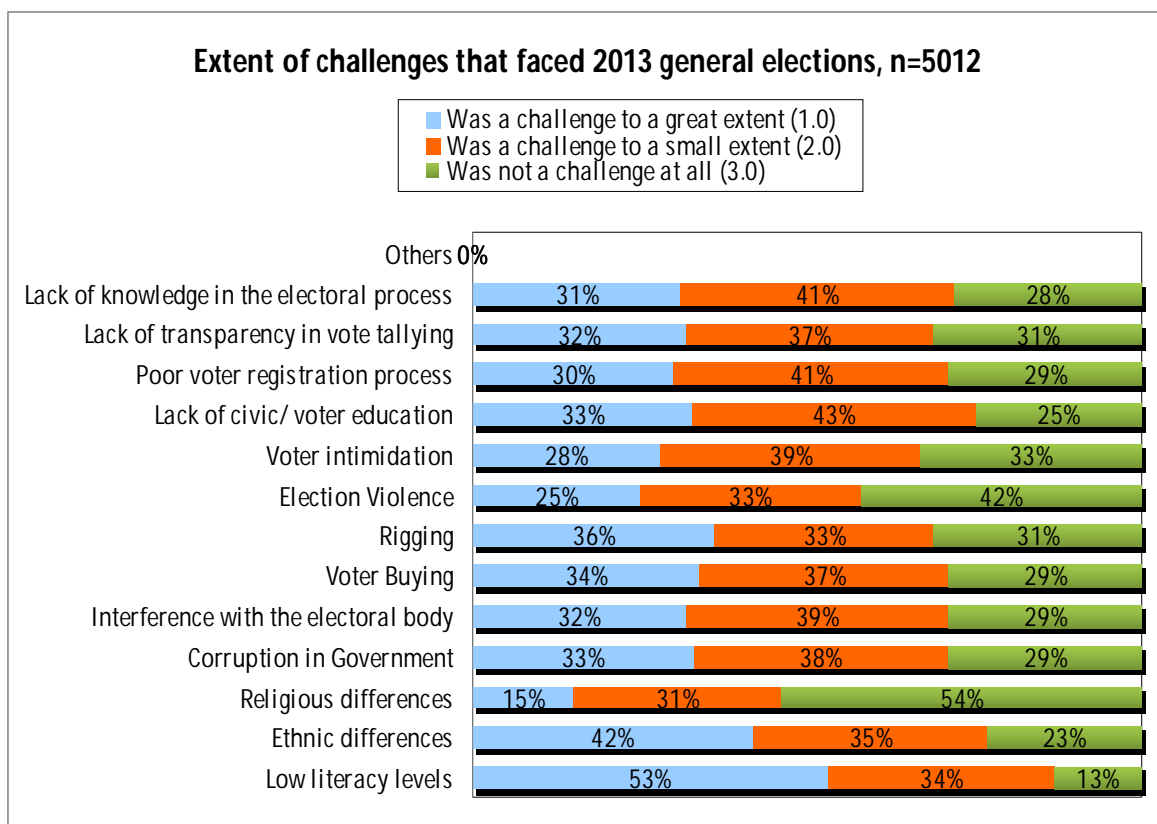
From the chart above, it is clear that an overwhelming majority of the respondents were of the opinion that the 2013 general elections were participatory (87%) and peaceful (94%). On the

other hand those who perceived the elections as free and fair were 66%, indicating that a significant third (34%) of the respondents did not consider the elections free and fair and this may explain the number of leaders who sought court adjudication on the election outcomes – they did not perceive the process as entirely free and fair.

Among the 6% who considered the election not peaceful, reasons cited for this opinion was that some Kenyans failed to understand the voting process, they had experience violence in their area and tension that was election related (40%, 33% and 20% respectively). Of the 13% respondents who did not consider the election participatory, the main reason cited was that some citizens did not vote, some names were missing in the voter register and some views and opinions of Kenyans were not taken into consideration (53%, 23% and 11% respectively). Regarding those who believed that the election was not free and fair (34%), they reported that this opinion was informed by election problems, voter tallying was marred by a lot of rigging, results were contested in courts such as the supreme court and there were complaints from citizens and various aspirants (33 %, 22%, 15% and 13% respectively).

As to the extent of challenges faced in the general elections, low literacy levels (53%), ethnic differences (42%), rigging (36%), voter buying (34%), corruption in government (33%), and interference with the electoral body (32%), were considered the most important. In order of importance, the following were not considered a challenge at all: religious differences (54%), election violence (42%), voter intimidation (33%) and lack of transparency in vote tallying (31%).

For more information see the following chart.



The strategic partners carried out activities that included developing materials for use by members of the public and judiciary in relation to electoral issues, supporting organizations that were involved in the Initiative like assisting in research of cases, arranging and attending public forums to inform the public about issues in relation to elections. Forums were held and discussed on various chapters of the constitution that were of focus. There was also the media use, the use of short text message (SMS) interface and the distribution of IEC materials so that people could have the reference point.

"We used some sums interface where we were sending. Like if we go to Strathmore we would take the contacts of the people who are participating, come here key them in and then send messages to them like you have to be at the polling station at this time"-

KII, implementing partner

"We focused on chapter 6, 9, and 10; they were supporting the electoral process through training and distribution of copies of the constitution"

KII, lower Eastern

From the citizenry:

"I went to Meru town and there is this lawyer who came to church to explain to people about the electoral process and he said he is from the government"

Meru, women

I was given a book by my brother from IEBC which I read"- ***Moyale men***

There was use of the village elders and community leaders to foster peace. Activities that were carried out included the massive use of theatres to demonstrate, the use of the media as well as caravan rallies, the use of the police and NGOs on the ground.

"Using magnet theatre during facilitation"- ***KII Nyanza***

Strategies like media focus where they developed messages based on chapter 6 (Leadership and integrity) of the constitution on how to select a credible leader address this messages using local and national radio station emphasizing on how to identify a good leader or what constitutes a good leader and the importance of choosing a good leader, there were also strategic dialogue sessions targeting opinion leaders, as well as forums such as quiz nights.

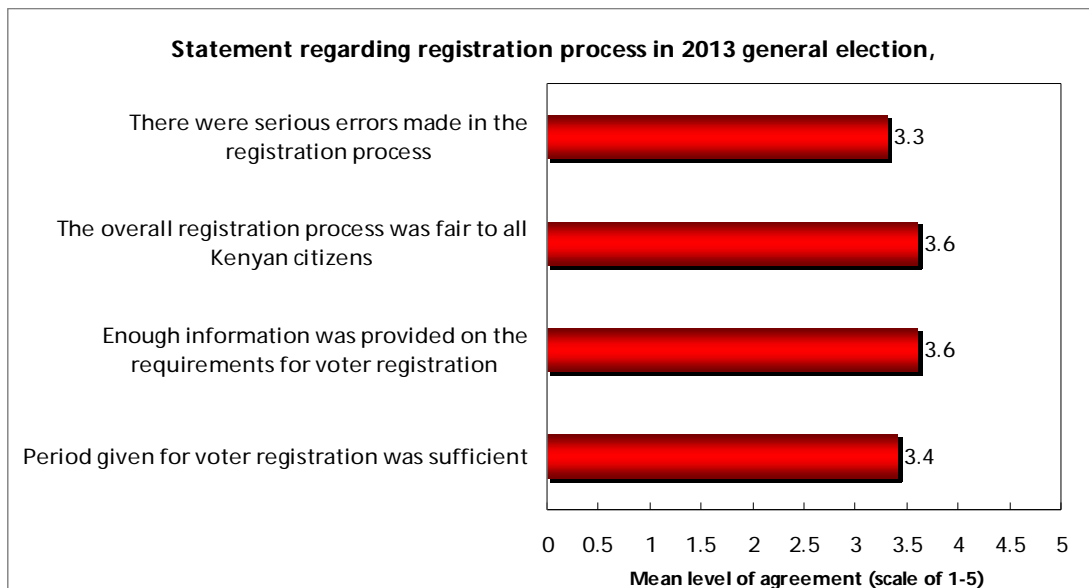
"We had accountability forums with different stakeholders"

KII, Coast

"We tried to engage them in quiz night. We knew the forums will not work as we had tried to engage them before but we noticed the students were not coming for our meetings so we organized quiz nights"

KII Implementing partner

On a scale of 1 to 5, the information provided regarding registration process as well as the process itself was rated highly (3.6) although there are those who felt there were serious errors in the process (3.3). However the registration period was considered just average (3.4).



The registration process was rated slightly above average in most aspects. Generally there was the feeling that the overall registration was fair to all citizens and enough information was provided on the requirements for voter registration. The UBI was instrumental in disseminating information on the requirements for voter registration and appealing to Kenyans to register as voters. Therefore the success of voter registration could partly be attributed to the UBI.

At between 3.5 and 3.9 the voting processes was rated highly at all levels from its security, verifiability, transparency, accountability, simplicity of the ballot paper colors and adequacy of information regarding the elective positions. Respondents however were concerned about the spoilt ballot papers and considered them significant (4.0). The lowest rating (3.2) was on the appropriateness of structures and mechanisms to eliminate electoral malpractices.

6.9 Increasing Transparency and accountability in the Electioneering Process

The 2013 general elections were viewed as participatory, free and fair because many people came out to vote, the constitution provided a platform for many people to participate by creating more positions to be vied for and the civic education that was offered played a great role

"According to me 2013 elections were free and fair because no one was denied to vote despite the challenges that faced IEBC and that is why you find that the tallying process had no problem"

Mwingi men

"To me the constitution helped the people as the civic and the voter education that people got was according to the constitution therefore it gave people the awareness of what they should do constitutionally"

Turkana men

There were several outcomes that were felt in the 2013 general elections and were brought about by the constitution: the participation of more women as they were given more slots, people feel that they have the right to vote and call back a leader whom you feel is not performing, the trust increased in the judiciary, the nomination and vetting of candidates provided a platform for party nominations before handing over of the final list of names to the IEBC.

"Yes. Because people were given the rights to choose the leaders they want, because if you elect a leader and they don't perform you can pass a vote of no confidence on them and they lose their position"

Garissa men

"The constitution states that if we have election disagreements then we go to the courts and the verdict of the Supreme Court is final, so it provided a platform"

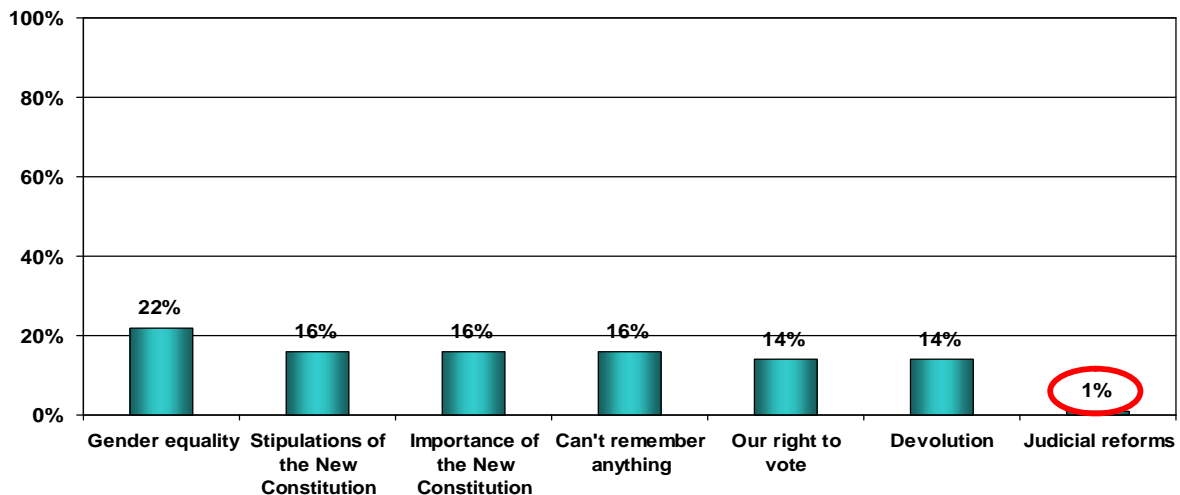
Makadara youth

The Independent Electoral and Boundaries Commission (IEBC) that replaced the ECK received favorable approval ratings from the public, with 77% of the Kenyans interviewed in this evaluation optimistic that the IEBC is capable of managing free and fair elections. This suggests that despite the initial feelings by a portion of Kenyans that IEBC may have been compromised during the general elections, this notion has changed probably as a result of bi-elections that have recently taken place and have been seen as largely free, fair and credible.

6.10 Enhancing Credibility in the Judicial System to Achieve Participatory, Peaceful, Free and Fair Elections

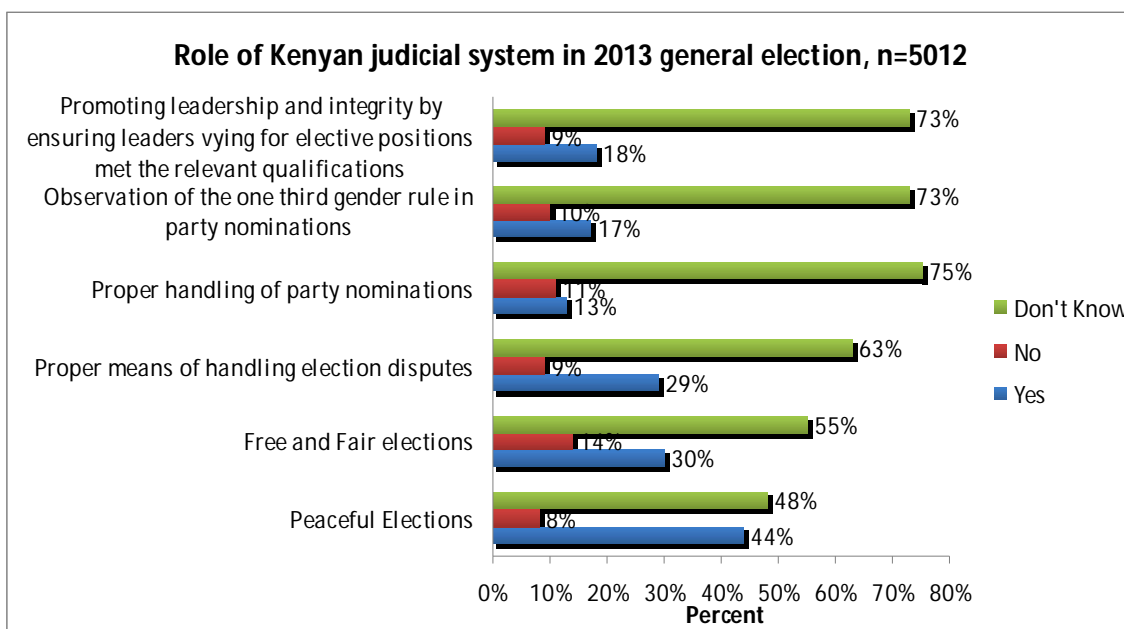
Regarding legal, electoral, and judicial reforms, the major concern was how the implementation of the Constitution would be achieved and the fear that the Executive, Parliament, the Judiciary as well as the citizenry would fail to uphold the law. From the evaluation findings, it is clear that the public appreciates the reforms in the electoral and judicial processes however respondents who recalled hearing specific messages on judicial reforms as stipulated in the constitution were negligible (1%). Other specific messages in the constitution such as those on gender, devolution and voter rights however were recalled by low proportion of respondents, as indicated in the chart below.

Specific message recalled on the Constitution



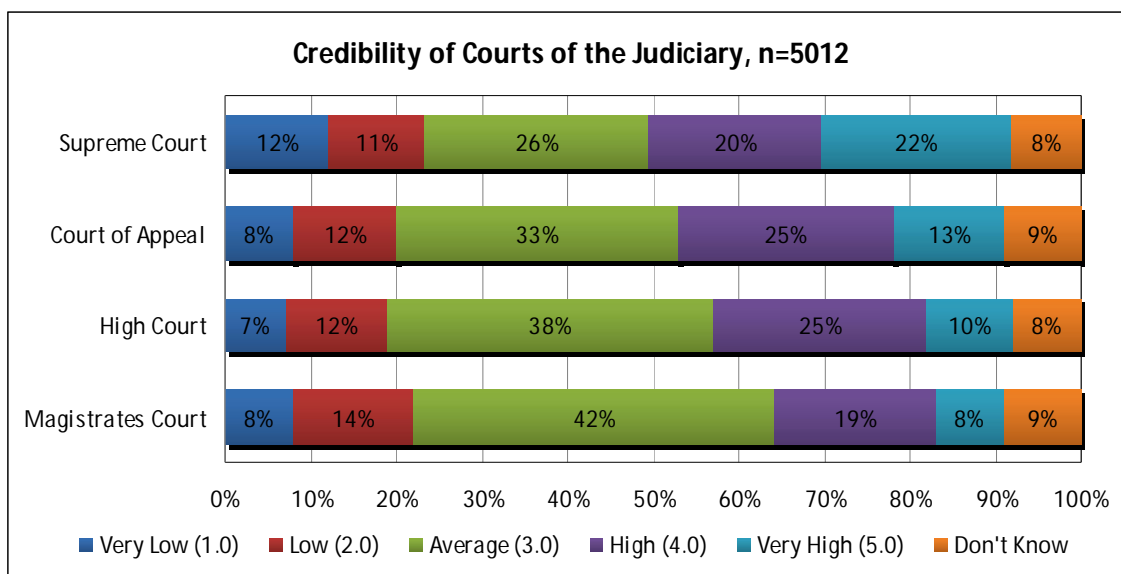
The UBI had low success rate in regard to dissemination of legal, electoral and judicial reforms particularly as provided for in the constitution. From the key informant interviews, the findings were that the area of legal, electoral and judicial reforms was not given a lot of attention as there was time limitation and UBI team had to prioritize areas to do with voters' education on electioneering process.

Many of the respondents did not know the role of the Judicial System in the 2013 elections in ensuring a peaceful election in respect to the promotion of leadership and integrity, observation of one third gender rules, party nominations, and handling of election disputes as well as overseeing free, fair and peaceful elections. The Judicial role that was best known was ensuring a peaceful election which was mentioned by only 44% of the respondents.



The credibility of various courts of the judiciary increased with their seniority. The Supreme Court received the best rating at 22% as of very high credibility and the magistrates' court received the lowest rating of very high credibility at 8%.

However of all the courts, the same Supreme Court received the highest rating of “very low” credibility at 12%. This may be attributed to the ruling on landmark presidential case following the 2013 general elections.



The Supreme Court had higher credibility compared to the other courts. On the other hand Magistrate Court was generally average in terms of credibility suggesting that more needs to be done to ensure that the citizenry have faith in the judicial system.

The findings revealed that a majority of Kenyans (68%) were aware of where to report crimes and grievances. Access to the law courts however was perceived as limited with less than half (46.2%) of Kenyans agreeable that they can access law courts easily. With regards to promoting access to justice, the survey revealed low public participation in judicial processes, reforms and inadequate knowledge of court systems in Kenya.

While 77% of Kenyans were aware of courts in the country, most respondents (69%), could not differentiate the roles of various courts in the country. Analyses of the roles adduced from the respondents indicate misinformation on the roles of the courts.

Confidence in the various courts varied with the newly created Supreme Court receiving most attention. The feelings of the credibility of the Supreme Court were extremely polarized with the court receiving highest rating of “very high credibility” and the highest rating of “very low credibility”. This radical view is probably informed by the close presidential election results which polarized the electorate as they were contested and determined by this court in a land mark election petition.

An outcome of the judicial process is that now, some Kenyans view the judiciary as more credible than a few years ago and whoever breaks the law is brought to justice, Kenyans have started to believe in it as more Kenyans can be seen to be taking their cases to court.

“Sometime ago if you were taking someone with money to the court then that case goes nowhere but right now, we can see the changes in our judicial system, the cases are handled quickly”- Kisang youth

Another outcome is that the judiciary was able to deliver participatory, free and fair elections as they are the ones that made a ruling on the election petition. They handled the discrepancy that was there swiftly, this shows that they understood that there was tension in the county. The ruling that the judiciary gave made the country not to go into post-election violence.

"To me I will say it was credible. They really did their best on the presidential elections, it read the mood of the country and maintained peace despite the challenges it faced"

Mwangi men

However, some for the citizens expressed the view that the judiciary is not credible as Kenyans still see them accepting bribes and are biased; the judges are also viewed as corrupt. Some Kenyans feel that due to the reforms it is still a young system that is undergoing gradual change but the old system is fighting the new system and that is why there are wrangles among the judiciary members.

"Most of them are easily corrupted"- Lager women

The country has seen an increase in the number of candidates using the court system to address electoral disputes as opposed to inciting their supporters into violence. (There were 145 petition cases in the 2013 elections, according to the figures published by the Judiciary; 56 Members of Parliament, 54 County Assembly Representatives, 20 Governors, 7 Senators, 5 Women Representatives and 3 Speakers of the County Assembly). In addition, citizens are now more aware of the need to respect the rule of law, and this saw Kenyans accept the ruling by the Supreme Court on the presidential dispute without resulting to violence after the general election held on 4th March 2013.

The voter education by URAIA targeted messages rallying citizens and political leaders to respect the rule of law. In spite of the failure by the IEBC voter identification and relay systems in sending the tallied results from the polling centers, observation reports indicate that the election process was largely transparent and free from manipulation. (ELOG PVT Statement)

The impact of the judicial process from the qualitative analysis is that now more Kenyans have faith in the judicial system, even the introduction of the Supreme Court was good; it brought about peace in the election process.

"We had faith in the Supreme Court"- Wajir youth

"For me I think the judicial system contributed to peace, a few years ago there was a problem of dispute resolution such that if a person who a loss goes to court the one who won gave the other money. But now IEBC had created a dispute resolution mechanism, so the case goes to court"

Nyeri youth

CHAPTER 7: CONSTRAINTS OF UCHAGUZI BORA INITIATIVE

The findings from the key players suggest that although UBI was to be implemented within 18 months it was done in less than 5 months. This was due to delayed disbursement of the funds by the donors.

The volume of work for such activities to be implemented in such a short time was also found to be a bit overwhelming in terms of human resource available. For some regions, partners could not be identified like in West Pokot, Isiolo and Tharaka Nithi. Some partners were also not strong and this affected the efficiency. For instance in Kirinyaga the partner identified had limited capacity.

Other challenges encountered included:

- Some of the planned activities did not happen due to various challenges that were encountered including unfavorable political climate;
- Some partners feel that there is a deliberate effort by the government to block their efforts as they try to push for a change only for the government to counteract what they are doing.
- The communication was good between Uraia and a lot of the players, however for some it was a challenge.

"We provided majority of information as donors to the UBI, we did not do the reverse and there reached a time that we felt we were didn't get information, things were not moving, so that definitely showed internal strain in terms of capacity"

KII Donor

"It is not that comprehensive, we were only to brief them because the time was very short"

FGD PWDs

The voter/ civic education came too close to the elections and at this time there were ongoing campaigns. The challenge was brought by more people attending the rallies as they expected to get material handouts from the rallies as opposed to the UBI forums where they would just learn and nothing else. Some of the participants expected material benefits.

There were inadequate materials for further references and the participants were sharing the constitution instead of each having his or her own copy; The time factor, it came too close to the elections, was too short a time to absorb all that was being taught; radio adverts by the implementing partners were too few because of the costs; very vast areas of coverage with very few civic educators under them, this made the coverage area not to be well reached as should have been.

"Some of the participants expected materialistic benefits. Participants were demanding for sitting allowances and other logistics like T-shirts, which can be termed as handouts"

KII S. Rift

Some challenges mentioned were region based including; the fact that the remote areas need to be covered; the reach on nomads; poor infrastructure; and in coast, the threat of the MRC created tension during the voting period.

"Nomadism was a great challenge, movement of cattle headers in search of grazing land and water, it was hard to organize a meeting and give them the information"

KII N. Rift

CHAPTER 8: DATA COLLECTION CHALLENGES

Some of the field challenges that were experienced during the data collection process included:

1. There was insecurity in some parts of the country especially in Nairobi as the data collection schedule coincided with the Westgate attack hence some of the respondents were not willing to be interviewed. This also brought about some sidelining of the views because a lot of the respondents would refer to this in terms of providing information. In Mombasa, the killing of 2 Sheikhs that happened while the survey was ongoing also made the respondents to shy away from participating in the survey and this also caused a challenge for the interviewers in terms of mobility.
2. We also had problematic respondents; these were respondents who were directly affected by the 2007/ 2008 post election violence and were not willing to participate in the survey. Some were hostile to the interviewers.
3. Most of the members of the minority groups, Caucasians and Indians, were not also very willing to be interviewed. A major challenge that was experienced was during the focus group that was supposed to be conducted for Indian respondents but those invited did not turn up and hence we had to result to conducting in-depth interviews as opposed to focus group with this target group.
4. With the PWD focus group, there was need to organize the logistics based on the type of disability and this was a bit challenging.
5. As this was a national survey and we were doing random selection, there were also challenges in terms of the language barrier in a few areas. However, use of local interviewers moderated this challenge.
6. **Accessibility:** distances covered were extensive which meant more days in the field in order to allow time for travel. Other parts of the country have very few vehicles going to the areas hence it was a little bit challenging in terms of movement e.g. in N. Eastern our interviewers had to travel on board a lorry that was ferrying cows.
7. Extensive distances of coverage also brought an issue in terms of trying to bring the civic educators to a mini group as had been planned in some areas as the various educators come from counties that are far off hence making the logistics very challenging, due to this, we had to instead conduct in-depth interviews with the civic educators who could be accessed.
8. **Poor telephone Network Coverage:** In some geographical areas it was impossible to communicate due to poor telephone network; it meant that once in a while it was difficult to contact some members of the team but there were required to get in touch as soon as they reach an area with telephone network.
9. State actors were also very hard to get and their interviews took longer to schedule because they could hardly be found. For some, even after being found, they still did not have time to give a comprehensive interview into issues that were being discussed.

CHAPTER 9: CONCLUSION AND RECOMMENDATIONS

9.1 Conclusion

The findings of this evaluation shows that the UBI achieved its objectives of providing effective voter education to Kenyan citizens but more needed to be done in the area of civic education. The UBI also facilitated citizen engagement in electoral process although there was low participation in vetting of the candidates which suggests that the approach needs to be changed to incorporate the political parties as they play a big role in vetting of candidates. Therefore Uraia needs to look for ways of empowering all players involved in vetting of leaders to play their rightful role – these include the citizens, political parties, the IEBC and the judiciary. The UBI tried to ensure all their partners followed the constitution through institutional and democratic transformation internally and with other actors. Although this was encouraged, it was not possible for the UBI to monitor the progress given the limited time within which the entire project was implemented. By its very nature, this objective needs to be put as work in progress until all the institutions are aware and have implemented it.

In terms of the strategies used to deliver the message, radio and television were most effective but this may have been influenced by the timing of the implementation which coincided with the political campaign period. Given the success of the 2013 general elections, the strategies employed by the UBI can largely be considered to be relevant and effective. However the implementation would have been more effective and efficient had it been launched earlier as opposed to a few months before the general elections. The release of funding from the donors was delayed in a number of cases and this also delayed the implementation. This short time within which the initiative was implemented meant that some of the funding could not be absorbed before the end of the project period.

Based on the findings, it could be concluded that the UBI to a great extent helped increase knowledge and understanding of the constitutions and electoral issues, it helped foster and expand citizen participation in the political and governance issues. The UBI also helped to strengthen and support CSOs to respond to emerging electoral related issues at county and national level. However more needs to be done to increase the knowledge and transform this knowledge into action and ultimately become a way of life.

A major challenge that was pin-pointed across the survey was that, the civic education came too close to the election which was too short a time for adequate preparation in terms of the quality of knowledge that was to be impacted on the citizen. Civic engagement should be a continuous process, it is not a drop and go mechanism. The programme should therefore look into being a continuous process hence the suggestion of having civic education inculcated in the education curriculum so that the citizenry can get to learn of these processes right from the school level. However, this needs to be combined with regular civic and voter education among the adults who may not have gone to schools or those who though educated needs a constant reminder of their rights and responsibilities under the constitution.

9.2 Recommendations

Based on the findings of the evaluation, the following are the recommendations:

- The programme should be continuous in respect to the election cycle with requisite enhancement and modification nearer the general elections. This will provide opportunity for successful engagement of citizenry on important issues such as leadership and integrity away from periods of high political temperature.
- Develop a civic education program to sensitize leaders and citizenry on the realistic roles, responsibilities and expectations regarding devolution.
- Translate print and electronic civic education materials into vernacular languages and accessible modes for people with disabilities.
- Encourage timely release of funding for desired outcomes and for effective and maximum impact.
- Work more/closely with government, particularly the KNICE and IEBC which are the main state-actors in charge of civic and voter education.
- UBI should also enhance their relationship with the state to influence the introduction of policies that are friendly to non-state actors as they lead and work through consortiums and have the state support it for sustainability; For instance, the education curriculum could be influenced to include topics on societal values and democracy to inculcate these in children from the level of pre-unit all the way to the university. This will ensure that long term civic education is achieved.
- Partnering with service providers such as SAFARICOM and AIRTEL to develop and implement innovative methods, such as ring tones and competitions, to communicate messages through mobile-based technology for a wider reach.
- Engage and strengthen political institutions such as political parties in regard to national values, leadership and integrity with a view of enhancing and vetting aspirants.
- Engage and strengthen State Actors involved in the electioneering process such as the IEBC to provide leadership in determination of integrity of aspirants.
- Engage and strengthen the Judiciary so that the citizenry could have a positive perception in regard to their impartiality.
- Widen the demographic scope to include specific players who represent youth, women and disabled category at policy levels in organizations.
- Noting that the Constitution is very wide; varieties of training need to be implemented, not just having lectures and books, there is need for group work, participatory ways of learning and social media; therefore the trainings for the civic educators should be county-based as each county has its own issues; the training should also be continuous, Kenyans need to develop a constitutional culture.
- As the institution with a national outlook spearheading civic education programmes, UT needs to boost its organization staffing at the junior officers level. As currently constituted, the organization has more staff at the top and middle management and few staff at the lower levels. In particular, there is need to have a strong, media and communications professionals.

CHAPTER 10: ANNEXES

10.1 A sample of Implementing Partners for UBI and their Achievements

No.	Organization	Outcome
1.	Haki Centre Organization	<ul style="list-style-type: none"> • Even after the completion of the project, community members took up the initiative to mobilize people and organize venues to continue with discussions on the constitution, citizen participation and empowerment, citizen engagement and social accountability. • Members of the community worked together to come up with tailor made local solutions to their problems without having to rely entirely on external interventions. • The efforts of the election monitors along with other actors thwarted violence that had been planned in areas like Kwale and Mombasa counties. Intelligence reports of potential attacks were received and forwarded to CSEWERM.
2.	Centre for Conflict Resolution-Kenya (CCR)	<ul style="list-style-type: none"> • More youth and women participated in the elections as voters and also ran for political office.
3.	INSTITUTE FOR EDUCATION IN DEMOCRACY	<ul style="list-style-type: none"> • 34 community educators were recruited and trained in carrying out Civic Education, and thereafter carried out at least two activities per week for three months. • 19 out of the 34 CBCEs were re-trained and deployed to undertake Civic Education specifically on devolution. • Feedback from the community revealed that they benefited from the project and indicated areas in which IED could improve. • The community educators were given assistance where they needed deeper clarification of issues, and were helped in reaching the community leaders • The project strengthened the link between IED and the community, and among the different groups working in the region. • A large number of people were reached through the civic and voter education. There was a corresponding increase in voter turnout and citizen participation and engagement in the electoral processes. • Members of the community began to hold their leaders to account by raising issues that had been affecting them and demanded for answers and intervention from their leaders. • Civic Education material was developed and distributed. 13,600

		<p>booklets on the electoral process and 6,000 booklets on devolution, both in English and Swahili, were produced and distributed.</p> <ul style="list-style-type: none"> • 20 Community Based Civic Educators (CBCEs) from Elgeyo Marakwet, Samburu, Kwale, Kilifi and Marsabit were retrained on devolution. They were thereafter deployed to conduct civic education on devolution in their respective regions. The training covered topics such as: what devolution are, principles of devolution, functions of devolved government, challenges facing devolution and how to address them, legislation on devolution, and how to enhance public participation. • Each CBCE undertook 2 community civic education activities per week for one month. In total, 4,960 people were reached including youth, women, PWDs and disadvantaged groups.
4.	<i>KURIA DISTRICT DISABILITY NETWORK (KDDN)</i>	<ul style="list-style-type: none"> • The March 4th elections were concluded with good representation of persons with disabilities and youth in appointive and elective positions. Indeed, the 4 county ward representatives who are PWDs all hail from constituencies where the Uchaguzi Bora Initiative was undertaken. In addition, there were a large number of elected leaders who were non-politicians which shows that people elected leaders who are not monarchs. • KDDN conducted 2 civic engagement meetings in Mabera and Masaba during which participants were sensitized on devolution. Community gatekeepers (chiefs, assistant chiefs, head teachers, etc.) were trained and received a greater understanding on devolution and how to influence the development agenda at the county level and how to hold leaders accountable. • In particular, the training covered the following topics: understanding devolution, units of devolved government, citizen participation, activating citizen power, citizen tools for participation. • The participants garnered a deeper understanding of the principles of devolution and the features of the devolved structures, transition mechanisms and the relevant chapters in the constitution. The forums contributed to the enhancement of citizen participation in the devolution process and the devolved structures. The meetings also increased dialogue on local issues that promote local solutions related to low participation and inclusion of vulnerable groups in the development agenda.

5.	CONSTITUTION AND REFORM EDUCATION CONSORTIUM (CRECO)	<p>i. In Search of Peace</p> <ul style="list-style-type: none"> Peace forums were organized by Muungano Maendeleo and Kenya Slums Assemblies Trust which were aimed towards restoring peace in Mathare Slums which has been prone to violence during election periods. There was a decline in violence despite the tensions. In its monitoring of elections through ICT, CRECO encouraged residents of Mathare to report any election irregularities or incidences of malpractice as well as information on the any possible violence in the area to the short code number 3002. <p>ii. Boda Boda Peace Ride</p> <ul style="list-style-type: none"> Uzima Kiambere mobilized boda boda riders who sensitized and empowered the residents of Nyamira county on their rights and encouraged their peaceful participation in elections. <p>iii. Jukwaa la Katiba Case against MPs refusal to pay tax</p> <ul style="list-style-type: none"> CSOs converged and presented a petition on 23rd August 2011 to compel Members of Parliament to pay tax under the banner “Kenyans Against Tax Criminality”. The ruling was made in favour of Jukwaa (the petitioners) which signifies a triumph against impunity. CRECO’s post election engagement held in April, 2013 was called to discuss the challenges faced after the election. In addition, some of the topics covered were the difficult task ahead of implementation of the Constitution under the new government. In particular, and in recognition of the fact that the GOK presented a new devolved system of government with one national government and 47 county governments and the difficult operationalization and transition of the same from a centralized system. CRECO also carried out public forums for vetting of political aspirants.
6.	INFORMATION	<ul style="list-style-type: none"> IFA field and Nairobi staff were registered as election monitors, who then compiled reports of irregularities and tallying anomalies. This contributed significantly to the substance of the Civil Society petition. Through civic education forums, monitoring and filming the election process, filming and streaming of the judicial processes in the Supreme Court surrounding the civil society petition) and twitter, IFA’s impact and reach increased significantly. IFA field staff participated in and filmed the protest against

		MP's salaries, in Nairobi, and upon their return to the field they each interviewed their local MPs.
7.	IMARISHA RIGHTS CENTRE	<ul style="list-style-type: none"> The trained TOTs have become a community resource and serve as a reference point on constitutional matters and questions on devolution by community leaders and members. SAWA (Sauti ya Wanawake Association) was formed to ensure women engage leadership in Tana River County in order to guarantee women's voices are heard in ensuring sustainable peace and secure representation of women in elective and nominated positions. TRCDF (TRCDF) was formed in order to play its role as civil society in checking the performance of county government and to ensure accountability and transparency. Community engagement sessions (Town Hall Meetings) were held before and after the elections. Before the elections, the focus was chiefly geared towards peaceful elections and enhancing understanding of the constitution. After the elections, the emphasis was placed on the devolved government, the objectives, principles and functions of the same, the structure and politics of county governments, history and objectives of devolution. The role of citizens was also discussed.
8.	INTER-RELIGIOUS COUNCIL OF KENYA (IRCK)	<ul style="list-style-type: none"> Religious leaders were trained on the roles and functions of devolved government, the operations of devolved governments, responsibilities of elected leaders and how to participate in the devolved government setup. UBI demystified misconceptions associated with the election process. The guide developed by IRCK on criteria for choosing a good, credible leader was used. Although there is need to ensure that voters practice the guidelines effectively and extensively. IRCK carried out activities such as public debate forums, public vetting forums, training on devolution and citizen participation and sensitization during which over 300 people were reached. During the 4 public debates held, participants discussed how to expand citizen participation in public affairs, political and electoral processes, the existing barriers and how to overcome them. During public vetting fora, aspiring political candidates were vetted and questioned. In addition to community members, senior religious leaders and opinion makers took part in the fora.

		<ul style="list-style-type: none"> IRCK also mobilized and trained 56 religious leaders on the principles of devolution, features of Kenya's devolution and transition mechanisms, legislations on devolution and units of devolution. 10 county government officers were trained on devolution. 40 religious leaders were sensitized on social budgeting and community monitoring as tools to promote public participation in budgetary processes, monitoring county government expenditure and reporting.
9.	NAITERA COMMUNITY EMPOWERMENT PROGRAMME (NACEP)	<ul style="list-style-type: none"> <i>Kiambu county had the highest voter turnout in the country due to voter education.</i> <i>In the March 2013 election, Kiambu residents elected a woman to a position of leadership for the first time.</i> <p>NACEP carried out an induction workshop during which participants' understanding was increased on the Constitution and, in particular, the role of civic education, the devolved system of governance and its role and structures. The continuous civic education trainings also covered the principles and structures of devolution.</p> <p>Civic educators and drama groups were also trained on dissemination of civic education, the leadership and integrity Chapter of the Constitution and the devolved government and the principles guiding devolution.</p> <p>In addition, a total of 10 public forums were held in Kiambu which raised awareness on the objects and principles of devolution, and enhanced participants' understanding of the implementation processes and structures of devolution in a bid to ensure the election of accountable, responsive and competent county assembly and county government. Participants were also given information on the participation of the people, and the need to foster national unity.</p> <p>Training sessions for approximately 45 local opinion leaders were carried out in Thika, Gatundu, Kiambu town and Githunguri which were aimed at building their capacity in understanding the structures and principles guiding devolution as well as their roles in the community to monitor the activities of the county governments thus enhancing checks and balances.</p>
10.	REIKO KENYA 6057	<p><i>They were able to convince people to register using the biometric system despite the rampant myths surrounding the process.</i></p> <p>Reiko held 2 sensitization forums on the devolved government structures where approximately 463 people were reached and taught on devolved structures, transition mechanisms, legislations on devolution and the relationship between the county and national governments. The participants were also sensitized on how they can utilize the opportunities available to them to further their development</p>

		<p>and ensure their rights and privileges are upheld and protected.</p> <p>Another project was carried out wherein 2 sensitization meetings were held for the youth, PWDs and women. Through these meetings, participants were sensitized on their rights, roles, and responsibilities especially under the system of devolved government.</p>
11.	NATIONAL MUSLIM CIVIC EDUCATION CONSORTIUM (NAMCEC)	<ul style="list-style-type: none"> • Due to sensitization by the project, youth in North Eastern Kenya who had developed a negative attitude towards participation in the elections changed their perception and became proactive agents of voter awareness by encouraging the community to turn out in large numbers and vote for competent leadership. • Most of the NAMCEC project areas experienced high voter registration and turnout, despite being in (what is considered to be) a high conflict area. • Due to the effectiveness of civic education exercise in NAMCEC project areas there were fewer spoilt votes than in other parts of the country. • Inter-religious harmony was experienced throughout the election period. • Party primaries and elections in NAMCEC project areas were conducted peacefully due to intensive awareness on the importance of peaceful coexistence. • Civic awareness on citizen's political rights and obligations lead to the election of fresh and competent younger leaders as governors and senators. • NAMCEC held regional workshops on devolution leadership and integrity, free and peaceful elections and voter registration and constitutionalism.
12.	ARID LANDS DEVELOPMENT FOCUS KENYA (ALDEF KENYA)	<p>A practice demonstration of the voting process was conducted by the civic educators, which enabled voters practice how to vote. This made the actual process more efficient and avoided many instances of spoilt or rejected ballot papers/ votes on voting day.</p>
13.	COMMUNITY AID INTERNATIONAL (CAI) NO REACH FORM	<ul style="list-style-type: none"> • Capacity building for 16 members of field staff to conduct civic education led to: <ul style="list-style-type: none"> - Enhanced voter awareness on election related matters and their rights and responsibilities in accordance with the constitution. - Electoral environment (from campaign to polling day) were made friendly for improved citizen participation due to an active watchdog role of a network of opinion leaders in each constituency covered. - There was improved networking and partnership between the CSOs and other non-state actors at the

		<p>county level in ensuring participatory, peaceful, free and fair elections.</p> <ul style="list-style-type: none"> • Social vetting of aspirants vying for various county positions in Siaya revealed that one aspirant had fraudulently assumed her dead sister's name and certificates. • It emerged during the public forums that some of the incumbent leaders were arrogance and their attitude was displeasing to the voters. This instilled humility and in one outgoing MP, a willingness to change shown by pleading on his knees. • The exercise created a culture of vetting among the electorate and many called for a long-term programme of this nature. • The electorate was empowered through dissemination of crucial and vital information. • Democracy was enhanced as the electorates were given the chance to put aside any personal biases and question the aspirants based on their integrity, as opposed to their political affiliation or any other prejudicial basis. • CAI forged partnerships with various organizations, most notably TI-Kenya. • The social vetting activities fostered participation of the professional elite in political affairs (as opinion leaders). <p>Forums for social vetting of those running for elective positions were conducted to ensure opinions of the citizens were aired. Questionnaires were administered to obtain data concerning the various aspirants before using the synthesized / analyzed data to vet the aspirants.</p>
14	COMMUNITY BASED DEVELOPMENT SERVICES (COBADES)	<ul style="list-style-type: none"> • Majority of the community ambassadors who were recruited during the general elections portrayed a lot of effectiveness and efficiency in the manner in which they carried out their tasks. Most of them were identified to train the polling clerks. They performed exceptionally well during the interviews for the presiding officers' posts. They were highly recommended for their extra skills. • 8 community forums were conducted on enhancing the understanding of devolved systems of governance. These forums were held to sensitize citizens on principles of devolution and the devolved government (national and county) and introduction to planning and participatory evaluation. • This led to increased knowledge and understanding of

		devolved governance and the role of both the national and county governments.
15	PEACENET	<ul style="list-style-type: none"> Through PEACENET's regional networks, early warning/ early response meetings were held in all the former provinces (except North Eastern) and CBOs and CSOs were trained on peace building, conflict resolution, counseling, GBV, etc. In each county, 20 monitors on average were trained on conflict early warning/early response, and 500 monitors country wide. Thousands of conflict messages were sent to NCIC, PEACENET and NSC who were working together under Uwiano (a platform for conflict resolution) The Peace Actors (who are captured in the Sauti Mashinani database) were instrumental in addressing and resolving conflict early on, before they resulted in large scale violence. Over 500 messages were received through the Sauti Mashinani system and the conflict prevention units established under the UBI to resolve conflicts. The network structures, which incorporate both the PEACENET regional structures and partner organizations had been trained under the UBI. This facilitated great networking and cooperation in conflict monitoring and prevention. <p>Devolution trainings were carried out which covered the devolution processes and structures, as well as the role of citizens and other actors in devolved governance. The trainings emphasized the distinctiveness and inter-dependency of the 2 levels of government and their consultative and cooperation relationship as provided by Article 1 (3). The structures and compositions of the parliament and county assemblies were also explained.</p>
16	AMANI COMMUNITIES AFRICA (ACA)	<ul style="list-style-type: none"> Ms. Peris, an RPP trainee was the only woman Parliamentarian from Maasailand. RPP civic educators' work has been lauded; they continue to receive invitations to train others. <p>ACA carried out training workshops for civic educators on the constitution, and on devolution. They were imparted with specific skills on how to plan their engagements, mobilization and planning.</p>
17	KEEPING ALIVE SOCIETIES HOPE (KASH)	<ul style="list-style-type: none"> Many who were adamant that they would not vote after the 2007/2008 PEV were convinced to register and vote through civic education efforts, workplace interventions, and formal sessions.

		<ul style="list-style-type: none"> • In addition, due to voter education, the numbers of spoilt votes in the area were minimal. • KASH's peace campaigns contributed to the maintenance of peace in Kisumu despite the tension and anxiety caused by the prolonged tallying of presidential results. • Training on devolution, its structures and the role of citizens in devolution recorded many successes; many turned out to give their views on the county budgeting process. • Education on devolution empowered citizens to lodge petitions challenging the appointment of CDF committee members. This indicates the rise of a citizenry that is informed about their roles and responsibilities as enshrined in the new Constitution. • As a result of approximately 70 formal and informal sessions, participants received information on devolution, roles of the transitional authority and roles of citizens within the devolved system of governance, roles of national and county governments, the development opportunities in the county government, leadership and integrity and the new operational Acts of Parliament on devolved governments. KASH also held public debate forums at constituency level. • Citizens were empowered with enough knowledge and information to enable them launch a successful petition challenging the election of the CDF committee on the 3rd of May.
18	RIGHTS PROMOTION AND PROTECTION CENTRE	<ul style="list-style-type: none"> • A committee representing the people of Tharaka Nithi community has been formed to attempt to resolve the boundary issues in the area. • Communities in Bungoma which formed a bond of trust with RPP & its human rights monitors continue to pass crucial information on the violence that rocked the area. It is hoped that RPP will continue its research and produce a comprehensive report on the same. • RPP conducted civic engagements trainings in Tharaka Nithi and Bungoma counties where the topics covered included an overview of the COK, electoral laws, leadership and integrity, need for peaceful elections, devolution and the opportunities for public participation.
19	GREAT RIFT VALLEY DEVELOPMENT AGENCY (GRVDA)	<ul style="list-style-type: none"> • Residents of Kiboinos in Kabarnet discovered that their names appeared on political party registers without their consent as a result of GRVDA's civic education efforts. After the said civic education efforts, in conjunction with the area chief, the

		people resigned and registered in their preferred political parties.
20	PROMOTION SERVICES	<ul style="list-style-type: none"> The team from FPPS staged performances in Kibera Laini Saba, Karen Technical School for the Deaf, Mathare North and Shauri Moyo.
21	CENTRE FOR TRANSFORMATIONAL LEADERSHIP	<ul style="list-style-type: none"> 3 sensitization forums were held which targeted local leaders and members of the public to increase awareness on the provisions of the devolution acts, and the existing opportunities for citizen participation in governance processes. CTL also organized a 2-day training whose purpose was to equip youth facilitators with knowledge on the fundamentals and units of devolution and opportunities for citizen participation as provided for under the Acts. These youth leaders were then tasked with the responsibility of organizing and facilitating devolution forums in their own constituencies to enlighten locals on the devolution processes and opportunities for public participation. In addition, CTL organized 36 community level forums to sensitize the public on devolution at ward level.
22	YOUTH AGENDA (YA)	<ul style="list-style-type: none"> 1263 young people in universities were reached and were ready to take civic action by registering as voters and taking part in the election 500 young people were ready to take part in devolution processes in their county and work hand in hand with county leadership to ensure unemployment is addressed. Husika Quizzes ensured enhanced understanding of electoral and governance processes among university students. 1771 young people who were reached by YA voted, others vied for election, and agreed to work with the county government to ensure the agreements made in the memorandum are reached. YA facilitated a civic education session at Strathmore University where the students' knowledge on Chapter 6 (Leadership & Integrity), Chapter 7 (Representation of the People) and Chapter 11 (Devolved Government) was enhanced. More pertinent were YA's activities under "Husika Na Ugatuzi" which provided a platform for the youth to learn about devolution and their roles in the implementation of devolution. It provided an avenue for interaction between the

		youth and county leadership in Elgeyo-Marakwet County.
23	SAMBURU INTEGRATED DEVELOPMENT PROGRAMME (SIDE P)	<ul style="list-style-type: none"> • Training of peace animators were conducted where civic educators delivered the content and thereafter local theatre groups disseminated the information through the creative arts (drama, songs and poetry) • Trainings were also conducted on the working of devolved government during which citizens were empowered to take up their roles in holding the county leaders to account as well as ensuring that their actions and decisions are in accordance with their constitutional mandate.
24	GARISSA MEDIATION COUNCIL	<ul style="list-style-type: none"> • Various meetings were held on civic/ voter education and devolution where participants were involved in discussions and deliberations voter registration, the importance of voting, offences related to voting and the new devolved government. In particular, the following forums were carried out on devolution: <ul style="list-style-type: none"> ◦ Stakeholder forums ◦ 3 diverse group (youth, women and religious leaders) meetings
25	ECUMENICAL CIVIC EDUCATION PROGRAMME (ECEP)	<ul style="list-style-type: none"> • Part of the organization's RRI in the counties of Samburu and Baringo included dialogue forums which covered topics such as reconciliation mechanisms (of which devolution is one), mapping of conflict and the root causes of conflict.

10.2 UBI Evaluation Validation Workshop Held at The Sarova Stanley Hotel on Friday 29th November, 2013

The following are the questions/issues/concerns raised during the validation workshop concerning the evaluation process:

1. When interviewing participants, did you sample different groups, for example university students to represent the views of the youth?

The sampling method ensured that all Kenyans including youths were interviewed. Some of the sampling points were in areas where university students reside and therefore when randomly picked through random route method and Kish grid, they were interviewed and categorized as youths.

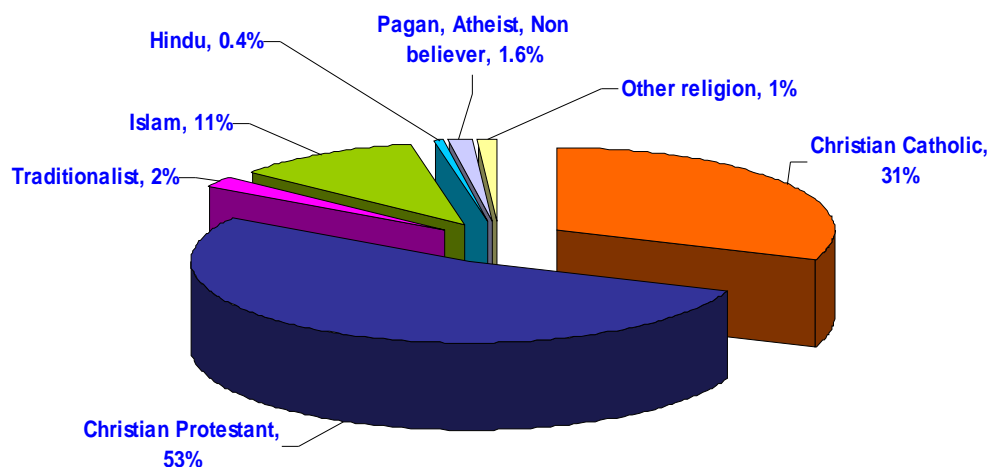
2. With regards to slide 28, a number of respondents said that they did not consider the elections peaceful because they did not understand the voting process. Don't you think that this should fall under the category of 'participatory' elections?

Yes – it falls under 'participatory' election – the question asked was, why do you think the election were not participatory? Note that this question was asked to the 13% respondents who claimed the elections were not participatory

3. With reference to slide 31, one of the answers given to the question "whose role is it to ensure peace?" was the church (21%). Why is there no mention of other faiths? Were only Christians interviewed?

All faiths were interviewed and the question was about the role of faith/religion in ensuring peace. Below is the analysis of sample interviewed in this evaluation by religions/faiths.

Sample Analysed by Faith/Religion



4. Can you explain how the same answer – the Supreme Court – was given to two polar opposite question in slide 33? i.e. "which is the most/least credible court in the Judiciary?". Did the respondents not understand the questions?

The respondents understood the question. It is about the polarized nature of the Supreme Court ruling in the presidential election petition and the emotions it may have elicited. In rating questions, there are times when respondents neither agree nor disagree with an issue. There are other times when respondents feel strongly about an issues and this can either be one way or the other or both depending on the proportion of respondents who feel that way. This does not indicate they did not understand the question but rather there were extreme opinions of that view.

5. The findings to the question of respondents' knowledge of the Constitution on slide 36 make no mention of civic educators as main sources of information on the Constitution; however on slide 13, they are ranked 3rd as having reached 4.4 million adult Kenyans. Were you asking the same questions to the same individuals?

Slide 36 talks of the source of **awareness of the constitution** while slide 13 talks about the source of **awareness of civic and voter education**. As such we expect different responses to these questions. Indeed one source of knowledge on civic and voter education mentioned in slide 13 is the constitution booklet. NGO/CSOs and religious organization are also mentioned as the main sources of knowledge of constitution and civic educators are under this category.

6. How was the question of competence and suitability approached? Did the interviewers clearly explain the difference in the meaning of the two to ensure respondents were not confused?

This was a closed question that provided responses to respondents and therefore the interviewer had to clearly explain each response during the interview and allow time for answer. The question was as follows:

Q55. What are the key virtues you look for before electing a leader? **INTERVIEWER: READ EACH RESPONSE AT A TIME. MULTIPLE RESPONSES POSSIBLE**

Virtues	Code
Honesty/Integrity	1
Respect for the citizens rights	2
Moral uprightness	3
Respect for the rule of law	4
Discipline and commitment to serving the people	5
Competence and suitability in delivering services to the people	6
Selfless service based on public interest	7
Others...specify	99

7. Why is there little/no mention of the PWDs who were interviewed and their responses?
PWDs were interviewed and their responses put together with those of other respondents. However given the need to address the special needs of PWDs, a section has been included in this report highlighting their specific issues that come out in the evaluation

8. It is a common problem that some respondents tell the interviewer what they would like to hear, and not an honest response to the question. How do you deal with this?

It is not a common problem for respondents to say what the interviewer wants to hear. This is because the responses given are validated in many ways throughout the questionnaire. Again at the onset of the interview, respondent are assured that there are no right or wrong answers and what matters is their personal view. This allows the respondents to give their personal views freely without trying to please anyone.

9. How did you ascertain that TV and radio reached the highest number of people?

Respondents were asked the sources of awareness of the civic and voter education. Most respondents said they got to hear of civic and voter education through electronic media

10. Did you obtain further information on the issue of IDs- how many had lost them or had just attained the age of 18?

The whole question of IDs was not in the TOR and was put in as a build up to civic and voter education questions. What the survey was able to establish were the reasons as to why 6% of the respondents did not have IDs and the analysis shows that:

- 43% urban and rural 39% had applied for ID card and were awaiting
- 22% had recently lost the ID card
- 26% rural and 16% urban just attained age of 18

This information is on slide 9 of the presentation document

Uraia Comments:

1. Are there gaps in the findings that need to be addressed?

- There was little or no mention of PWDs and minority groups in the findings.
Has been included in the report
- Implementing partners were not asked what more needs to be done in order to improve overall programme effectiveness.
Views of implementing partners on what need to be done to improve the overall effectiveness of the programme were solicited and their responses inform some of the recommendations contained in the report.
- There was a gap in the TOR in the sense that there was no research into which of the strategies employed were more effective i.e. civic educators versus implementing partners.
That's true

2. Are the findings a true reflection of your work and contextual reality?

- Social media is a major source of information for a select few therefore its absence in the report may reflect a national reality but not a personal one.
That is true.
- Representatives from the private sector should have been present to present their views so we have a full picture of the contextual reality of different groups/sectors.

Noted

10. 3 Data Collection Tools

Instructions: Double-click on each Icon to open the specific data collection tool.



UBI - Household
questionnaire.doc



Uraia-UBI Donor
DG.doc



UBI FGD GUIDE.doc



KII-DG.doc