

U R A I A T R U S T
S T R A T E G I C P L A N

2011 / 2015



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A healthy democracy
is developed by an
informed citizenry

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Abbreviations and Acronyms

BOT						Board of Trustees
CB	-	-	-	-	-	Capacity Building
CBO	-	-	-	-	-	Community Based Organizations
CDF	-	-	-	-	-	Constituency Development Fund
CE	-	-	-	-	-	Civic Education
CEE	-	-	-	-	-	Civic Education and Engagement
CEs	-	-	-	-	-	Civic Educators
CSO	-	-	-	-	-	Civil Society Organizations
KEPSA	-	-	-	-	-	Kenya Private Sector Alliance
MERL	-	-	-	-	-	Monitoring, Evaluation, Reporting & Learning
MOV	-	-	-	-	-	Means of Verification
MWYM	-	-	-	-	-	Men, Women, Youth & Marginalized groups
NCEP	-	-	-	-	-	National Civic Education Programme
NRI	-	-	-	-	-	National Response Initiative
OD	-	-	-	-	-	Organizational Development
OVI	-	-	-	-	-	Objectively Verifiable Indicators
PMU	-	-	-	-	-	Programme Management Unit
PS	-	-	-	-	-	Permanent Secretary
PSC	-	-	-	-	-	Programme Steering Committee
QCE	-	-	-	-	-	Quality Civic Education
TV	-	-	-	-	-	Television

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Introduction

This Strategic Plan for Uraia for 2011 to 2015 has been developed over the last year. It has been taken through various stages of development. First, efforts were based on a thorough analysis of the previous CE efforts NCEP Phase I and NCEP Phase II in order to learn the lessons from what was done before and to try and put in place a programme that could truly deliver QCE for the men and women of Kenya.

Initial buy in from a wider group and broad contours were defined at a Stakeholders Workshop in Mombasa at the end of April 2009. Then the PSC, PMU, Consortia leaders and participating CSOs met on various occasions with facilitators and discussed what the most important elements were for new institutional framework and programmes.

Whilst this was ongoing Uraia was continuing to support activities, which were less CE and much more civic engagement type activities. With time, it became clear that there was need for a greater strategic focus on civic engagement to accompany CE - the bringing together of the two programmatic foci of Uraia. This is what is now contained in this Strategic Plan.

It needs to be stated that this is a Strategic Plan - so while it gives some operational detail to explain how things are expected to roll out, it is essentially mapping out the most important directions that Uraia has decided to take. This means that there are some details that will be worked out at the operational level. This clarity will be developed through annual work plans. This is how it should be. Plans need to be flexible and adaptive to emerging contexts and situations. This does not mean that the strategic goals and objectives are not clear and agreed - they are - but the exact route to getting there will be determined over the years and is, for the most part, not totally predetermined in this document. Resources will also have a major influence on the final level of implementation.

The key planning assumption here is that the Board of Trustees and the other key actors in the institutional framework - the National Secretariat, the Advisory Council, the Implementers Forum, Consortia, the CSOs and the male and female Civic Educators and may be especially those men and women of Kenya benefiting from CEE - will make the right choices at the right time to deliver what they have envisioned.

Uraia has established the three fundamental elements for a strategy: a vision, a mission and values. These three elements define the strategic space that Uraia works within. Uraia's vision is the positive long-term strategic outcome the organisation seeks. To achieve this vision Uraia has a mission or core purpose - that is the way it achieves this vision. Uraia's vision and mission should be guided by its values or core principles or beliefs.

This strategy document based on these guiding elements has three aims:

- To focus on the most important things for Uraia to achieve its goals;
- To communicate Uraia’s strategic decisions in a visual style to help in understanding and engagement; and
- To set out and understand how the priorities will be achieved and how Uraia will know it has been successful so as to support organisational leadership and management.

1 Civic education and engagement

It is over four years since the debacle of the December 2007 elections and Kenya is at a cross roads. The National Accord has just had its 3rd anniversary amidst much media and other public criticism. It has staggered on and is still in place though genuine reform has been slow and fraught with political infighting and continuing impunity. However at last, after over 20 years of frustration, a largely good proposed constitution was put before the people in a referendum in August 2010, and accepted with a close to 70%

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“I know of no safe repository of the ultimate power of society but people. And if we think them not enlightened enough, the remedy is not to take the power from them, but to inform them by education.” **Thomas Jefferson**

approval. The Constitution of Kenya 2010 will be a major way for resolving many, if not all, of Kenya’s historic and present problems and which could promise much for the future of this troubled nation depending on its implementation.

With the post election violence still touching a raw nerve, the men and women of Kenya recognize they should maximize their reform achievements. All that was signed up to in the National Accord and especially in Agenda 4 should be realized and realized soon if Kenya is not only to thrive, but more pressingly, go into the forthcoming general elections without fear and trepidation. In response, numerous actors especially in civil society have been making huge efforts to engage and push for real change. They see it within their grasp but fear that even now it could be snatched from them by the selfish interests of the political elite.

Uraia has been at the forefront of these civil society efforts engaging on CE but of late much more facilitating engagement of a number of civil society actors to push for reform across a range of key issues - from the constitutional review process, to electoral reform, to peace building and others. This two pronged effort - CE and civic engagement - enables a much more holistic and integrated approach to be undertaken by Uraia in order to contribute to the national vision and hope of a better and transformed Kenya - which is fully democratic, stable and prosperous.

Uraia’s 2011-2015 Strategic Plan builds on the evaluations, experience and lessons learnt of its NCEPs (NCEP I and II) implemented from 2002 to 2007, its National Response Initiative (NRI) of 2008 to 2009 and continued focus on national priorities in 2010 and 2011. Bringing the different foci of these two

1 THE IMPACT OF THE SECOND NATIONAL KENYA CIVIC EDUCATION PROGRAMME (NCEP II-URAIA) ON DEMOCRATIC ATTITUDES, VALUES, AND BEHAVIOR FINAL REPORT. Prepared for U.S. AID, Nairobi, Kenya, by: Steven E. Finkel, Management Systems International and University of Pittsburgh; Jeremy Horowitz, also MSI and University of California, San Diego with the assistance of Paul Mbatia, University of Nairobi.

programmes together into one coherent and more comprehensive programme will enable Uraia to address the complexity of the Kenyan context, to respond to the needs and demands of men and women and to have an impact that brings lasting effects for its beneficiaries and for the wider nation as a whole.

The main evaluators of NCEP II succinctly noted: “The effects of NCEP II-Uraia CE were influenced strongly by the amount of the individual’s exposure to CE activities, by the kinds of instructional methods used, by the quality of the facilitators, and by the degree to which Kenyans engage in discussions about democracy issues after their direct exposure to CE.”² They also noted that future programs should “Emphasize the promotion of orientations related to civic competence and involvement.”

So this is what Uraia plans to do in the next five years. This convergence of CE and civic engagement has been thoroughly discussed and the major strategic goals and objectives agreed by the key stakeholders who have been at the heart of previous efforts and who bring considerable insight and commitment to the process. Most of these are men and women with a long history of fighting for reform. It is they who will remain the guardians of Uraia as it becomes more fully Kenyan and national and critical in leading the civil society to push for democratic transformation.

Sizing up the challenge

Pushing forward the democratic transformation of Kenya is not easy. A history of patronage and clientism and a practice of expropriation, malfeasance and impunity make getting real change something of a challenge. The citizens of Kenya have often been mere pawns in the game of chess between the political elites. They have been pushed around and often expended in the search for, and securing and maintaining of power and wealth. Despite great natural resources and huge potential 50 per cent of the population is still living below the poverty line. For most of its independence history Kenyans have been poorly led, poorly served and poorly treated.

The last decade or so has seen this situation increasingly challenged by men and women in Kenya. Ordinary Kenyans have become more frustrated with their leaders and more disillusioned with their institutions. The elections of 2007 brought this frustration out in a dramatic and violent way exposing deep scars and tensions that had been building for many years. However, in many ways the crisis ironically catalyzed the demand for reforms. It highlighted the depth of the malaise and shattered false notions of Kenya as a peaceful and prosperous country.

On the other hand, out of the fire of crisis is arising the phoenix of change. This is increasingly being led by the men and women of Kenya. The shackles of fear and impotence have been thrown off. Men and women all over the country are seeing through the façade of most of their leaders. They are fed up with selfish politicking and Machiavellian manoeuvring in the effort to maintain privilege and position. While this is to be welcomed, ordinary Kenyans will not achieve their goal of

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“Whenever the people are well informed, they can be trusted with their own government.”

Thomas Jefferson

² A NATIONAL BASELINE SURVEY & CIVIC EDUCATION IMPACT ASSESSMENT. Society for International Development and Uraia, June 2009.

a fully democratic Kenya with skill-filled and service-minded institutions without some assistance and guidance. As Thomas Jefferson recognized, it is when the people are well informed that their efforts to bring change will bring reward, and they will get the kind of government they want - an accountable and responsive one that they get engaged.

At the same time, that educating and informing has to be improved and done within the cultural context of Kenya. A baseline survey by the Society for International Development (SID) for Uraia on CE noted: 'Until 2007, CE programmes (in Kenya) took citizenship as identity seriously, but said little about other competing identities (ethnic and religious) being exercised in a competitive and often ethnicized electoral environment. The tensions and contradictions between a national citizenship and these other more parochial identities with their sense and ethics of belonging were largely ignored. While a liberal model of citizenship places a lot of emphases on citizens' rights, their duties or obligations are often assumed. Also while it focuses mostly on individual rights, claims for group or community rights are loud in Kenya politics. So although the 1992-2007 CE programmes were informed greatly by a liberal model of citizenship, the Kenyan state and society is still illiberal.' Uraia should learn from this.

However, still at the heart of Uraia is citizenship, because its efforts are a contribution to the development of Kenya through the advancement of its most important asset and resource - Kenyan citizens- 'raia' in Kiswahili. Uraia seeks to develop men and women of Kenya to have a sense of belonging and identity that is strongly shaped by being one people in one nation - and which supersedes rather than replaces all the other more local senses of belonging and identities. Uraia seeks to do this within the context of Kenya's many complex and at times contradictory realities and it is these that guide its vision, mission and values. Uraia expresses this aim through the fundamental elements of its strategic plan.

Strategic approach

Vision, Mission and Values

Vision: To be a leading National organisation supporting the democratic transformation of Kenya.

Mission: To facilitate the provision of QCE and practical mechanisms for citizen engagement in public affairs.

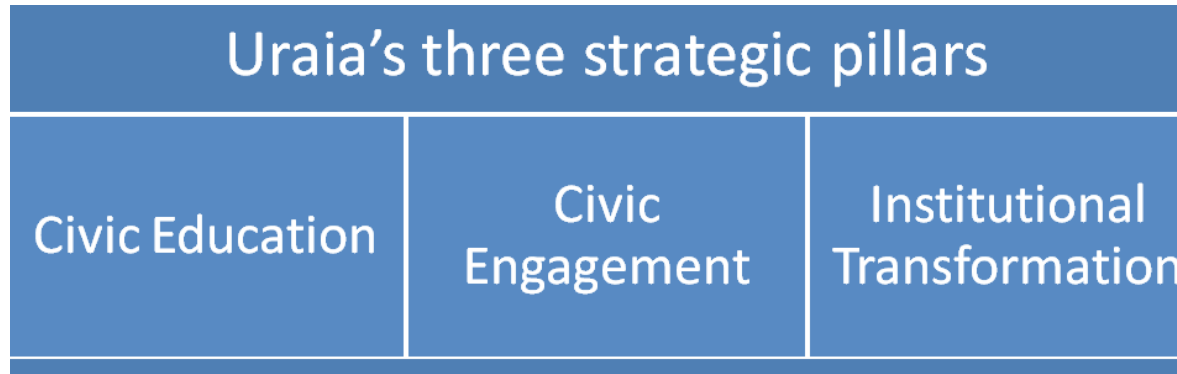
Values: Integrity, Professionalism, Equity, Equality, Objectivity/non partisan.

With these fundamentals in place, Uraia should understand the strategic environment that it is responding to and which leads to the formation of its Strategic Goals.

What are the Strategic Drivers	Therefore what are the Strategic Goals
<ul style="list-style-type: none"> ➤ History of 'dictatorship' in Kenya since Independence ➤ Endemic practice of patronage and clientism with great corruption and great impunity of leadership ➤ Citizens manipulated and exploited and denied their rights ➤ Politicians manipulating ethnic identities - and resources - for personal gain ➤ Political system very flawed and undemocratic ➤ Poor services especially education, and so population ignorant of law and ways to address issues. 	<p>Informed and Educated Public</p> <p>There is great need for a critical mass of civically educated citizens who can demand and secure reforms so that good governance and democracy works for them. In addition, there is need to break the political power of elites over the citizenry through information and education getting to the public through media and other means. Acquisition of knowledge and skills will help citizens to effectively respond and participate in regional as well as national issues.</p>
<p>People disillusioned with electoral system and lack of true democracy – especially post 2007 elections.</p> <p>People increasingly demanding role in decision making at local level. Inability of public to hold leaders accountable but Government making noises that it wants devolved governance but are people really able? History of ethnic tension exacerbated by root causes like land and resource allocations - plus elections and esp. PEV of 2007.</p> <p>New constitution offers hope of addressing all this.</p>	<p>Engaged and Committed Public</p> <p>Kenyans need to be able to trust systems and to be both educated and empowered to engage and play their role in their own development and democracy. There is need for people to hold leaders to account and to have power to do so and for leaders to be effective. The need to promote rights and responsibilities across the nation and to build bridges, forgive, heal wounds and reconcile between communities is critical in the new dispensation</p>
<p>Civil Society fragmented in addressing reform agenda.</p> <p>Lack of coordination / focus / strategy for civil society to engage effectively .</p>	<p>National Organisation leading on Reform and Reconciliation</p> <p>Kenya requires an umbrella organization that can help build critical mass for reform agenda and reconciliation by providing strategic direction, intervention and resources for many actors</p>

So 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 on to that citizenry being engaged in various reform activities at various levels. To do this it recognizes it should become a Kenyan-run national level organisation leading on reform and commanding considerable resources and coordinating multiple actors and stakeholders. In attempting all this it should live out what it sets out to achieve and so be driven by the highest of values and principles.

To achieve these overarching strategic goals, Uraia should focus on the following objectives:



- To properly train female and male CEs to reach up to a million Kenyan men and women with QCE;
- To develop accessible, understandable, relevant and practical gender responsive educational and informative materials based around the implications and application of the new constitution via QCE;
- To support and develop capacity of CSOs to support a cadre of trained male and female CEs. This will facilitate those civically educated to effectively participate and engage in county and national issues based on the implications and application of the new constitution and on the participants' areas of concern and interest;
- To push for greater engagement of men and women in public affairs. This will include advocacy and lobbying, networking, monitoring and tracking devolved governance, funding and other local and national reform development;
- To develop the use of gender sensitive multi-media approaches in support of CEE that utilizes local and national radio, TV and print as well as the new technologies of internet and messaging;
- To develop, support and promote mechanisms for reflecting gender equality principles in all Uraia programmes, initiatives, policies and frameworks;
- To monitor and report on the progress and impact of Uraia's programmes, initiatives, policies and frameworks; and
- To manage multi-donor funding effectively and efficiently.

Within this overall approach, strategic decisions have been made to provide direction and focus. These will provide some parameters to what Uraia will and can do regarding education and engagement. These include:

National organization for reform component

- Uraia will be a Kenyan national organization - owned and run by Kenyans - established and committed to protect and promote responsible citizenship;
- A Trust will be formed to take Uraia forward in terms of its national character, overall governance and day-to-day management. Uraia and its stakeholders and supporters want an appropriate and workable mechanism that will provide good Kenyan leadership on national CEE. A Trust is seen as the best structure in order to provide for a fiduciary relationship for all stakeholders rather than a narrower sectarian agenda, to rescue national level efforts from past “ownership” challenges, and to provide an enabling legal entity for the Programme;
- The Board of Trustees will comprise not less than 5 and not more than 9 people bearing in mind gender balance, integrity, professionalism and non partisanship. Men and women of the highest standing will be identified. The primary principles here are for the Trustees to protect and promote the vision, mission and values of Uraia;
- There will be established an Advisory Council which will represent wide sector interests and offer insight to the BoT on important issues and approaches;
- There will be an Implementers’ Forum held to reflect on programmes implementation by those undertaking CEE activities. This will provide a platform for feedback by CSOs based on the realities on the ground;
- Uraia will be managed by a leaner and stronger National Secretariat led by an Executive Director;
- The CSOs will continue to be part of the approach and will contract and manage female and male CEs. This will include some degree of working together as CSOs and with Citizens’ Groups to bring added value to engagement efforts; and
- There will be a comprehensive Monitoring and Reporting system set up to track progress of the institutional framework and programmes.

Civic Education Component

- Uraia will initially train a number of male and female CEs. This initial number will be training civic groups to raise their civic competences. As number of groups grow and depending on resources, some of trainees who will in turn become CEs. Thereby the target of one million civic competent Kenyans can be met;
- Civic Education will be organized around the constituency/county level of which there will be 290 Constituencies and 47 Counties;
- The CE approach will be the same in all Constituencies/Counties. It will be carried out by CEs working with groups of 25 people. Each group of 25 will be educated over a number of weeks - between 10 and 13 - and each CE will train 3 groups per week in that period. That is 75 people over a 10-13 week period;
- Over the course of a full year, the Civic Educators will run 3 x 13 week blocks or 4 x 10 week blocks of CE.
- Those trained will be encouraged and supported to continue meeting and learning after the end of the

- official 10-13 week period;
- The groups of 25 will vary in membership. Some will reflect the character of the constituency and consider fair representation of women, youth, PWDS, marginalized and minorities groups. Some groups will be specific in membership such as duty bearers or of specific target groups like PWDS, women or youth leaders;
- Materials will be produced centrally for use by the CEs and the groups. These materials will be based on specific topics aligned to the new constitution and designed to help men and women understand and entrench its implications and application. They will be developed in modular formats and build up week on week to provide a comprehensive manual of CE that equips men and women with both crucial information but also practical skills and suggestions for engagement;
- These materials and any other materials produced will be available online for downloading or in other formats. Additional materials will be produced throughout the life of the programme as issues arise or as research is done and is useful for men and women to have in their ongoing search for change.

Civic Engagement Component

- Engagement will include advocacy, networking, research/tracking as part of the process and will be focused and targeted in support of that goal;
 - Engagement will be on issues of concern to the men and women participants - from the devolved systems, to leader accountability, to monitoring public service delivery, to performance of police and security among others;
 - High-level advocacy and related activities will be focused around 4 key strategic issues:
 - Entrenching the Constitution,
 - Free and Independent Judiciary,
 - Free and Fair Elections, and
 - Promoting participation of men and women in political processes.
- These advocacy areas will be sequenced so as to give focus to each issue and in response to what is happening within the country.
- There will be capacity building on advocacy for men and women at the local level to foster more engagement;
 - Research will be commissioned, and the findings disseminated, by Uraia and partners to continue to inform and educate men and women participants and groups;
 - There will be both strategic partnerships and strategic networks established to bring additional skills, capacities, specialties, linkages and synergies. These Partnerships will be guided by clear agreements and be developed according to the values of Uraia;
 - Gender responsive multi-media projects and programmes will also underpin the engagement activities thus, focus on those efforts. There will be efforts to support local media outlets and to put material into as many hands as possible;
 - There will be particular focus on training of female and male radio presenters to be good facilitators of

- local learning and use of gender sensitive language; and
- There will be innovative use of technology to support engagement. The use of the internet and telecommunications will be explored to increase the reach and influence of Uraia across Kenya. These will enable more men and women to access information as well as help in the tracking of the programmes and its many activities.

Uraia's Strategic Map

Uraia has set out this thinking in a 1-page strategic map that helps visualize all that it is trying to do. This map reflects its strategic goals and a number of objectives that need to be realized to deliver those goals. These objectives have been identified through looking at Uraia from 4-perspectives:

- That of the beneficiaries: What should Uraia achieve for them? What benefits do they get?
- That of Uraia's internal processes: What should Uraia excel at in order to deliver those benefits?
- That of Uraia's learning and growth: In what or who should Uraia invest in order to excel?
- That of resources: What should Uraia do in order to be adequately resourced?

Each of these perspectives lead to a range of initiatives or activities that should be done in order for those objectives to be achieved. Some of these initiatives are clearly linked through the map and are related. Each objective needs to be measured and indicators of success or progress have been developed. Allied to this, are the targets for those indicators that are set over the 5-year period.

This strategic map is shown below. It is followed by the indicators and targets to measure impact and initiatives that will be executed at the operational level. The operational plans are set out in more detail in the annex.

Clearly, implementing this Plan raises a number of implications for Uraia. These need to be considered and addressed so that Uraia is managed well and maintains its cohesion. These needs include:

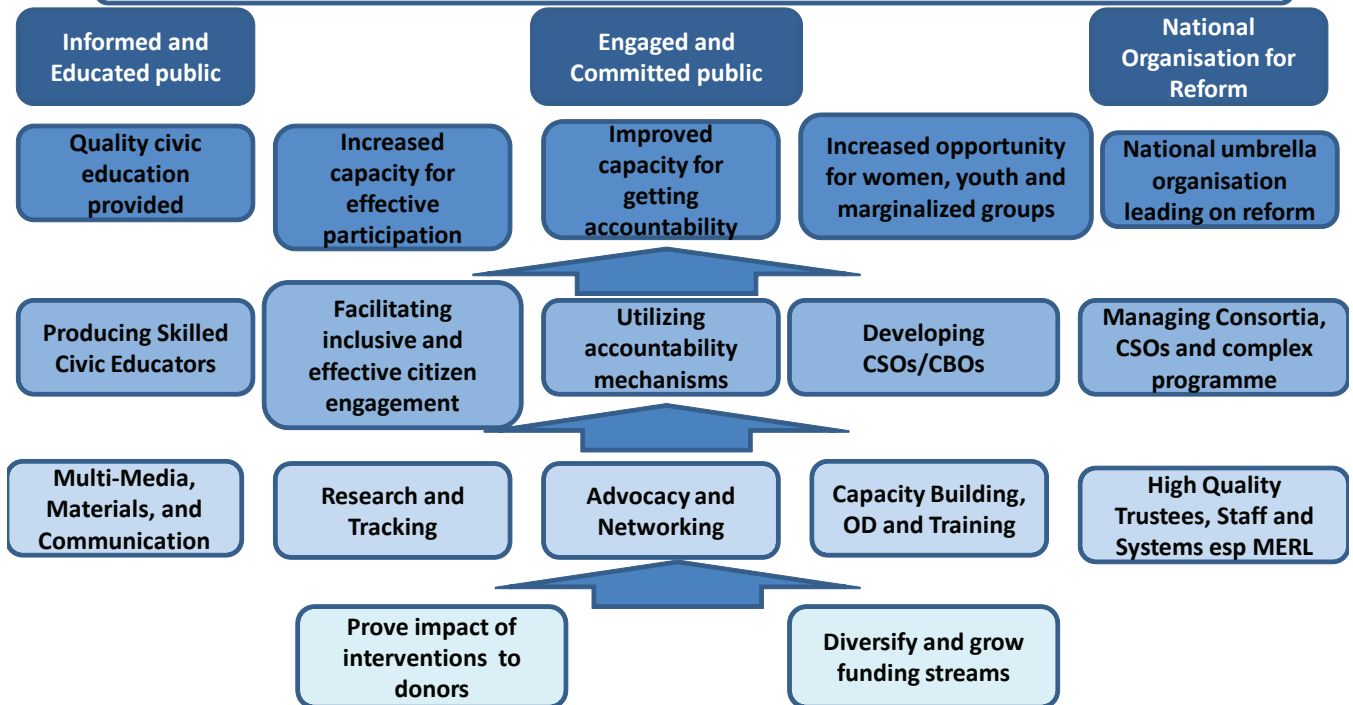
- Finding good Kenyan Trustees to take Uraia forward into a sustainable and effective future;
- Identifying men and women to form a good solid management team to deliver day to day direction and drive for the programme;
- Keeping on track a large number of actors and stakeholders who are involved on a coherent programme of CEE across the nation;
- The importance of strategic partnerships and especially the development of such with government and private sector;
- The importance of media in underpinning CEE and the buy-in of the major media houses and outlets to see Uraia and its goals as a public good;
- Finding substantial resources to implement a large national CEE programme; and
- Getting support from the major donors even while alternative sources of funding are sought and developed.

Uraia Strategy Map

Vision: To be a leading National organisation supporting the democratic transformation of Kenya

Mission: To facilitate the provision of quality civic education and practical mechanisms for citizen engagement in public affairs.

Values: Integrity, Professionalism, Equity, Equality, Objectivity/non partisan



Objective	Rationale
Quality CE provided to men and women	Uraia should deliver quality civic education, which implies multiple exposures with quality, and gender sensitive materials taught in a practical and informative way by skilled and trained female and male educators. 'In true democracy, every man and woman is taught to think for him/herself.'
Increased capacity for effective participation	Those educated should have both the agency <u>and</u> opportunity to participate and to do so effectively. Mechanisms already available and new methods developed locally will help men and women to put to use what they have learned and to practically engage on reforms.
Increased capacity for men and women to demand accountability	A major reason for, and demand from, citizens is for improved leadership, better use of resources and greater accountability across the board. Uraia should help men and women demand and get this accountability as part of their engagement.
Increased opportunity for men, women, youth, PWDs minorities and marginalized groups	While all men and women need the benefits of CEE, there are specific groups who are often excluded and denied full participation and opportunity. Uraia should focus on bringing these groups on board. These groups will be targeted as part of groups educated.
National organisation leading on reforms established	It is critical that a national level organisation is established to bring the many stakeholders together and to build a critical mass for change in Kenya. Providing this national focus will help distinct men and women come under one umbrella in the push for reforms.
Producing skilled CEs	The quality of the CE will be heavily reliant on using skilled female and male educators. Uraia should not only excel at identifying quality people but also train them well and continue to support them through the CSOs in their efforts to reach a million people.
Facilitating inclusive and effective citizen engagement	Uraia should excel at understanding how citizens can best engage. This will be in many possible ways and through various structures and mechanisms. Uraia should know these different ways and help men and women utilize them effectively – including those usually excluded.
Utilizing accountability mechanisms	Uraia should use already provided for mechanisms to hold male and female leaders and duty bearers accountable. They ought to help citizens see these ways clearly and support them as they employ them to get results.

Developing CSOs	CSOs including CBOs at the local level will be supporting female and male educators and engagement approaches. However, CSOs also need to be helped to become more effective in that support.
Managing Consortia, CSOs and complex programmes	Such an institutional framework is clearly complex and needs solid management of all the components and actors. Uraia should excel at keeping everything and everyone on track.
Multi-media, materials and communications.	Uraia should invest in an effective gender sensitive multimedia strategy that supports its programme. All materials should be practical and available online or other formats that men and women can access. Communication is not just about education and engagement, but about the goals, objectives and impact of the programmes. Modern methods should also be invested in.
Research and Tracking	Uraia needs to invest in gathering, and conduct gender responsive research in key areas. It should also track what is going on in areas pertaining to the goals of the Trust or the hopes of the nation.
Advocacy and Networking	Uraia should both lead and support advocacy as part of its engagement. It should help participants to lobby and advocate locally. Working with others adds value thus networking will be important especially as a national organisation.
Capacity Building, organizational development and Training	Uraia should invest time and resources in those it is supporting. Uraia should strengthen local actors to play their role.
High skilled Trustees and Staff and Systems	The overall governance and oversight of Uraia is key and should be put in place carefully. Skilled female and male staff should be identified and quality systems established including the MERL system, which will prove impact.
Proving Impact	This is key to developing a credible organization that will attract and retain resources.
Diversify and grow funding streams	Uraia should work to market its programmes, diversify its donor base and deepen the commitment of donors - including private sector - to the Trust.

Indicators - What do the men and women Beneficiaries get from Uraia?

These objectives are focused on the benefits for those who participate in the programme. After being trained, the beneficiaries are encouraged and facilitated to engage and develop their civic competence. By the end of the programme, at least one million Kenyans will have been trained and be interested in the reform agenda and in playing a role in the transformation of the country. In fact they may already be trying to play a role but are being thwarted through various constraints. These citizens will be identified by the CSOs that operate at the local level since they know those who will benefit most from Uraia. There will also be some targeting of duty bearers at various levels including at the sub location level.

The key areas to measure are the quality of CE and civic engagement Uraia is able to facilitate. Another objective is to ensure that those often marginalized are benefiting from Uraia. From this effort, there should be benefits in terms of getting greater accountability especially at the local level as those educated engage with local processes and demand better use of resources.

Objective	Indicators	Target
Quality CE provided to men and women	Lag: % of men and women participating per year who acknowledge that Uraia CE is of high quality Lead: Number of men and women receiving QCE	Year 1 - 5
Increased capacity for effective participation	Lag: % of men and women able to effectively participate in public affairs due to Uraia CE Lead: Number of men and women participating in public affairs Number of men and women exposed to CB	Year 1 - 5
Increased capacity for men and women to demand accountability	Lag: % of men and women who demand accountability from their leaders Lead: Number of female and male leaders lobbying for greater accountability	Year 1 - 5
Increased opportunity for men, women, youth, PWDs, minority and marginalized groups to participate in national and local processes	Lag: % of men, women, youth, PWDs, minority and marginalized groups participating in national and local processes Lead: Number of men, women, youth, PWDs, minority and marginalized groups supported to participate in national and local processes	Year 1 - 5
National organization leading on reforms established	Lag: % of men and women recognizing the national role that Uraia plays in reforms Lead: Number of organisations that are part of/linked to Uraia	Year 1 - 5

What should Uraia excel at in order to deliver to its beneficiaries?

These objectives focus on what Uraia should excel at in order to deliver to its beneficiaries. Much depends on the CEs being able to inform and educate the groups of 25 they will work with weekly. Uraia should identify and train these CEs - an initial number of about 1200 - to work at the constituency or county level. Uraia should help men and women through understanding the processes in place at the local level and what options they have for engagement. Whether it is CDF or other mechanisms of devolved governance, Uraia should be able to assist the men and women to participate in decision making processes or in lobbying for accountability.

In order to support this process, Uraia should assist the CSOs and CBOs operating locally to play their role in support of CEE. The CEs will be contracted by the CSOs and thus answerable to them while at the same time the CSOs should support the efforts of the Civic Educators. This will lead to civic engagement activities and CSOs should be able to assist these activities in various ways. Uraia in turn will support the CSOs to play their role.

Objective	Indicators	Target
Producing skilled male and female CEs	Lag: % of trained men and women acknowledging CEs as providing QCE. Lead: Number of female and male CEs trained	Year 1-5
Facilitating inclusive and effective citizen engagement	Lag: % of trained men and women acknowledging Uraia as facilitating effective engagement. Lead: Number of civic engagements facilitated	Year 1-5
Utilizing accountability mechanisms	Lag: % of trained men and women acknowledging greater accountability achieved through engagement. Lead: Number of mechanisms used to achieve accountability	Year 1-5
Capacity building for CSOs/ CBOs	Lag: % of CSOs/CBOs acknowledging that their capacity has been built by Uraia. Lead: Number of CSOs/ CBOs undergoing some CB intervention	Year 1-5
Managing Consortia, CSOs and complex programmes	Lag: % of stakeholders who acknowledge that Uraia is well managed Lead: Number of stakeholders involved in Uraia	Year 1-5

What must Uraia invest in - learn and grow - in order to excel?

These objectives describe what Uraia should invest in for it to excel. Uraia should invest in its own governance and management structures and in its staff and systems. Uraia’ role is to facilitate the work of others and doesn’t not directly implementing. Uraia should invest in skill building and material provision as well as the means that will be used to deliver QCE and engagement. It should invest in developing media support across a range of media - from radio to TV, to the use of print and modern technologies like texting and the internet.

A large part of the engagement will be done through advocacy and networking, i.e. through acting and speaking together and thus linking various other civil society groups to build a critical mass for change. Uraia should develop its strategic partnerships to maximize the impact on this front.

Tracking progress and development in the country will be important and it will be vital for participants to understand these. There will be need for Capacity building to enable all this to happen and thus highly skilled staff will be needed to undertake this skill transfer.

Objective	Indicators	Target
Multi-media, materials and communications	Lag: % of media interventions having impact Lead: Number of gender sensitive multi-media interventions developed	Year 1-5
Research and Tracking	Lag: % of men and women who acknowledge that research increased their knowledge and helped them track progress Lead: Number of gender responsive research reports undertaken/activities tracked, by Uraia or others, and passed on to citizens	Year 1 – 5
Advocacy and Networking	Lag: % of gender responsive advocacy efforts and networks supported and considered to have had impact as planned Lead: Number of advocacy interventions undertaken Number of networks supported Number of women empowerment networks supported	Year 1 – 5

Capacity Building, OD and Training	Lag: % of CSOs/CBOs acknowledging that their capacity has been built by Uraia. Lead: Number of CSOs/ CBOs undergoing some CB intervention and training	Year 1 – 5
High skilled Trustees and Staff and Systems	Lag: % of stakeholders who acknowledge that Uraia has competent male and female Trustees as well as staff and systems of high quality. i.e. the Advisory Council and Implementers Forum Lead: Number of and appraisals reviews undertaken	Year 1 – 5

How will Uraia ensure that it has adequate resources?

To achieve its goals and objectives, Uraia needs to be adequately resourced. To know what this means is itself a challenge because while it is possible to draw up a budget, Uraia can utilize all that it gets and more. For Uraia to have a national reach and connect with a million people, and more over the longer term, then substantial resources are required.

Once initial funding is secured, based on previous support from a number of donors, then it is up to Uraia to show its achievement particularly how that is contributing to the democratic transformation of Kenya. Linked to this is the need for Uraia to actively sell its approach and impact to new donors - including government and the private sector.

Quality CEE programmes that are delivering for the people of Kenya should attract government support; this may be from specific Ministries or through specific government programmes. The BoTs will identify organs of government which have a CEE component and lobby such organs for support and resources e.g., Ministry of education, office of the president etc. Political buy in and support are important not only for resources but also for cooperation on the ground.

At the same time, Uraia should build links with the private sector especially commercial enterprises that fit easily with and can fundamentally support Uraia i.e. the telecoms, internet and media investors. Linking with KEPSA and other private sector networks will also expose Uraia and its objectives to a wider set of potential supporters. Some of these can be attracted to Uraia because of the public good that it does and funds it as part of their Corporate Social Responsibility. Links to Foundations and other philanthropic providers can also be developed. Branding and Marketing of Uraia will also be critical to fundraising. As stated, Uraia should sell its work by showing the impact of its efforts and benefits to all citizens.

Successful sourcing of funds from all these alternative providers will reduce over dependency on traditional foreign donor government grants though they will still be a large part of Uraia financiers. Over time, Uraia needs to build a strong coalition of funding sources and streams and consistently showing how all those resources are delivering its goals and objectives.

Objective	Indicators	Target
Demonstrating Impact	Lag: % of actors including stakeholders acknowledging Uraia has had impact on transformation of Kenya Lead: Number of monitoring and evaluation reports written showing achievements at various levels	Year 1 - 5
Diversify and grow funding streams	Lag: % growth of income over time Lead: Number of funding sources from donors, government and/or private sector	Year 1 - 5

Initiative Implementation

Objective	Initiative	Projects within the Initiative	Implications for Uraia
Quality CE provided	Design of gender responsive CE Programmes	Developing gender sensitive materials, methodologies, messages and mechanisms for undertaking CE; Developing gender sensitive materials on the constitution; Designing the gender responsive training package for the CEs, Undertaking a baseline survey to assess level of civic knowledge and competence	Outsourcing of training or some of it is most likely. Uraia needs to work closely with whoever is contracted to do the training; Sequencing of Training 1200 male and female CEs - 12 batches of 50? How best done and how long? Male or female training officer needed within the trust to coordinate and oversee all this
Increased capacity for effective participation	Engagement Mechanisms established	Analyzing present mechanisms and opportunities for engagement ; Developing entry points for engagement; Piloting engagement on local issues; Developing gender sensitive materials that will guide on engagement; Working with previously marginalized groups on engagement including women, youth, PWDs, minority and marginalized etc	Understanding levels and types of engagement and making it understandable for men and women participants – for example on CDF or other devolved governance or funding; How do men and women participants prioritize areas of engagement on/with and how those choices are supported; Flexible support needed and lessons learnt in situ.

Objective	Initiative	Projects within the Initiative	Implications for Uraia
Increased capacity for men and women to demand accountability	Accountability mechanisms established	Analyzing present mechanisms/ processes requiring accountability and identifying entry points for citizens	Understanding how accountability works at various levels and in various approaches is needed - much will be done in situ locally
Increased opportunities for women, youth, PWDs, minority and marginalized groups	Targeted support to those often marginalized from engagement	Support and facilitate sector-specific only groups, e.g. women or youth-only groups; Track blockages to engagement by women, youth, PWDs, minority and marginalized groups;	Understanding the needs of women, youth, PWDs, minority and marginalized groups in the programmes and the blockages to their agencies and opportunities Need to monitor targeted groups and track progress by disaggregating information and impact
National organisation reading on reforms established	Kenyan national organisation established	Getting the Trust established legally with male and female Trustees in place; Setting in place other elements of the trust's structure i.e. Advisory Council, and Uraia Forum Brand and profile Uraia and its vision, mission, goals and objectives across Kenya	Putting Uraia on strong legal footing is key to its progression; Finding high quality male and female Trustees is vital in giving Uraia a high integrity profile Building on strategic partnerships and networks is important in developing broad-based buy-in for Uraia and selling itself at local level
Producing skilled CEs	Design of gender sensitive Training Package and post-training support mechanisms	Develop criteria for selection; Agree on the process of recruitment; Support to CSOs that will contract CEs; Design sequenced training schedule; Identify the training locations and logistics; Agree on remuneration and other support roles for CSOs; Develop performance measuring tools for CEs; Develop ongoing/refresher training for original male and female CEs and new ones coming on board	Identifying and Training 1200 male and female CEs is a challenge and will need careful planning; This is likely to be outsourced but Uraia needs to oversee the process closely and ensure quality and consistency; Link to MERL system is essential; Needs substantial resources; Need to address possible fall out of some educators and have a replacement plan for new ones

Objective	Initiative	Projects within the Initiative	Implications for Uraia
Facilitating inclusive and effective citizen engagement	Design Uraia's facilitative role	<ul style="list-style-type: none"> • Agree on how Uraia will facilitates – rather than implement -engagement ; • Track engagement by inclusion of all groups; • Develop gender sensitive material and trainings on specific areas of engagement 	<ul style="list-style-type: none"> • Engagement will be determined by the male and female participants according to their interests and concerns. Uraia needs to be flexible to meet these demands ; • Uraia needs to track all and address constraints to engagement if need be
Utilizing accountability mechanisms	Piloting selected programmes requiring accountability	<ul style="list-style-type: none"> • Explaining how accountability works in selected pilot programmes; • Facilitating opportunities to engage especially through CSOs; • Linking groups and other actors for increased engagement on accountability; • Linking with media – especially local for increased accountability 	<ul style="list-style-type: none"> • Uraia needs to be very practical in its support to engagement; Its role is to facilitate such efforts and provide guidance besides analysing on the best approaches. • Uraia should promote response to local challenges based on context and learn from this.
Developing CSOs/ CBOs	Capacity Building Strategy	<ul style="list-style-type: none"> • Develop process and criteria for selecting CSOs especially community based ones; • Agree on types, means and depth of CB • Develop flexible approaches specific to needs of CSOs/CBOs • Track development over time. 	<ul style="list-style-type: none"> • Uraia will work with CSOs which have some degree of competence that will be determined by Organizational Capacity Assessments; • Support needs to be facilitative rather than predetermined;

Objective	Initiative	Projects within the Initiative	Implications for Uraia
Managing Consortia, CSOs and complex programmes	Establishing clear structural links and mechanisms for planning and review;	<ul style="list-style-type: none"> • Develop planning, monitoring and review mechanisms across all actors; • Link the work of the Trust, Advisory Council and Implementers Forum; • Track service delivery at constituency/ county level; • Hold Annual Review Meetings; • Link into MERL system. 	<ul style="list-style-type: none"> • Good communications with all actors/stakeholders and tracking all components consistently is important in managing the Trust; • Regular planning meetings will be needed; • Recruitment of staff will be important
Multi-media, materials and communications	Gender sensitive Multi Media Strategy	<ul style="list-style-type: none"> • Agree on the role of each type of media and the resources needed; • Support local FM radio stations including CB of presenters involved in supporting gender sensitive CE; • Develop website and put relevant gender sensitive materials online; • Design new technological approaches - to underpin learning and messaging through multi media outlets; • Determine approaches for branding Uraia through multi media outlets; 	<ul style="list-style-type: none"> • The use of media is critical in support of the trust. There is a need for strong links to media houses and get their buy-in to the approach and support it as a public good or part of their CSR; • There is need to track and analysis local media's capacity and the support given by Uraia; • Getting a functional website up and running is key; and • Uraia's own media productions needs to be high quality
Research and Tracking	Sex disaggregated information collection and dissemination	<ul style="list-style-type: none"> • Link the trust to key research institutes; • Gather, summarize and disseminate research from such institutions; • Undertake research if gaps identified; • Track progress on national developments, democratic transformation and inform participants as needed; 	<ul style="list-style-type: none"> • Uraia will commission research - but Uraia will not do research itself ; • Uraia will also use research work done by others and get it out to citizens; • Uraia will track, with its stakeholders, progress on key developments and Uraia's contribution to them
Advocacy and Networking	Gender sensitive advocacy strategies	<ul style="list-style-type: none"> • Advocate on 4 key themes identified in consultation with all actors in the trust; • Train participants and CSOs and other actors on advocacy as needed. • Create linkages with other advocating agencies 	<ul style="list-style-type: none"> • Advocacy will be both at the national and local level •

Objective	Initiative	Projects within the Initiative	Implications for Uraia
Capacity Building, Organisational Development and Training	Skills and capabilities transfer	<ul style="list-style-type: none"> • Develop demand led CB modules • Support strategic organisational functions in partner CSOs especially CBOs; 	<ul style="list-style-type: none"> • Flexibility is required because not all CSOs are at the same level and need the same inputs so. Focus would be on key functions needed to deliver for the trust
Highly skilled trustees, staff, and Systems	<ul style="list-style-type: none"> • Human resource development • Systems Development 	<ul style="list-style-type: none"> • Develop ongoing training programmes for staff • Install required key systems; 	<ul style="list-style-type: none"> • These complex and large programmes require competent trustees, staff, and quality as well as effective systems. Recruitment needs to be rigorous and remuneration commensurate.
Demonstrating Impact	Comprehensive MERL System established	<ul style="list-style-type: none"> • Develop top-bottom-top MERL system for all programme; 	<ul style="list-style-type: none"> • Essential component not done well previously, will need expertise and constant attention
Diversify and grow funding streams	Resource mobilisation strategies	<ul style="list-style-type: none"> • Develop donor relations linked to communications and MERL systems • Develop links with government & private sector; • Launch annual reports showing impact 	<ul style="list-style-type: none"> • Carrying forward good relations with donors into the trust is important. Developing new funding streams – including government and private sector – is vital and key to long term sustainability

The ripple in the pond: Uraia's civic education

Uraia has set itself a target of reaching about one million Kenyans with quality CE. In order to do this, Uraia will identify and train an initial 880 to 1,200 male and female CEs. There are two major options how this can be done - either at the Constituency level or at the County level. See below for details.

Whichever way is chosen the training of the CEs will be outsourced and they will be trained in batches.

The better part of the first year will be used to identify and train CEs. The development of materials and methods they will use will also be developed

These CEs will educate men and women in Citizens Groups of 25 once a week - a minimum of 10, but a maximum of 13 weeks -. This will expose them to a number of interactions and a range of key issues that allows for substantial learning to promote engagement and public participation.. This means it is action based learning that focuses on what can be done with this information/education to change things. The materials used will be accessible and in easy to understand modules

After some time, those educated and exposed will engage more in public life and will also be able to go out and share effectively with their neighbours and peers about what they have learnt and done. This secondary effect was part of NCEP I and II but was not well measured due to limited monitoring by the programme. The trust, will support this with some input on how best to pass on what they have learned. This secondary effect however could be quite substantial over time and needs to be monitored and measured.

This means there will be a gradual build up of the number of citizens educated and engaged during the life of the programmes. In the first year, the numbers exposed to CE will be quite small since the CEs are being identified and material being developed and tested/piloted. Over time, the number of CEs will increase as the ripple expands. It has to be kept in mind however, that CE under the trust is more about quality than quantity. Over time, quantity should grow as the ripples in the pond expand and take in more men and women. The additional people will come from the Citizens Groups themselves and only the good and committed will be taken on by the programmes.

Once the original period of CE is over - the 13 weeks - it is expected that members of the Groups formed will continue to meet on their own and keep on educating themselves with new material as it is produced and engaging on local issues as they are able. The CEs will need to support these Groups as well as monitor what they do and how they engage in public life to know what they do with the CE they have been given and continue to receive.

The CEs will be contracted and placed in specific CSOs who will be responsible for supporting their work and for helping to monitor progress. While the CEs will come from different CSOs and thus mostly belong to different Consortia, every effort will be made to coordinate their work within the constituency/county. There will be joint planning meetings of CEs, CSOs and Consortia to ensure support is provided, standards

are maintained, and to promote joint engagement activities by those who are being educated within that Constituency or County.

Constituency approach to Civic Education and Engagement

Under the new constitution, there will be 290 constituencies. If the trust opts to work through the constituencies, then the following is how it will work out - subject to resource availability.

The approach will be to increase the numbers of CEs year-on-year through the programmes. Some of the CEs from Year 2 will be needed to support existing groups that have been formed.

In the beginning, there will be 2 CEs per Constituency, taking gender balance into consideration. This means 580 Civic Educators will be identified and trained in Year 1.

These CEs will not start carrying out CEE until the final quarter of the first year - after proper training and preparation.

Each CE will train 3 Citizen Groups per week over a period of 13 weeks. Each Group will contain 25 citizens. So in Year 1 this means the following;

CEs	Groups Formed	No. of Groups	No. in Group	Citizens Trained
580	3	1740	25	43500

In a full Year each CE will deliver a 13 week training period to 3 groups per week 3 times per year. However some CEs will be needed to continue to support those Citizens Groups established at the end of Year 1. In the second year, 290 CEs will train new Citizen Groups while the other 290 will partly train new Citizens Groups but also partly support existing Groups;

CEs	Groups Formed	No. of Groups	No. in Group	Citizens Trained
290	3 x 3 = 9	2610	25	65,250
290	1 x 3 = 3	870	25	21,750

From Year 2, an additional 290 men and women will be selected from the Groups established in Year 1 to be trained and become CEs. They will come on board for the second round of Group training

New CEs	Groups Formed	No. of Groups	No. in Group	Citizens Trained
290	2 x 3 = 6	1740	25	43500

CEs	Groups Formed	No. of Groups	No. in Group	Citizens Trained
Original 290	3 x 3 = 9	2610	25	65,250
Monitoring 290	1 x 3 = 3	870	25	21,750
New 290	2 x 3 = 6	1740	25	43,500
				130,500

So by the end of the second Year, 174,000 men and women will have been trained

In the third Year another 290 citizens will be selected for training and follow the same pattern as Year 2. However the 290 CEs from year one, who partly trained in year two, will now fully monitor and support existing groups;

CEs	Groups	No. of Groups	No. in Group	Citizens Trained
580	3 x 3 = 9	5,220	25	130,500
New 290	2 x 3 = 6	1740	25	43,500
Monitoring 290	0	0	0	0
				174,000

So by the end of the third Year, 348000 citizens will have been trained

In the fourth year, another 290 citizens will be selected for training and follow the same pattern as Year 2.

CEs	Groups	No. of Groups	No. in Group	Citizens Trained
870	3 x 3 = 9	7830	25	195,750
New 290	2 x 3 = 6	1740	25	43,500
Monitoring 290	0	0	0	0
				239,250

So by the end of the fourth Year, 587,250 citizens will have been trained.

Year 5 will not take on more trainers but use existing numbers.

CEs	Groups	No. of Groups	No. in Group	Citizens Trained
870	3 x 3 = 9	7830	25	195,750
New 290	3 x 3 = 9	2610	25	65250
Monitoring 290	0	0	0	0
				261000

So by the end of the fifth Year, a total of 848250 citizens will have been trained.

An assessment of the effectiveness of this approach and numbers will be undertaken at the end of the second Year and numbers adjusted accordingly - based also on resources available

County Approach to Civic Education and Engagement

Under the new constitution, there will be 47 Counties. If the trust opts to work at this level as opposed to the Constituency level, then it will work out as follows;

In the beginning, there will be 12 CEs per County, taking gender balance into consideration and increase the numbers of CEs year-on-year throughout the programmes. This means 564 CEs will be identified and trained in the first Year.

These CEs will not start carrying out CEE until the final quarter of the first year - after proper training and preparation.

Each CE will train 3 Citizen Groups of 25 members each per week over a period of 13 weeks.

In the first year, this translates to;

CEs	Groups Formed	No. of Groups	No. in Group	Citizens Trained
564	3	1692	25	42,300

Each CE will deliver a 13 week training period to 3 groups per week 3 times per year. However, some CEs will be needed to continue supporting those Citizen Groups established at the end of the first year.

In the second year, in each County, 8 CEs will train new Citizen Groups while the remaining 4 will partly train new Citizen Groups and also partly support existing Groups.

CEs	Groups Formed	No. of Groups	No. in Group	Citizens Trained
Full 376	3 x 3 = 9	3384	25	84,600
Monitoring 188	1 x 3 = 3	564	25	14,100

From the second year, an additional 188 men and women will be selected from the Groups established in the first year to be trained and become CEs in the Counties. They will come on board for the second round of Group training

New CEs	Groups Formed	No. of Groups	No. in Group	Citizens Trained
188	2 x 3 = 6	1128	25	28,200

Year 2

CEs	Groups Formed	No. of Groups	No. in Group	Citizens Trained
Original 376	3 x 3 = 9	3384	25	84,600
Monitoring 188	1 x 3 = 3	564	25	14,100
New 188	2 x 3 = 6	1128	25	28,200
				126,900

By the end of the second yYear, 169,200 will have been trained.

In the third year, another 188 citizens will be selected for training and follow the same pattern as the second year. However the 188 CEs who partly trained, will now fully monitor and support existing groups;

CEs	Groups	No. of Groups	No. in Group	Citizens Trained
564	3 x 3 = 9	5076	25	126,900
New 188	2 x 3 = 6	1128	25	28,200
Monitoring 188	0	0	0	0
				155,100

By the end of third year, 324,300 citizens will have been trained.

In the fourth year, another 188 citizens will be selected for training and follow the same pattern as that of the second year.

CEs	Groups	No. of Groups	No. in Group	Citizens Trained
752	3 x 3 = 9	6768	25	169,200
New 188	2 x 3 = 6	1128	25	28,200
Monitoring 188	0	0	0	0
				197,400

By the end of the fourth year, 521,700 citizens will have been trained.

In the fifth year, Uraia will not take on more trainers but use existing numbers.

CEs	Groups	No. of Groups	No. in Group	Citizens Trained
940	3 x 3 = 9	8460	25	211,500
Monitoring 188	0	0	0	0
				211,500

By the end of Year 5 a total of 733,200 citizens will have been trained.

An assessment of the effectiveness of this approach and numbers will be undertaken at the end of the second Year and numbers adjusted accordingly - based also on resources available

THE POND IN THE RIPPLE: URAIA'S CIVIC ENGAGEMENT

In support of the above, those educated will be assisted to engage on issues of concern to them and their communities. The approach will be to support men and women understand the mechanisms already provided under various government or other programmes and enabling them to engage with and through those mechanisms. If not, then new ways can be discussed and developed for them to achieve what they think is required in terms of civic engagement.

The basis of this is for men and women to understand the implications of the new constitution and what it provides for them in terms of improved accountability, service delivery and good governance. How this is then applied in different situations and settings is the key to effective civic engagement. The materials developed will assist in finding ways of applying the constitution and the subsequent legislation informed by their daily lives. Engagement has to be demand driven, accessible and effective. Besides seeing and interacting with the issues, men and women need to engage with these duty bearers responsible for those issues at various levels.

This will mean enabling people to engage in advocacy and lobbying as well as applying for and participating in decision making bodies locally and higher up the system. Some of these will be worked out iteratively locally. Groups in the same Constituency/County or from adjoining Constituencies/Counties will be encouraged and facilitated to act together on some issues and with other stakeholders.

The importance of networking across and between Citizen Groups, other actors and stakeholders is clear. The more men and women can act together, the greater the chance of achieving common goals. Uraia will look for opportunities for those participating in its programmes to identify and link them with other actors and mechanisms.

Local media support will be part of this effort with help being given to local radio and other local media to raise the profile of an issue and to encourage discussion, debate and education - and from that engagement. Materials will be provided by Uraia for consistency of quality and coherence of message. Male and female radio presenters will be trained on how to host local discussions effectively. The use of the media to mobilize around key issues is common place and will be promoted as much as possible. Lessons gathered from research being carried out by Uraia Strategic Partners and others will feed into this.

There is much information out there and Uraia will gather, analyze, summarize and disseminate useful information to those being educated on emerging and developing issues. In addition, strategic partnerships and networks that already exist will be strengthened and facilitated to link and bring synergy to the efforts being made. This will be supported by new technologies that will assist in building knowledge and encouraging engagement. The growth of newer and more efficient information technologies should be exploited so that men and women are able to access information, news, insight and advice as well as to help develop tactics for citizen engagement.

NATIONAL ORGANIZATION FOR REFORM

Uraia will need to transition from its present focus and role into these more integrated programmes and this will happen over a period of time. This will include progress on all strategic decisions made and a strong focus on the main operational elements required for integrated CEE programmes to take shape as set out here and in the full Strategic Plan.

Identifying CEs and getting them prepared to carry out CE is key as is materials and methods that they will use. Unpacking and developing mechanisms for engagement will also be a vital element for the organization. While these are being developed, Uraia has to establish its Trust and it's strengthen its secretariat in order to manage these complex and demanding integrated programmes. The key deliverables will be:

- Setting up of the Trust;
- Identification and appointment 9 Trustees;
- Establishing of the Advisory Council and Implementers Forum;
- Strengthening of the PMU -through staffing and improved systems - including financial management handover;
- Identification - through assessment - of competent CSOs to employ CEs and support the overall programmes objectives;
- Identification of CEs through an agreed criteria;
- Training and preparation of the CSOs and CEs prior to doing carrying out CE;
- Preparation of quality materials on the new constitution - its implications and applications;
- Identification of mechanisms for engagement at the local, regional and national levels;
- Development of media activities in support of the programmes - especially of local radio and print;
- Operational implementation of a gender responsive advocacy campaign in support of entrenching the constitution;
- Development of strategic networks and partnerships to extend the influence of CEE;
- Initiate targeted CB support to CSOs and others supporting the CEE programme;
- Branding and marketing of Uraia across the country to raise the profile and interest;
- Development of the website and online materials for free access to information and CEE materials;
- Development of an MERL Framework to track impact;

ASSUMPTIONS AND RISKS

The Trust is working on a number of assumptions and managing risks.

Key assumptions:

- Kenyans want change and want to be part of making that change;
- They want assistance, information and education so that they can improve their civic competence and engagement;
- There is some space to meet this demand;
- There is some political stability and political buy- in to allow Uraia to implement its objectives.

It is assumed that a good number of development partners will buy into well thought out well managed CEE

Programmes and there will be adequate resources to implement the programmes either fully or in part. CEE on a national scale cannot be done without substantial resources hence significant investment is needed

It is assumed that there are competent CSOs and skilled CEs who can be taken on board, trained and sent out to do a good job of educating a million Kenyan citizens in the next 5 years.

It is assumed that others will see the benefits of Uraia's programmes and wish to support and/or buy into it. This includes the private sector and the government. Uraia should protect itself from co-option though when partnering with other sectors.

It is assumed that the media sector, despite its commercial focus, will see the Trust as a public good and support it in the manner appropriate to the values of the programmes.

It is assumed that there will be innovative use of developing technologies to increase access to education and information for citizens as well as promote direct action by Kenyans.

It is assumed that all actors on Uraia the programmes will be committed to its objectives, principles, values, and standards. It is recognized that some actors may want to be part of Uraia's a high profile Programmes for less noble reasons - for personal profile, political positioning or access to resources. There needs to be mechanisms in place to mitigate such incidences.

Key Risks:

The political context in Kenya always views CE programmes with suspicion and can be co-opted, corrupted, or marginalized. It will be incumbent on the Trustees to protect the programmes from such efforts and to maintain their credibility and legitimacy.

It is a risk whether there will be enough resources to implement large national CEE programmes as set out in this SP. While there are many demands on development partner funding it is hoped that considerable diversified support to the National Civic Programme will be forthcoming.

Managing the trusts' many, huge and complex programmes as well as a wide range of partners is a risky undertaking. It will require that Uraia has competent staff and support by trustees if it is to meet its objectives

INSTITUTIONALIZING URAIA

Uraia's ambitious CEE agenda will require a strong institutional grounding to steer its programmes and preserve its institutional memory. For this and related reasons, Uraia leadership has registered a body, the Uraia Trust, as the institutional vehicle through which the programme will be implemented. This has given Uraia a truly Kenyan identity, corporate personality, capability for perpetual succession and the autonomy necessary to steer its programmes as it deepens CEE in Kenya.

The governing body is a Board of Trustees of not less than 5 and not more than 9, who shall be men and women of integrity with proven leadership qualities. The Executive Director will perform the roles of Chief Executive and Secretary to the Board. He/she will be supported in the day to day running of the Uraia secretariat by a management team and other staff appointed by the Board of Trustees or by the ED with authority of the Board (see organogram).

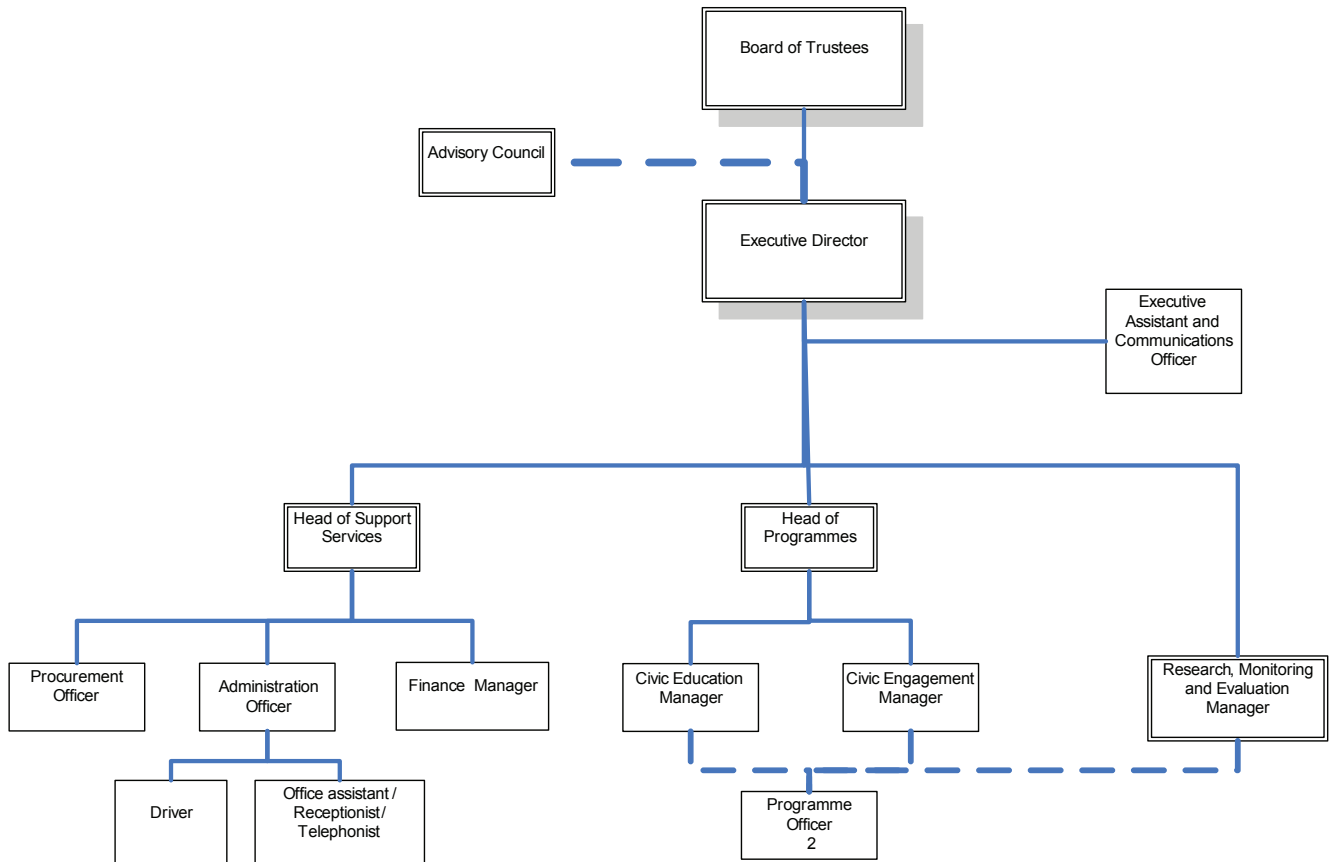
Special care has been taken, in constituting the new body, to provide it with credible leadership, strong

checks against maladministration and to manage conflict of interest amongst others.

In addition to the Uraia Trust an Advisory Council will be established to facilitate wider representation of stakeholders.

An Implementers' Forum will also be established, comprising of the Directors, Programme Officers and Finance Officers of the CSOs implementing Uraia's Programmes. This will provide a platform for lessons learning, sharing experiences, best practices for implementation

Organizational Structure



Annex I: The National Civic Education Component

Much of the thinking for undertaking CE as a key component of Uraia was done early in 2009. At that stage, there were only plans for continuing NCEP II into NCEP III based on lessons learned and new analysis in light of the political crisis from early 2008.

NCEP I and NCEP II had provided many lessons and much insight into the challenges of conducting CE in Kenya. Many evaluations on those efforts have been undertaken by various actors at various levels. This CE Component Plan has sought to build on that learning and use it to shape the next efforts to take CE to Kenyans and provide the basis for greater civic competence amongst citizens.

The approach to CE by Uraia has not been affected by the additional focus on civic engagement. Indeed, civic engagement was identified as a key strategy in the Mombasa meeting in April 2009 and subsequent meetings of the PSC and others. Thus civic engagement was bolstered and made an equal pillar with that of CE.

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‘Africa doesn’t need strongmen, it needs strong institutions.’

Barack Obama to Ghanaian Members of Parliament, Accra July 11th 2009

- The main lessons learnt from the final Impact Evaluation Report for Uraia are summarized as follows; “The findings strongly confirmed the conclusions reached in the NCEP I and earlier impact assessments. The effects of NCEP II-Uraia CE were influenced strongly by the amount of the individual’s exposure to CE activities, by the kinds of instructional methods used, by the quality of the facilitators, and by the degree to which individuals engage in discussions about democracy issues after their direct exposure to CE.”¹ Based on this analysis, the Impact Report proposed the following relevant recommendations for the design and implementation of future CE in Kenya. Emphasize the promotion of orientations related to civic competence and involvement, the promotion of national versus tribal identities, and the promotion of ethnic social tolerance;
 - Rethink whether and how to teach values related to democracy and the rule of law, and whether and how to include issue advocacy as part of CE curricula;
 - Focus in a more targeted fashion on issues of direct concern to Kenyan citizens;
 - Rethink how mass media should be utilized to maximize individual impact;
 - Change the way that CE is delivered, so as increase the numbers of individuals who are trained in ways that are most conducive to impact. This means greater emphasis on the training of facilitators, greater emphasis on the use of participatory teaching methods, and greater emphasis on stimulating multiple exposures to CE activities;
- Include a pre-test component to measure individuals’ baseline orientations before exposure to CE training, and keep better records of program participants and program activities;

Much of this has been taken on board for this Plan:

¹ THE IMPACT OF THE SECOND NATIONAL KENYA CIVIC EDUCATION PROGRAMME (NCEP II-URAI) ON DEMOCRATIC ATTITUDES, VALUES, AND BEHAVIOR FINAL REPORT. Prepared for U.S. AID, Nairobi, Kenya, by: Steven E. Finkel, Management Systems International and University of Pittsburgh; Jeremy Horowitz, MSI and University of California, San Diego with Paul Mbatia, University of Nairobi

2Civic Education in the Kenyan Context

The post 2007 election violence, subsequent signing of the National Accord as well as formation of the Grand Coalition and all the struggles it has had to provide good governance in Kenya highlight the need for the people of Kenya to be facilitated to become more civically competent. This will help in the push for reforms and the type of leadership and forms of democratically accountable governance they desire.

Uraia will attempt to make its contribution to the building of that civic competence. A key element of that is a push to conduct CE in context - taking into consideration the realities of Kenya and where it is in its development. Whereas the events impacts and consequences of post 2007 general elections are still much to the fore and being felt and played out daily - in parliament, the press and especially the IDP camps and other places where different people must co-exist - it is recognized that today's manifestations are the result of many years of structural corruption and neglect.

Since early 2008, other massive challenges have come to the fore as a consequence of Kenya's poor governance since Independence. These challenges include: The destruction of the Mau and other essential water towers, its link to land and how it has been allocated, grabbed or distributed, the increasing challenge of climate change and its impact on drought and food production, the large numbers facing famine and insecurity, the lack of poor strategic planning to address major pillars of development - infrastructure, irrigation, industrialization. All of this has produced an increasingly cynical and untrusting populace that watches their leaders politic rather than address national challenges. This cynicism has the positive impact of pushing men and women into the public domain and increases the numbers who wish to participate personal and national development. Uraia needs to tap into this populace and help it achieve its goals.

The foundation of change is the 2010 Constitution of Kenya and Uraia will build its CE around it. Helping men and women understand its provisions, implications and applications in their daily lives is vital for reforms.

The applications and implications of the new Constitution will address many of the key issues affecting Kenyan citizens. It defines the social contract and relationship between citizens and their representatives. The Constitution sets out broad provisions with regard to the type of government, the separation of powers, the degree and type of devolved government, the management of land and other natural and national resources. It sets out the basic rights and responsibilities of people and institutions. It addresses; gender youth, PWD's, minorities, and minor issues. It will cover issues of nationhood, peace and unity, democratic governance and the space for economic growth and social development.

In committing itself to certain approaches the SP recognizes that reality is constantly in flux. It aims to have a degree of flexibility in order to respond to that unfolding reality. Any long term CE programme while exposing men and women to long standing values and principles should also be ready to move with the times and adapt to what emerges over the horizon. Be it rain, cloud, or shine Uraia will seek to incorporate that into its implementation.

2 See Civic Education best practice lessons learned at end of this document.

Conducting Civic Education - Why and How?

To conduct CE effectively, Uraia should aim for quality over quantity. It should provide quality and gender sensitive materials that educates through skilled messengers. The education that men and women get should open up new opportunities for engagement and promote change through participation. People should become the change and demand the change they want to see.

Civic education therefore - if done properly - is an important tool for raising public awareness and levels of knowledge on important issues affecting the lives of ordinary citizens. Civic education is the foundation on which citizens can base their effective civic engagement, participate more fully in public debate, in decision making processes, in accountability mechanisms, in making their wider social, political and economic contribution to the nation's development.

“

“Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world.” **Paolo Freire.**

For some however, there seems to be some question marks over the efficacy of CE - or civic education as opposed to some other form of intervention. Clearly, CE needs to be conducted well if it is to make the impact it aspires to. The validity of its contribution should not be in question. Part of the problem in Kenya is the weak provision of education to its citizenry - from primary school up to university and beyond. Due to the poor educational levels - both academic as well as civic - men and women are easily manipulated by leaders. They are ill equipped to counter politically manipulated and contrived arguments, economically abused governance and devolved mechanisms. Given the recent and present sense of crisis in Kenya, CE has a key role to play in helping citizens address their concerns and challenges. Those who have trodden this path before can provide some insight into the nature of education in the grand scheme of things.

Uraia seeks to make its contribution to the positive transformation of Kenya in the light of this understanding. It does so by acknowledging Kenya's complex colonial and post colonial past - including the recent post election events - and the challenges these have brought and continue to bring. Civic Education has to be contextualized to contribute to the positive changes that Kenyans want.

The previous efforts - NCEP I and NCEP II - have, without doubt, had some impact on the level of both knowledge and engagement of Kenyan citizens. However, the lack of a pre programme baseline and a robust monitoring framework, and an approach that went for quantity rather than quality, has made this impact somewhat limited, opaque and less evidence-based than should have been the case. Sketchy evidence from all over the country, however, highlights the many small acts undertaken by individuals and groups, many for the first time, that have led to greater public engagement. These efforts have led to improved governance and greater accountability of leaders and service providers particularly at the local level. Therefore, Uraia seeks to build on these efforts and make them more focused, effective and explicit.

Operationalizing Civic Education

It is critical for Uraia to unpack its CE component to achieve its set objectives. This can be done by answering the question on how will Uraia provide QCE up to a million committed Kenyan citizens and

- How can Uraia make them fully participate in public life in an informed way and contribute to bringing about the changes they wish to see?

During the previous two Phases of NCEP, between 4.5 and 5.5 million people³ were reached. The quality of those interactions however, did not lead to a noticeable increase in sustained and committed public engagement and therefore did not bring about the changes desired in Kenya. In short, the two Phases did not have the desired impact. Uraia will address this challenge by focusing more on quality than quantity.

The focus on quality over quantity is driven by best practices, which recognizes that men and women need a number of interactions with CE to promote genuine change in attitude or behaviour and for increased participation in public affairs. Civic education needs to be of high quality in order to assist people to have better and more choices than before.

The key to QCE, reaching a million Kenyans over 5 years, requires focus on a number of inter-related elements - quality materials, quality messengers and quality methods. It also needs to provide quality mechanisms on how to enable men and women engage with local and national issues based on that education. Uraia's CE is purposeful and is strategically a means to an end. That end is to bring about positive change in Kenya's governance.



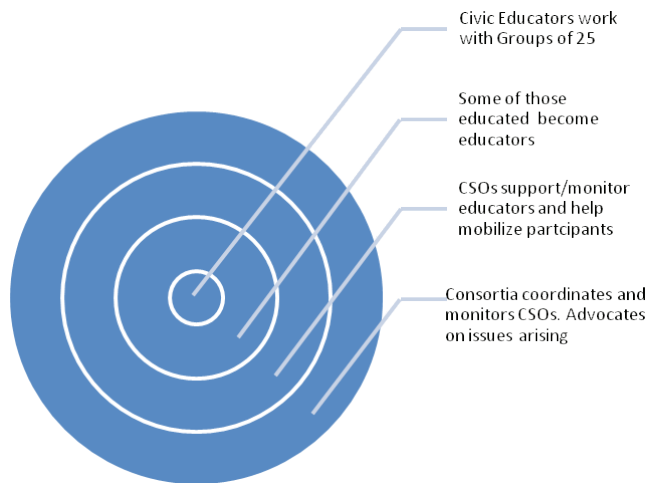
Quality Messengers

The foundation element of a QCE programme is encored on its CEs. Without a cadre of committed and trained CES who can help citizens engage with the issues through the materials provided and learn, there is little that can be achieved. Investing heavily in these CEs is a priority for Uraia including facilitating their work so that they can focus on their role of delivering gender responsive QCE.

Quality Methods

The strategy is to focus on those citizens interested in learning and participating in national and local processes. These should be people who are committed to the goals of the Uraia and its approach. This means that those

3 See USAID Impact Evaluation Final Report



participating should be committed to learning and to the process of engagement with the issues in order to see change. Uraia is not just about raising awareness but building up a sizeable educated citizenry that can pass on what they learn to others, act for positive change and greater public participation.

Another key part of the strategy is creating educators out of the educated; while an initial cadre of CEs numbering around 500/600 will be identified, trained and deployed, is planned that some of these ‘students’ will be taken up each year to become CEs themselves. The number that can be supported to do this is limited due to resource limitations but also to enable Uraia to maintain quality management over a reasonable number of actors. However, Uraia will not stop others doing this voluntarily and will try and capture the impact of such efforts.

Quality Materials

In order for people to learn and be educated, the materials used in CE have to be accessible, understandable, gender sensitive and useful. A large part of the materials will be focused on the 2010 constitution with aspects such as the types of institutions of power, the separation of those powers, land ownership, security, the rule of law, etc.

Most of these materials will be produced centrally so that there is consistent quality, accuracy of material and timely accessibility for mass use. These will be disseminated through various channels - including the internet.

Modules	<ul style="list-style-type: none"> • On specific topics - constitutional and local - esp devolved governance/funding - cdf etc • In 'bite size 'pieces - so people can understand without overload or confusion - ongoing supply
Manuals	<ul style="list-style-type: none"> • For the cadre of educators working at the local level with citizens overtime • Covering whole range of issues - national and local
Media	<ul style="list-style-type: none"> • Local FM Radion - to reinforce learning and expose to more people • TV and Print media to provide inputs linked to modules
Messages	<ul style="list-style-type: none"> • To reinforce topics and values and principles • Focus on action needed in response - promoting participation

This implies that a dedicated team within the secretariat continuously develops materials.

Quality Mechanisms

Besides quality materials and CEs/messengers at the local level, there is need to reinforce the education using a number of different approaches by managing how they work together for the greater good of Kenyans. These will include the use of CSOs, Uraia's County Forums, media and CEs.

Quality Management

With such large and complex programmes, Uraia requires a competent, efficient, effective and a highly motivated team. This implies a dedicated team of Board, Advisory Council, Implementers Forum and the secretariat.

Annex II: The National Civic Engagement Component

After the post 2007/2008 post election violence, it was clear that Kenya could not continue with 'business as usual'. The wrangling within the Grand Coalition compounded by its inability or unwillingness to deal locally with the post election issues opened an avenue for citizens' participation in the drive for change. This was crystallized around the search for the new constitution. Citizens followed avidly the work of the Committee of Experts commissioned to draft the new constitution and the work of the Parliamentary Steering Committee. They sought to feed in comments into the harmonized draft and to push for a version that could better serve the public interest.

Uraia was at the forefront of supporting this engagement through the Katiba Sasa Campaign! and through a whole range of actors to engage in the constitution making process.

Civic Engagement within the Kenyan Context

Governance in Kenya has been a major problem since Independence. The rule and misappropriation of national assets by elites has severely damaged the drive towards development and growth. Patronage and clientism have dominated the political climate. The citizens have been held to ransom and have been unable to bring about the change in their lives that they yearn for. Instead ethnic rivalry has been fostered and politicized while national resources have been captured by some at the expense of others. This has left Kenya fragmented, polarized and poor.

Civic engagement can contribute towards the healing and reconciliation but also, going forward, to a more socially cohesive and mutually accountable future. Kenyans demand for good leadership and a national framework that brings fundamental reforms should lead to these citizens lending a hand to their formulation. It is much more than just the few elites, constantly in the headlines and leading government, delivering reform. The nature of democratic change demands that, besides the elite, local people should be at the centre of driving and delivering reforms.

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“For us democracy is a question of human dignity. And human dignity is political freedom, the right to freely express opinion and the right to be allowed to criticise and form opinions. Human dignity is the right to health, work, education and social welfare. Human dignity is the right and the practical possibility to shape the future with others. These rights, the rights of democracy, are not reserved for a select group within society, they are the rights of all the people.”

Olof Palme, the late Swedish Prime Minister

Uraia seeks to make a strong contribution to increase not only Citizens' knowledge - which has been growing over the past decade through the media and other mechanisms - but their ability to gain results from that knowledge. For over two decades, many citizens have been working at the grassroots levels to push for change at great personal risk and many reformers were arrested or co-opted or even killed. However, the last decade has seen the democratic space open up leading to increased freedom to express different opinions and demand more from their leaders and institutions. Even with the setbacks of early 2008, the trend is towards genuine democratic change and building a critical mass for change through Civic Engagement is essential. However, this cannot be achieved overnight and it is not usually glamorous as noted by Noam Chomsky:

If you want to make changes in the world, you're going to have to be there day after day doing the boring, straightforward work of getting a couple of people interested in an issue, building a slightly bigger organisation, carrying out the next move, experiencing frustration, and finally getting somewhere. That's how the world changes. That's how you get rid of slavery, that's how you get women's rights, that's how you get the vote, that's how you get protection for working people. Every gain you can point to came from that kind of effort - not from people going to one demonstration and dropping out when nothing happens or voting once every four years and then going home. It's fine to get a better or maybe less worse candidate in, but that's the beginning, not the end. If you end there you might as well not vote. Unless you develop an ongoing, living, democratic culture that can compel the candidates, they're not going to do the things you voted for. Pushing a button and then going home is not going to change anything.

Uraia is aware of the incremental role that civic engagement plays in achieving change in Kenya. And while Uraia recognizes that it cannot do everything and reach everybody, it will realise its mandate within its niche.

Because of this, Uraia will focus on quality civic engagement. It will support individuals and groups working locally with citizens across Kenya on areas of public concern and interest. These people and organisations already have credibility and legitimacy in their community but often lack the right mix of agency and opportunity - the skills, the information, the resources and support to do a better job. Uraia will seek to provide those. Uraia will also target key groups which, with more resources and assistance, have the capacity, influence and sustained commitment to put pressure on key issues and institutions. It will however seek to attract new citizens to participate in this change processes hence building on and adding to existing efforts will be part of this strategy.

Uraia will be more focused, targeted and diligent in its provision of civic engagement and will be more incremental - building up a cadre of informed citizens over time. It will help men and women participate locally on real processes underway in their neighbourhood thus, link learning with lobbying, mentoring with monitoring, good ideas with good governance, and awareness with accountability.

The key components of the engagement will be advocacy, networking, research and tracking, training on devolved governance participation and on identification of local engagement issues.



Advocacy

Uraia will support advocacy in a number of ways:

1. At the most strategic level, it has planned to focus on 4 key issues. These will be promoted by all actors in Uraia and will be national level-led campaigns. They are:-
 - Entrenching the Constitution;
 - A Free and Independent Judiciary;
 - Free and Fair Elections; and
 - Promoting the participation of men and women in political processes.
2. At the local level, advocacy will be conducted through groups or individuals working with local issues. This support will primarily come from the CSOs and the Uraia County Forums.
3. In between the levels, advocacy campaigns will arise from Uraia’s work or other relevant agencies or actors.

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“The job of a citizen is to keep his/her mouth open.”

Gunther Grass

The 2010 constitution is the beginning of a new journey in which Kenyans should buy into this key document and see the supremacy of it. This reverence for and adherence to the constitution should be internalized and then practised by one and all.

A free and independent Judiciary is vital in the entrenchment of the rule of law. The main way constitutionalism is thwarted is through poor and corrupt judgements. People should see the role of the Judiciary in protecting their rights and in holding those in power to account.

The 2010 Constitution has set out its first general election to be August 2012. With the events of 2007/2008 still fresh in our minds, Uraia cannot ignore this and thus should play its role to ensure that PEV should not be repeated. Uraia will contribute to this by supporting a free and fair election. Advocating around this issue can counter the inevitable manipulation and politicking of the elites. As this time approaches, Uraia can play a role in opening up the political process - to participation, scrutiny and better practice alongside enhancing advocacy efforts to overcome the disillusionment and apathy that resulted from 2007/2008 experience.

While these issues are the focus of advocacy, other related work will be incorporated for wider impact, e.g. training on gender sensitive advocacy, legislative developments, monitoring and awareness raising.

Partnerships and Networking

Uraia has developed a number of working relationships during its previous and continuing implementation. Some of these are already Strategic Partners and some are membership of Strategic Networks. Both are important for widening the circle of actors working towards democratic transformation. Going forward Uraia will develop these partnerships and networks to bring in both specific expertise and wider support to its efforts. As Uraia brings together CE, in which it has an established track record, and civic engagement, which is a new approach, some of these strategic partnerships will be critical in ensuring effective implementation.

A strategic partner is one with a national outlook and one that Uraia can engage with and via their own work and contacts use to reach out to certain critical target groups that can enhance the impact of Uraia. Such strategic partners should:

- Be respected
- Have a complementary niche evidenced by their area of focus/expertise and/or target group
- Have a clean track record and experience in their area of expertise
- Have capacity to manage processes on behalf of Uraia due to their competitive advantage
- Be independent
- Have the ability to work with Uraia and other partners
- Exhibit a high level of commitment to achieving Uraia’s long term goals;
- Upholding Uraia values and have values that are in harmony with Uraia’s

Uraia needs to develop such strong partnerships with other organisations, networks and institutions so as to bring added value to the national programmes for CEE.

A range of potential partners have been identified and these will be fully explored once the Trust is operational.

The Rules of Engagement for Uraia and its Partners

Uraia will engage with a whole range of different actors in the process of delivering its goals and objectives. This engagement needs some guidelines to ensure that the values of Uraia are maintained. These include:

- Partners should recognize the public good of Uraia and seek to support that from a sense of Corporate Social Responsibility (CSR) and not as a profit. This will be true especially of those partners who can provide valuable services to the programme such as the telecom and internet and media type partners. They should not seek to make profit from Uraia.
- Development partners should be supportive of the approach and efforts being made by Uraia and not seek to influence Uraia for its own agenda and objectives.
- Funding should come from sources that are in line with the values of Uraia. It will not take funds from for example alcohol or tobacco companies or from others whose output and production could be seen as detrimental to citizens.
- Their will need to be some due diligence to the receiving of funding from all potential donors - government included. Funds should promote democratic transformation, gender equality and citizen empowerment.
- All aspects of anti-corruption need to be built into partnership agreements

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“The spirit of resistance to government is so valuable on certain occasions that I wish it to be always kept alive. It will often be exercised when wrong, but better so than not to be exercised at all.”

Thomas Jefferson

Research and Tracking

“Only the educated are free.” Epictetus

An important part of helping men and women understand and engage is by giving them on going quality information. A number of organisations and institutions undertake research and Uraia will be tracking such relevant research and passing it on to those being educated in summarized form that can be digested more easily.

Other organisations have mandates to track what is going on within government and to follow implementation of laws, policies and programmes. Others track the wider political or economic or social developments in the

nation. Uraia will tap into this work and use its findings to keep participants aware of what is going on across the country, government and the private sector and/or even within civil society. If there are perceived to be research gaps then Uraia, will commission such researches. Following the mechanisms by which this is done will be a crucial element of engagement.

Appendix I: Best Practices Approaches to Civic Education Lessons Learnt USAID 2002

By far the most important finding to emerge from the study, one that applies equally to adult and school based programs, is that course design and quality of instruction are critical to the success of CE programs. In addition to this more general finding about the importance of course quality and design, the study found that CE programs are most effective when

Sessions are frequent.

One or two sessions have little to no impact, but, when three or more, significant change occurs.

Methods are participatory.

Breakout groups, dramatizations, role-plays, problem solving activities, simulations, and mock political or judicial activities led to far greater levels of positive change than did more passive teaching methods such as lectures or the distribution of materials.

Teachers are knowledgeable and inspiring.

Teachers need to engage students when transmitting information about democratic knowledge, values, or ways to participate effectively in the democratic political process.

Based on these findings recommendations/lessons emerged for designing more effective CE programs. These are

Be aware of, and try to design around, obstacles to frequent participation: To the extent possible, groups conducting CE should assess possible barriers to participation and try to address them before implementing a program.

Use as many participatory methods as possible: Role-plays, dramatizations, small group exercises, and group discussions are far more effective tools than more passive methods.

Build opportunities for participation directly into the program: One of the surest paths to greater local political participation over the longer term is to build opportunities for political participation directly into the CE program. This involves more than simply using the participatory methods above. Rather it involves building opportunities for direct political engagement into the program.

Focus on themes that are immediately relevant to men and women's daily lives: In designing CE projects work to identify an audience's primary concerns and then show how democracy and governance issues relate to those concerns.

Invest in the training of trainers: Given the importance of course design and teaching method, the training of trainers is a good investment. It is crucial that trainers feel comfortable with a broad range of teaching methods, and have the flexibility to adapt both method and course content to the immediate concerns of program participants.

Target voluntary associations: Men and women who already have extensive social networks appear to benefit more from CE than those who do not join social, economic, or political groups. This may be a useful screening device for recruiting male and female participants into CE programs.

Pay attention to gender issues: Women generally face greater obstacles to participation than men in terms of resources and cultural barriers. Programs that address these deeper barriers to participation may be required over and above CE to reduce the gap between men and women.

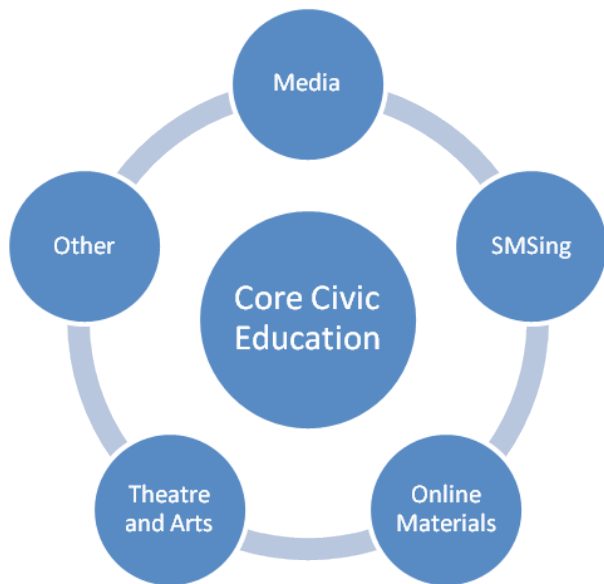
Avoid inflating expectations: Civic education often reduces participants' trust in institutions. Therefore program leaders should be aware that there is a risk of setting standards too high and of creating unrealistic expectations about what democracy can and should deliver. To this end, programs may want to focus on specific short-term goals, in addition to broader issues of political or constitutional reform.

Bring parents, teachers, and school administrators into school-based programs: The School environment and family beliefs and practices are powerful influences on the democratic orientations of boys and girls and young adults. Unless CE programs take account of these forces, they are likely to overwhelm any new messages that are taught.

Annex III: Comments from SID Report on Perceptions of Kenyans

On Kenyan politicians

There is general apathy and negative perception about Kenyan politics evidenced by the fact that 41.2% of Kenyans find nothing to like about Kenyan politics and significant percentages of Kenyans associating the politics with vices like corruption, unfulfilled promises, politicians’ selfish interests and tribalism in Kenyan politics. Reasons behind these sentiments were expressed in detail in the Focus Group Discussions. Kenyans express frustration at the disconnect between politicians and the issues that are of concern and need urgent attention for the general public. Kenyans speak of politicians who are out to enrich themselves at the tax payers’ expense and give little regard to the deploring living conditions of the people who put them in power. They feel their voices are never heard when they speak out and have thus adopted a nonchalant attitude towards the politicians and politics.



On the media

The media is found to be the major source of information on politics with 87.3% of the public attesting to this. Other mentioned sources are friends (5.4%), public rallies (3.1%) and family (2.2%).

The media comes out as most trusted in most CE information areas. 47.5% of the public trust the media to give them correct information on corruption, 35.5% on voting and 35.2% on the constitution. Trust in the media is only second when it comes to reconciliation matters where the public trust the religious organizations most.

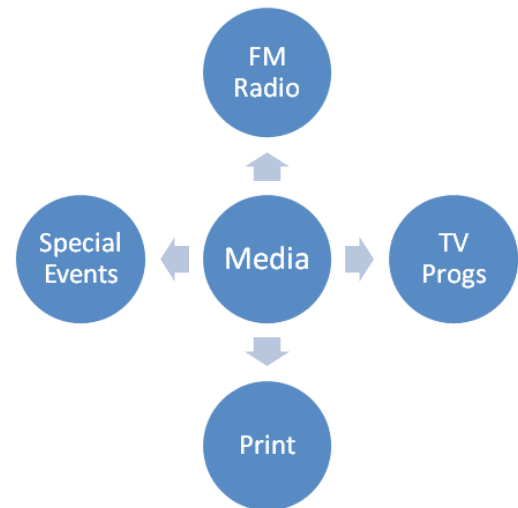
The survey asked which type of media is the most trusted to deliver objective political information. Radio came out as the most trusted with 45.5% of the population attesting that they totally trust it; followed by the TV, trusted by 43%. The newspaper is trusted by 30.4% of the people, while websites come a distant fourth trusted by a paltry 7.4% of the people. The most mentioned media that are trusted by the public are as follows:

- | | | |
|------|------------|----------------------------|
| i) | Radio | Citizen & KBC |
| ii) | TV | KTN & Citizen |
| iii) | Newspapers | Daily Nation & EA Standard |
| iv) | Websites | Yahoo & Face book |

It is worthy of mention that among the used websites, a majority of the people (87%) claim they do not trust any website.

Summary by SID on role of Media

The media is still ‘King’ in terms of the source of political information in Kenya. It is therefore important to influence the quality of the information that the media gives out to ensure that it frames the issues in a manner that educates, informs and deliberates. The media is therefore pivotal to the success and quality of our democracy. It is not merely a business enterprise whose workings should be judged entirely based on commercial paradigms. This point should invite URAIA to begin a discussion on the structure of media ownership; the importance of responsible and facilitative media regulation; the training and capacity of journalists. Programmatically it also implies that URAIA may want to consider greater investment in media-based programmes or activities. Indeed given Kenya’s demographic structure, where the under 40s constitute the majority of the vote, and this age cohort also has the highest confidence in the media as a source of political information, the democratic investment needs to be made here.



On Voting

The official figures of the voter turnout in the 2007 elections given as 69.23%.

On Identity

Most Kenyans feel that it is very important for them to be known as nationals of Kenya. Overall, 72% consider it “very important” to be called a Kenyan. Asked what their identities were, 84.2% said they are Kenyans while 15.4% made reference first to their ethnic identity.

On getting CE

The findings reveal that only 24.2% of Kenyans had attended any CE forum. The majority (75.8%) had no exposure to CE programs. Cross analysis by region reveals that regions of least exposure to CE were North

Eastern, Eastern, Rift Valley and Nyanza Provinces. Gender cross analysis shows that there were more men who had attended CE forums than women.

On Government Behaviour

There is unanimity across all regions that the government should ensure equal distribution of resources so that their community does not feel sidelined. They mentioned resources like the devolved funds to constituencies (e.g. CDF), initiation of economic development projects equally, and provision of social services amenities like hospitals and schools as some of the programs the government need to undertake across all regions.

On the influence of political rallies

Political rallies dominate in influencing Kenyans’ opinion on constitutional matters (46.6%) and voting process (50%). Civic education is more influential in land reforms matters (34.7%).

On citizens role in the new constitution

A significant percentage of Kenyans (46.6%) see their role in the development of a new constitution as that of exerting pressure on leaders through advocacy and lobbying and demonstrations to ensure that Kenyans get a new constitution. 13.4% express they would influence the process through the ballot i.e. voting for it in the referendum. However 11.7% of citizens are detached and do not perceive themselves as having any role in the making of a new constitution.

On choosing politicians

It appears that Kenyans place premium on ‘pedigree’ and delivery as important consideration for leadership. It is however not clear why they subsequently have such low opinion about their leaders, with nearly 70% showing dissatisfaction with their performance. It is also clear that Kenyans don’t elect MPs on the basis of their primary duty - legislating - but rather for largely insular, local considerations. URAIA may need to invest more in public education on the legislative work, and on creating structural interventions to enable MPs showcase their legislative work more strongly.

On improving leadership in Kenya

Kenyans were asked to give recommendations on how to improve leadership in Kenya - on what actions need to be taken to improve the leadership status in the country. The responses were varied as follows:

- i) Voters to vote wisely - 27.1%
- ii) Civic education to be a continuous process - 13.5%
- iii) Make leaders accountable by making them sign performance contracts - 11.2%
- iv) Prevent corrupt officers from holding public offices - 9.3%
- v) Sack non performing MPs - 8.6%
- vi) Undertake constitutional reforms - 7.8%
- vii) Involve youth and women in leadership - 5.0%

- viii) Involve the public in development strategies - 3.3%
- ix) Eradicate tribalism - 2.7%
- x) MPs should only serve one term - 2.6%
- xi) Undertake free and fair elections - 2.6%
- xii) Other - 3.1%
- xiii) Don't know - 3.2%

On main issues of concern to Kenyans

The food crisis in the country is seen as the most important issue facing Kenyans both at national and community levels - unsurprising given when the survey was done. Corruption is seen as the second most important issue facing the country but is a non-issue at community level. Unemployment, on the other hand, is an issue of concern both at national and community levels but is more pronounced at community level. 14.1% of Kenyans see unemployment as the most important issue facing their communities compared to 6.8% who recognize it as the most pressing national concern. Cross analysis by education level reveals that food and unemployment is mostly perceived as an important issue among the public with no formal education. Poverty and tribalism are considered critical issues in the country by the university educated public, while corruption is considered critical mostly by the post graduates.

On the post election period

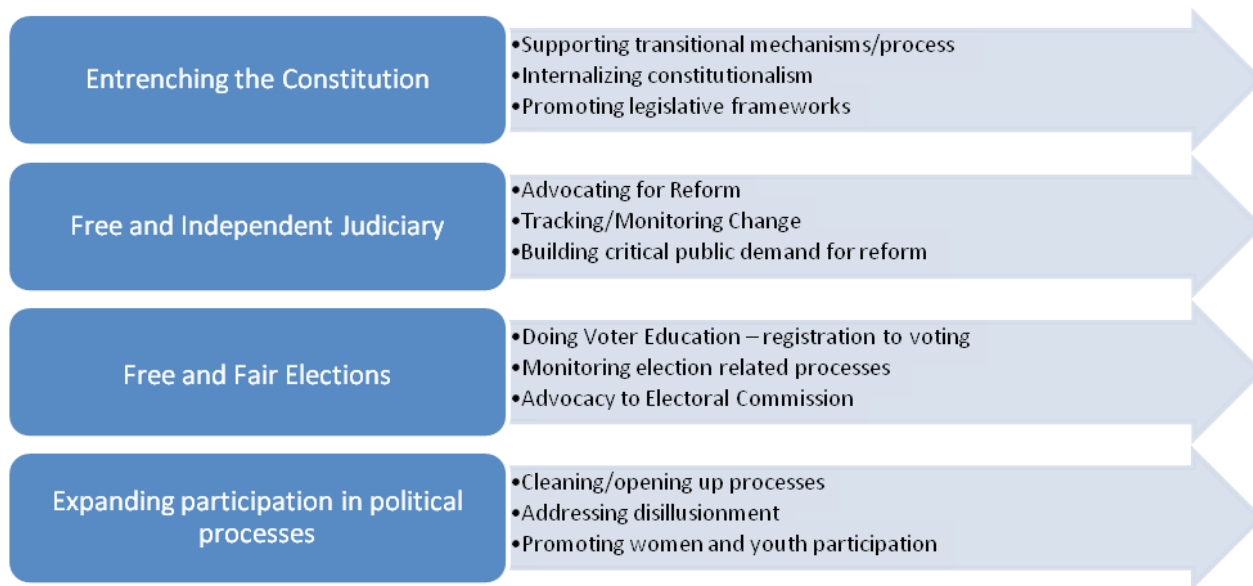
Despite the efforts put in place to heal the nation through the formation of a grand coalition government; establishment of the Krieglir and Waki Commissions; and a host of other reform initiatives aimed at healing the country, the country has refused to 'move on'. There is a lingering sense of injustice that needs to be cured.

The post election violence had both negative and positive effects on people's identity with Kenya as their nationality. 10.7% want to identify themselves more as Kenyans as a result of the ethnic violence while 7.3% would rather identify themselves as members of their ethnic communities as a result of the violence. The post election violence released, in almost equal measure, the centrifugal and centripetal forces of our nationhood. There are those that the tragedy served to reinforce the need and importance of Kenya; and there are those that it reinforced their ethnic identity. Whereas on face value Kenyans express a willingness to forgive, particular attention needs to be paid to the demographic narratives on this question. That the youth (15-17) and the young adults (18-35) are the least forgiving suggests that the seeds of hatred have been sowed for the future generation.

On the Constitution

Kenyans feel that the main things a good constitution should provide for its citizens are guarantees to the right to life and expression. Provision of security for all citizens and their property is also mentioned quite prominently as is the provision for equal distribution of resources. These three components are inter-related especially in light of recent events that Kenyans have experienced and witnessed. Some of the issues of contention resulting to the violence after the 2007 election had to do with perception of unequal distribution of resources.

The issue of insecurity, deaths and loss of property were consequences of the violence witnessed across the country. There is therefore a feeling that the government has not put in place systems and structures that would allow Kenyans to feel secure and own property without fear of being deprived of the same.



Appendix IV - Media

Besides quality materials and CEs/messengers at the local level, there is need to reinforce the education using a number of different approaches by managing how they work together for the greater good of Kenyans. As stated, these include utilizing the print and broadcast media - especially local radio and alternative media and other special events.

The media strategy in support of the core material and messengers should be attractive and meaningful. It should be engaging and even entertaining so as to capture people's imagination but also their interest and commitment. Education and entertainment are not mutually exclusive but need to be managed.

As stated the material used by the male and female CEs will be put online so that it is available to more men and women who wish to use it. This needs to be supported by notes and guidelines so that those using it without the training planned for by the CEs are helped to run groups at their local level if they desire to do so. This again will have to be monitored and maybe some mentoring provided in situ as resources allow.

New and relevant gender sensitive material will need to be produced in process and made available as needed. A basic manual can be produced but this will be built on and added to over time as issues arise and further information is required, developed and disseminated. This requires a team of dedicated producers who can develop material - written, aural and visual - that responds to emerging and developing aspects of constitutional and local developments. This will then pass through the developed channels be that the consortia/CSOs or online or through the media partners.

This also needs to be supported by a good branding strategy so that citizens recognize the source of the messages and materials and the messengers carrying those and have faith in their quality and accuracy.

Linking radio and TV and print and special events will clearly make a greater impact. Live Road Shows that highlight key issues will be supported so that key urban areas at least are exposed to NCEP III and its purpose and approach. This makes citizens aware of issues and attracts them to join the process.

For quality and consistency, gender sensitive radio programmes will be produced centrally. This will cover a range of radio needs from short pithy lessons to longer educational programmes to programmes fostering debate around issues. These radio programmes will be put online and downloadable so that local radio stations can access them as they wish. As part of this Radio stations will sign up to become part of Uraia and there will need to be some control over use of material but there will be as much flexibility as possible. This does not prevent local radio stations doing their own thing in and around Uraia though that will have to be monitored also if possible. Again the secondary effects need to be understood and measured where possible.

The use of the print media and especially the major dailies will be established in negotiation with those media houses. Cost efficiencies will be sought after as will special rates for such public benefit education.

The material developed for the newspapers will be relevant and designed with the normal reader in mind in that they will be accessible and engaging and done in everyday language. They will not be technical but more informative and educative. They will also be practical in that they will try and show why this topic is important to the lives of Kenyans and what to do with that information.

In previous Phases there has been theatre and Arts and other special events to also reach out to men and

women. In this Phase Theatre will be used to raise awareness of Uraia and to be another means of getting basic messages home. It will highlight the fact that a more detailed programme exists and that men and women wanting to benefit from that should find out where it is being run in their locality.

At times and given the resources there will be special events where all types of media come together and support a high profile awareness raising on key issues. This could be live TV Road Shows supported by local radio and also print media of various types. This will be supported by the local CSOs mobilizing men and women to support the event. Theatre and Arts will be used here to profile the event and Uraia.

All in all the use of the media will be creative and as innovative as possible. It will be educational as much as is possible. There will however be parts which are purely awareness raising or profile rising to draw men and women to the more systematic educational elements of the process.

LOGICAL FRAMEWORK

CIVIC EDUCATION COMPONENT

	Intervention Logic	Objectively Verifiable Indicators (OVI) of Achievement	Means of Verification (MoV)	Risks and Assumptions
Goal	To have an informed and educated public on Katiba especially women, youth and marginalized groups	Number (1 million) of people (women, men, youth and marginalized) who have received CE from Uraia partner organizations Number (1 million) of people (women, men, youth and marginalized) acknowledging having been informed and educated by Uraia through its partners	Evaluation reports CSOs reports Annual reports Progress reports Periodic review meetings with implementing partners	Peace prevails Public willingness to participate in CE. Resources are available Public goodwill to embrace the knowledge
Purpose	To facilitate nationwide provision of QCE to men and women.	% of men and women participating year on year who acknowledges Uraia CE is of high quality. Number (1 million) of men and women receiving QCE	Annual Reports Field reports Baseline/survey findings Periodic review meetings with implementing partners	CSOs commitment to provide QCE. Peace prevails Availability of resources

	Intervention Logic	Objectively Verifiable Indicators (OVI) of Achievement	Means of Verification (MoV)	Risks and Assumptions
Outputs	<p>600/282 female & male skilled CEs trained to reach one million men & women in Kenyan with QCE.</p> <p>Development of accessible, understandable, relevant and practical educational and informative gender responsive materials based around the implications and applications of the new constitution through QCE.</p> <p>Development on use of gender responsive multimedia approaches for CE that utilizes local and national radio, TV and print as well as the new technologies of internet and messaging.</p> <p>CSOs supported and developed to support a cadre of trained CEs and facilitation of civically educated.</p> <p>Support leadership capacity of women leaders, especially those from marginalized communities</p>	<p>Number of male & female CEs trained.</p> <p>% of male & female participants recognizing CEs as providing QCE</p> <p>Number of gender responsive educational materials developed and have impact on the new constitution.</p> <p>% of media interventions having impact.</p> <p>Number of multimedia interventions having impact.</p> <p>% of CSOs on the programme stating they have been developed by Uraia</p> <p>Number of CSOs/CBOs undergoing some CB intervention and training.</p> <p>Number of women in leadership positions</p> <p>Quality / type of leadership skills exhibited by women especially those from marginalized communities</p> <p>Number of women serving in decentralized funds committees</p> <p>Performance of devolved structures with women leaders</p>	<p>Activity reports</p> <p>Field reports</p> <p>CSOs reports</p> <p>Media report</p> <p>Materials</p> <p>Periodic review meetings with implementing partners</p> <p>Reports</p> <p>Contractual agreements</p> <p>County reports</p>	<p>CSOs willingness to conduct CE.</p> <p>Availability of funds.</p> <p>Commitment of Male & female Civic educators to conduct CE.</p> <p>Willingness of men & women to be civically educated</p> <p>Citizen's ability to access information on CE from multimedia interventions.</p>

	Intervention Logic	Objectively Verifiable Indicators (OVI) of Achievement	Means of Verification (MoV)	Risks and Assumptions
Activities	Training of female & male CEs Development of gender responsive multimedia approach for CE Development of gender responsive CE materials Support for CSOs to support civically trained men & women in Kenya Partner with GGP and other stakeholders involved in women's capacity development	Number of gender responsive Proposals, Work plans and budgets developed Number of organizations contracted Number of male & female CEs trained Number of gender responsive materials developed and distributed Number of follow up activities to support the civic competent Kenyans	Proposals Work plans Contracts Distribution log for materials List of male & female CEs Periodic review meetings with implementing partners	Willingness of NGOs to conduct CE. Contracting is fast tracked We have committed individuals willing to be educators Civic education materials complements the delivery Citizen's ability to access available multimedia sources of information on CE
Inputs	Resources Staff			

CIVIC ENGAGEMENT COMPONENT

	Intervention Logic	Objectively Verifiable Indicators (OVI) of Achievement	Means of Verification (MoV)	Risks and Assumptions
Goals	To have an engaged and committed public.	Number of men & women engaging in public affairs	Annual reports Evaluation reports	Willingness of men & women to engage Government willingness to engage with public
Purpose	To facilitate the provision of practical mechanisms for men & women engagement in Public affairs.	Number of practical engagements supported Number of implementing partners taking part in the process	Annual reports Monitoring reports Periodic review meetings with implementing partners	Willingness of men & women to engage Government and statutory organs willingness to engage with public

	Intervention Logic	Objectively Verifiable Indicators (OVI) of Achievement	Means of Verification (MoV)	Risks and Assumptions
Outputs	<p>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.</p> <p>Greater 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 through awareness raising, mobilization and becoming members of decision making bodies etc.</p>	<p>% of men & women who say they have been able to effectively participate in public affairs due to Uraia CE.</p> <p>Number of men & women participating in public affairs</p> <p>Number of issues men & women engage with both at the local, regional and international levels</p> <p>Number of advocacy activities planned and held</p> <p>.</p> <p>% of men & women who state their leaders are more accountable to them.</p> <p>% of men & women who state research increased their knowledge and helped them track progress.</p> <p>Number of research reports undertaken/activities tracked by Uraia or others and passed on to men & women</p> <p>% of advocacy efforts and networks supported in considered to have had impact as planned.</p> <p>Number of advocacy interventions undertaken.</p> <p>Number of networks supported.</p> <p>Number of men & women leaders lobbied for greater accountability.</p> <p>% of men & women recognizing Uraia as facilitating effective engagement.</p> <p>Number of civic engagements facilitated.</p> <p>% of men & women stating greater accountability achieved through engagement.</p>	<p>Activity reports</p> <p>Annual reports</p> <p>Field monitoring reports</p> <p>CSOs reports</p> <p>Research reports</p> <p>Periodic review meetings with implementing partners</p> <p>Reports</p> <p>Contractual agreements</p> <p>Evaluation reports</p>	<p>Government and statutory organs commitment to implement new constitution and other Agenda four reforms</p> <p>Willingness of men & women to engage.</p> <p>Appropriate legal environment put in place to support the implementation</p> <p>Political and public goodwill</p>

	Intervention Logic	Objectively Verifiable Indicators (OVI) of Achievement	Means of Verification (MoV)	Risks and Assumptions
	<p>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.</p> <p>Increased capacity for men & women to effectively participate.</p> <p>Increased capacity for men & women to demand accountability</p>	<p>Number of mechanisms used to get accountability.</p> <p>% of media interventions having impact.</p> <p>Number of media interventions and media outlets having impact.</p> <p>Number of men & women exposed to CB for participation and engagement</p> <p>Number of gender focused networks/ coalitions supported</p> <p>Number of gender equality activities undertaken by the network/coalitions</p> <p>Percentage of women representation in public appointment</p>		
Activities	<p>Conducting of gender responsive research, baseline surveys,</p> <p>Public engagements</p> <p>Gender responsive CB trainings and workshops</p> <p>Development of multimedia activities – infomercials, TV and radio shows, publications</p> <p>Advocacy and lobbying activities</p> <p>Creation of networks</p>			
Inputs	<p>Resources</p> <p>Staff</p>			

NATIONAL ORGANISATION FOR REFORMS

	Intervention Logic	Objectively Verifiable Indicators (OVI) of Achievement	Means of Verification (MoV)	Risks and Assumptions
Goals	To be a leading national organization on gender responsive reforms and reconciliation.	% of actors including stakeholders recognizing impact of Uraia on transformation of Kenya Number of hits on Uraia website Number of entities that consult Uraia on the issues Number of exchange or collaboration programmes	Evaluation reports Annual reports Media reports Active Uraia website	Willingness of Organizations to join Uraia. Government willingness to engage on reforms
Purpose	To facilitate formation of a National Organization for gender responsive reforms National umbrella organization leading on gender responsive reforms	Formation of a national organization for reforms Number of organizations part of or linked to Uraia Uraia institutionalized Number of women organizations linked to Uraia	Evaluation report Uraia Trust registered Meetings' minutes	Willingness of Organizations to join Uraia. Government willingness to engage on reforms

	Intervention Logic	Objectively Verifiable Indicators (OVI) of Achievement	Means of Verification (MoV)	Risks and Assumptions
Outputs	<p>Well managed consortia, CSOs and complex Programme.</p> <p>Developing CSOs/CBOs</p> <p>Highly skilled trustees, staff on democracy, governance, and human rights and established systems especially MERL.</p> <p>Increased opportunities for men & women, youth and marginalized groups</p> <p>Multi donor funding effectively and efficiently managed</p> <p>Facilitate/support capacity of key governance (national and county) institutions to engender / strengthen relevant legislations that respect the gender equality principles enshrined in the constitution</p>	<p>% of stakeholders who state Uraia has been well managed.</p> <p>Number of stakeholders including CSOs involved in the programme implementation.</p> <p>% of CSOs on programme stating they have been developed by Uraia.</p> <p>Number of CSOs/CBOs undergoing some CB intervention and training.</p> <p>Number of skilled female & male trustees and staff</p> <p>% of stakeholders who state Uraia has good Trustees doing their job</p> <p>Existence of an operational M & E frame work</p> <p>Existence of staff/trustee recruitment database</p> <p>staff and systems of high enough quality to deliver.</p> <p>Number of reviews undertaken to keep things on track</p> <p>Number of monitoring reports written showing achievements at various levels</p> <p>Number of funding sources from donors to government to private sector</p> <p>Rate of fund absorption</p> <p>Number of donors supporting the programme</p> <p>Number of legislations, policies, frameworks, programmes that are engendered</p> <p>Proportion of men to women in leadership positions at national and county level</p>	<p>Monitoring reports.</p> <p>Appraisal reports</p> <p>Research reports</p> <p>Quarterly and Annual organization report.</p> <p>Organization Manual.</p> <p>M&E framework</p> <p>Field reports</p> <p>Evaluation report</p> <p>Staff/trustee recruitment reports</p> <p>KDHS</p> <p>Ministry of Gender reports</p> <p>Media reports,</p> <p>Surveys</p>	<p>Willingness of organizations to join consortia.</p> <p>Availability of resources</p> <p>Commitment of female & male staff and trustees.</p> <p>Donors willingness to fund the activities of the programme</p>

	Intervention Logic	Objectively Verifiable Indicators (OVI) of Achievement	Means of Verification (MoV)	Risks and Assumptions
Activities	Recruitment of trustees Recruitment of staff Registration of trust Conduct capacity assessment for CSOs CSOs training?	Database for trustees Database for staff Trust Deed Human Resource Policy developed Operational secretariat in place		
Inputs	Resources staff			

