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| Devolution and Public Participation of Bungoma County |
| Civic Education Curriculum |
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# **RATIONALE FOR CIVIC EDUCATION**

Civic education includes the study of the purpose of government, the nature of law, the way private behaviour affects the public order, the political system, and the international context of politics. In most countries, formal instruction in civics and government is provided to students to help them understand the workings of their own and other political systems as well as the role and relationship of their country’s politics and government to world affairs. In most countries, civic education has been interpreted narrowly as preparation for patriotism and largely included learning about the structure and functions of government and citizen rights and responsibilities. The realization that the creation and sustaining of a democratic society requires citizens to not only have knowledge but skills and dispositions for informed, responsible and active citizenship. Civic education must therefore, in addition to the focus on the knowledge also emphasizes the development of skills of inquiry, critical thinking, decision making, problem solving, conflict resolution and reinforce dispositions such as commitment to equality, determination to act justly, respect for the rule of law and working for the common good so as to prepare students for responsible participation in the improvement of their societies. The body of knowledge, civic skills and dispositions that the literature suggests is required by students to take informed and responsible actions.

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| --- | --- |
| **Civic Knowledge*** Understanding the political system, institutions and processes
* The rights and responsibilities of citizens
* Human rights and responsibilities
* The local, national and international context
 | **Civic Skills*** Critical-thinking
* Problem-solving and decision-making
* Social or interpersonal skills
* Conflict resolution skills
* Information gathering and communication skills
 |
| **Civic Dispositions*** Belief in the dignity and equality of every human being
* Determination to act justly
* Commitment to equality
* Respect for freedom
* Willingness to work with and for others
* Value diversity
* Take personal and civic responsibility
* Respect for the rule of law
* Concern for human rights
* Practice of tolerance
 | **Civic Actions*** Vote
* Engage in community service
* Become a member of civil society group(s)
* Advocate for change:

Sign petitions,Write letters to government representatives.Advertise your causeParticipate in walks, demonstrations* Refuse to buy certain things (e.g. plastic bags as they pollute the environment)
 |

**National Anthem**

Ee Mungu nguvu yetu

Ilete baraka kwetu

Haki iwe ngao na mlinzi

Natukae na undugu

Amani na uhuru

Raha tupate na ustawi.

Amkeni ndugu zetu

Tufanye sote bidii

Nasi tujitoe kwa nguvu

Nchi yetu ya Kenya

Tunayoipenda

Tuwe tayari kuilinda

Natujenge taifa letu

Ee, ndio wajibu wetu

Kenya istahili heshima

Tuungane mikono

Pamoja kazini

Kila siku tuwe na shukrani

O God of all creation

Bless this our land and nation

Justice be our shield and defender

May we dwell in unity

Peace and liberty

Plenty be found within our borders.

Let one and all arise

With hearts both strong and true

Service be our earnest endeavour

And our homeland of Kenya

Heritage of splendour

Firm may we stand to defend.

Let all with one accord

In common bond united

Build this our nation together

And the glory of Kenya

The fruit of our labour

Fill every heart with thanksgiving

# **FOREWORD**

The Constitution of Kenya was promulgated on 27th August, 2010, following a long process of development. It expresses the general will of the nation, its history, aspirations and vision. It is therefore, important that every Kenyan understands the provisions of the Constitution as it concerns their individual welfare, that of fellow citizens and the State.

Article 1 of the Constitution provides that all Sovereign power belongs to the people of Kenya which is exercised directly or indirectly through democratically elected representatives. In line with these provisions, it is imperative that citizens are placed at the centre of governance and public service.

One of the landmark provisions of the Constitution is the devolved system of governance which has created two levels of governments:- National and County Governments. The two levels of government have been assigned clear mandates as detailed in the Fourth Schedule of the Constitution. This being a new system, there is need for the Citizens to understand how it works and their role in its implementation.

One way of enhancing the capacity of the public to effectively participate in governance, is through civic education. Citizens need to be provided with the right information that will enable them to effectively participate in public affairs and national development. Article 33(1)a of the Constitution states that every person has the right to freedom of expression which includes freedom to seek, receive or impart information or ideas. Civic education will ensure that Citizens have enhanced knowledge, understanding and ownership of the constitution.

This curriculum has been developed to guide trainers of civic education and enable them to effectively train the public on the provisions of the Constitution particularly devolution and public participation.

**RICHARD SABWAMI**

**CECM PUBLIC ADMINISTRATION**

# **ACKNOWLEDGEMENT**

The development of this Civic Education curriculum has been made possible through a consultative process involving key stakeholders including the County’s Ministries, Departments and Agencies.

Special thanks to the team that prepared this Civic Education Curriculum and others that participated in anyway.

# **PREFACE**

The County Governments Act, 2012 Part X, provides that there shall be established a framework of civic education, including determining the content of the curriculum.

The curriculum and training manuals are expected to standardize the content and methodology of delivery of civic education by various providers. It will also contribute towards enabling both duty bearers and right holders to better understand their rights, responsibilities and practice constitutionalism.

The process of developing this curriculum involved extensive stakeholder engagement and participation. The process entailed development of initial drafts, stakeholder reviews and incorporation of the necessary feedback for finalization.

The curriculum covers three modules: **the Constitution, Devolution and Public Participation.** We trust that it shall aid the provision of quality civic education and contribute to the enhancement of youth understanding of the provisions of the Constitution, devolution and the principles and platforms of public participation.

**CHIEF OFFICER PUBLIC ADMINISTRATION**

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# **ABBREVIATION AND ACROYNMS**

|  |  |  |
| --- | --- | --- |
| CoB | - | Controller of Budget |
| CoK 2010 - | Constitution of Kenya 2010 |
| CRA | - | Commission for Revenue Allocation |
| EACC | - | Ethics and Anti-Corruption Commission |
| IEBC | - | Independent Electoral and Boundaries Commission |
| IEC | - | Information, Educational and Communication |
| IRI | - | The International Republican Institute |
| JSC | - | Judicial service commission |
| KNCHR | - | Kenya National Commission on Human Rights |
| NLC | - | National Land Commission |
| NPC | - | National Police Commission |
| PSC | - | Public Service Commission |
| SRC | - | Salaries and Remuneration Commission |
| TA | - | Transitional Authority |
| TSC | - | Teachers Service Commission |

# **INTRODUCTION**

The Constitution of Kenya, 2010 upholds public participation at all levels of governance. Such participation is only possible when the public is educated on issues affecting their lives.

This curriculum targets the general public. It will be conducted in sessions and has been developed to equip the citizens with desirable knowledge, skills, attitudes and values for effective participation in governance processes both at national and county levels.

The curriculum has the following three modules:

**Module 1:** **The Constitution**

**Module 2:** **Devolution**

**Module 3:** **Public Participation**

Each module consists of general objectives, units, specific objectives and corresponding contents, learning experiences, resources and assessment methods. This makes the curriculum user friendly for the civic educators and trainers.

It is expected that this curriculum will guide in the provision of continuous and harmonized Civic Education. The County Government of Bungoma will continue to partner with other stakeholders in providing effective Civic Education that will eventually contribute to improved governance and sustainable national development.

**Training Schedule**

| **Unit**  | **Module** | **Topic**  | **Time (hours)** |
| --- | --- | --- | --- |
| 1 | The Constitution | Historical Background of the Constitution of Kenya | 1 |
| The Constitution of Kenya | 1 |
| Representation of the People | 2 |
| 2 | Devolution  | Understanding Devolution | 1 |
| Devolved Government Structures | 1 |
| Inter- Governmental Relations | 1 |
| Public Service | 2 |
| Public Finance | 2 |
| 3 | Public participation | Sovereignty of the People | 2 |
| Effective Public Participation | 1 |
| Participation in Governance | 1 |
| Platforms for Public Participation | 1 |
| Tools for Citizen Participation | 1 |
| **Total**  | **17 hours**  |

# **MODULE ONE: OVERVIEW OF THE CONSTITUTION**

**Introduction**

This module aims at equipping participants with knowledge on the Constitution of Kenya. It further aims to enlighten the public on their rights, responsibilities and opportunities for participation in governance.

**General objectives**

By the end of the module, the participant should be able to:

1. Understand the historical background of the Constitution of Kenya
2. Appreciate and promote constitutionalism
3. Appreciate and exercise the rights and responsibilities enshrined in the Constitution
4. Appreciate the importance of values and principles of governance as per the Constitution
5. Acquire skills, knowledge and attitudes of protecting the environment
6. Understand different ways of administration of natural resources
7. Acquire knowledge and attitudes for active and effective participation in electoral processes.

**Unit 1.0: Historical Background of the Constitution of Kenya**

**1.1 Specific objectives**

By the end of this unit, the participant should be able to:

1. state the meaning of the term constitution;
2. state the purpose of a constitution;
3. differentiate types of constitutions;
4. discuss the evolution of the Kenya Constitution from the pre-colonial, colonial period and the post-colonial period;
5. trace some of the major constitutional amendments in Kenya;
6. appreciate constitutionalism.

1.2 Content

1.2.1 Meaning and purpose of the Constitution

1.2.2 Types of Constitutions

1. Written
2. Unwritten

1.2.4 Constitutional Amendments between 1964-2010

* Introduction of the Republic
* Abolition of Majimbo
* Unicameral legislature
* One party structure
* Introduction of the multiparty system
* Repeal of section 2 (a)
* Bomas draft
* Wako draft
* Kilifi draft
* Referendum of 2005
* The National Accord
* The Constitution of Kenya – 2010
* Referendum
* Promulgation

1.3 Suggested learning experiences

* Brainstorming on the meaning , roles and types of Constitution
* Group discussion on the evolution of the Kenya Constitution
* Sharing experience on the major amendments on the Constitution of Kenya, 2010
* Brainstorming on the types and purpose of the Constitution
* Group discussion on the evolution of the Kenya Constitution
* Sharing experiences on circumstances leading to the major amendments on the Constitution of Kenya

1.4 Suggested learning resources

* The Constitution of Kenya, 2010
* Citizen handbook, Uraia/IRI (2012).
* Charts on evolution of the Constitution
* EC materials

1.5 Suggested assessment method

* Question and answer
* Observation on active participation in group discussions.
* Observation on active sharing of experiences

**Unit 2.0: The Constitution of Kenya**

**2.1** **Specific objectives**

By the end of the unit, the participant should be able to:

1. give an overview of the chapters and schedules of the Constitution;
2. Appreciate the sovereign power of the citizen as provided for in the Constitution of Kenya, 2010;
3. state the rights under the Constitution of Kenya;
4. demonstrate the ability to apply the rights under the Constitution;
5. identify the limitation of rights and fundamental freedoms under the Constitution of Kenya, 2010;
6. classify the three types of land;
7. discuss the principles of land management under the Constitution of Kenya;
8. discuss the various land tenure systems;
9. state the functions of the National Land Commission, Ministry responsible for land and the County land management Boards;
10. identify types of natural resources;
11. discuss ways of protecting the environment and natural resources;
12. explain the agreements relating to natural resources;
13. discuss the national values and principles of governance under the Constitution;
14. state the guiding principles of leadership and integrity under the Constitution;
15. discuss the conduct of state and public officers as stipulated by the Constitution of Kenya;
16. name the institutions responsible for the implementation of the Constitution.

**2.2 Content**

2.2.1 Overview of the key provisions and schedules of the Constitution of Kenya

2.2.2 Unique features of the Constitution of Kenya 2010

2.2.3 National values and principles of governance

2.2.4 Principles of human rights

2.2.5 Rights and fundamental freedoms in the Constitution

* Civil and political rights
* Social and economic rights
* Cultural and environmental rights
* Rights of specific groups of persons.

2.2.6 Limitation of rights and fundamental freedoms under the Constitution of Kenya, 2010

2.2.7 Classifications of land in Kenya

* Public land
* Private land
* Communal land

2.2.8 Principles of land management in Kenya

2.2.9 Land tenure system in Kenya

2.2.10 Functions of the National Land Commission (NLC), the Ministry of land, County

Department of Land and the County Land Management Board

2.2.10 Types of natural resources

2.2.11 Protecting environment and natural resources

2.2.12 Agreements related to natural resources

2.2.13 Guiding principles of leadership and integrity

2.2.14 Conduct of state officers

2.2.15 Institutions responsible for Implementation of the Constitution

**2.3 Suggested learning experiences**

* Brainstorm on sovereignty and supremacy of the Constitution of Kenya
* Discuss the rights and limitations under the Constitution of Kenya.
* Cross referencing of content against the Constitution and other legal documents
* Share experiences
* Role play situations which requires application of fundamental rights

**2.4 Suggested learning resources**

* The Constitution of Kenya, 2010
* Citizen handbook, Uraia /IRI (2012).
* Charts highlighting the components of the Constitution of Kenya
* Relevant Acts of Parliament
* IEC materials
* Chart on rights under the Constitution

**2.5** **Suggested assessment methods**

* Question and answer
* Observation on active participation in discussions

**Unit 3.0 Representation of the People**

**3.1** **Specific objectives**

By the end of the unit, the participant should be able to:

1. explain the importance of elections in Kenya;
2. state the constitutional principles of the electoral system in Kenya;
3. identify Key provisions on elections in Kenya;
4. state the functions of Independent Electoral and Boundaries Commission (IEBC);
5. discuss the elective position in Kenya;
6. describe the electoral process in Kenya;
7. describe ways of winning elections in Kenya;
8. explain the circumstances for run off and election petition;
9. describe the role and rights of election observers and election agents;
10. discuss the roles and features of Political Parties as outlined in the Constitution of Kenya and political parties Act,2011;
11. describe the process of party nomination and dispute resolution;
12. explain key provisions of the Election Campaign Financing Act (CFA) 2013;
13. discuss the electoral offences and punishment as outlined in the Elections Act,2011;
14. describe the process of recall and impeachment.

**3.2** **Content**

3.2.1 Importance of elections in Kenya

3.2.2 Constitution principles of the electoral system

3.2.3 Key provisions on elections

3.2.4 Functions of Independent Electoral and Boundaries Commission (IEBC)

3.2.5 Elective Positions

* Roles
* responsibilities

3.2.6 The electoral process in Kenya

3.2.7 Winning elections in Kenya

* By proportional formula
* Plurality
* 50% +1

3.2.8 Run off and election petitions

3.2.9 Roles and rights of agents in elections

3.2.10 Election monitoring and observation

* Categories of election observers
* Rights and privileges of election observers

3.2.11 Roles and features of political parties

3.2.12 Party lists and party nomination

3.2.13 Party nomination and dispute resolution

3.2.14 Key provisions of the Campaign Financing Act (CFA) 2013

3.2.15 Electoral offense and punishment

3.2.16 Process of recall and impeachment

* Members of Parliament
* Members of County Assemblies
* President , Governor

**3.3** **Suggested learning experiences**

* Brainstorm on electoral processes
* Cross reference content against the constitution and other legal documents
* Role play on voting process, election offences and punishment
* Share experiences

**3.5** **Suggested learning resources**

* The Constitution of Kenya, 2010
* Citizen handbook, Uraia/IRI (2012).
* Charts highlighting the components of the Constitution of Kenya, 2010
* Relevant Acts of Parliament
* (IEC) materials
* Understanding the transition to devolved system of government in
* Kenya: Frequently asked questions (TA) 2013.

**3.6** **Suggested assessment methods**

* Question and answer
* Observation on active participation in group discussions
* Observation on active sharing of experiences

# **MODULE TWO: DEVOLUTION**

**Introduction**

This module aims at providing the participant with relevant information on the concept of devolution and the system of devolved government as provided for in the Constitution of Kenya 2010. The module will enable the participant to become an active player in governance processes at both National and County levels.

**General objectives**

By the end of the module, the participant should be able to:

1. understand and appreciate system of devolved governance in Kenya;
2. appreciate the importance of values and principles of the Public Service;
3. understand and participate effectively in public finance management processes;
4. understand the public procurement process;
5. understand the role of citizen in devolved government;
6. appreciate and promote the principles and scope of affirmative action in devolved government;
7. Understand intergovernmental relations.

**Unit 1.0** **Understanding Devolution**

**1.1** **Specific objectives**

By the end of the unit, the participant should be able to:

1. Distinguish between decentralization and devolution;
2. discuss the objects and principles of devolution;
3. describe the distinct features of Kenya’s devolution;
4. describe Kenya’s transition mechanisms to devolved government;
5. discuss the benefits of devolution;
6. outline the challenges of devolution and possible solutions.

**1.2** **Content**

1.2.1 Distinction between decentralization and devolution

1.2.1 Objects and Principles of devolution

* Democracy and accountability
* National unity
* Participation
* Rights of minorities and marginalized
* Equity
* Social and economic development

1.2.3 Distinct features of Kenya’s devolution

* Levels of government
* Revenue allocation
* Decision making organs

1.2.4 Kenya’s transition mechanisms to devolved government:

* Key legislations
* Key Institution
* Transition Authority(TA)
* Commission for Revenue Allocation (CRA)
* Parliament
* Commission for implementation of the Constitution (CIC)
* County Governments

1.2.5 Benefits of devolution

1.2.6 Challenges of devolution and possible solutions

**1.3** **Suggested learning experiences**

1. Explain the terms devolution and decentralization
2. Discuss objects and principles of devolution
3. Brainstorm on distinct features of Kenya’s devolution
4. Discuss key institutions in the transition process to devolved government
5. Discuss benefits of devolution
6. Group work on challenges of devolution and possible solutions

**1.4** **Suggested learning resources**

* Constitution of Kenya, 2010
* Citizen Handbook, Uraia/IRI (2012).
* Relevant Acts of Parliament
* Understanding the transition to devolved government in Kenya: Answers to Frequently asked Questions, Transition Authority (2013)
* IEC materials

**1.5** **Suggested assessment methods**

* Question and answer
* Observation on active participation in group discussions

**Unit 2.0 Devolved Government Structures**

**2.1** **Specific objectives**

By the end of this unit, the participant should be able to:

1. describe the structure, composition, functions and powers of the National government;
2. describe the structure, composition, functions and powers of the County governments;
3. outline the roles of National Government at the county level;
4. identify the decentralized units of the County governments;
5. discuss the relationship between the National and County Governments;
6. outline the roles of the Institutions shared between National and County Governments.

**2.2** **Content**

2.2.1 The structure, composition, functions and powers of National Government

* Executive
* Legislature
* Judiciary

2.2.2 The structure, composition, functions and powers of County Governments

* County Executive
* County Assembly

2.2.3 Decentralized units of the County Governments:

* Urban areas and cities
* Sub-counties
* Wards
* Villages

2.2.4 Relationship between the National and County Governments

2.2.5 Roles of institutions shared between National and County Governments:

* Judiciary
* Parliament
* Independent Electoral And Boundaries Commission (IEBC)
* Ethics And anticorruption Commission (EACC)
* National Land Commission (NLC)
* Commission On Revenue Allocation (CRA)
* Kenya National Commission on Human Rights (KNCHR)
* National Gender and Equality Commission
* Commission on Administrative Justice (CAJ)
* Transition Authority(TA)
* Public Service Commission (PSC)
* Salaries and Remuneration Commission (SRC)
* Teachers Service Commission (TSC)
* The National police commission (NPC)
* Auditor General
* Controller of Budget (CoB)
* Judicial service commission (JSC)
* Commission for the implementation of the constitution (CIC)

**2.3** **Suggested learning experiences**

1. Explain the structure, composition and functions of National and County Government
2. Discuss the institutions shared between National and County Government

**2.4** **Suggested learning resources**

* Constitution of Kenya, 2010
* Citizen Handbook, Uraia/IRI (2012).
* Flow Charts on devolved government structures
* Relevant Acts of Parliament
* Understanding the transition to devolved government in Kenya
* IEC materials

**2.5** **Suggested assessment methods**

* Question and answer
* Observation on active participation during discussions

**Unit 3.0 Inter-Governmental Relations**

**3.1** **Specific Objectives**

By the end of the unit, the participant should be able to:

1. discuss the importance, principles and objects of Inter-Governmental Relations;
2. discuss the structures for coordinating inter-governmental relations;
3. explain the mechanisms for resolving inter-governmental disputes.

**3.2** **Content**

3.2.1 Importance, principles and objects of Inter-Governmental Relations

3.2.2 Structures for coordinating Inter-governmental relations

* National and County Governments coordination Summit
* Council of County Governors
* Intergovernmental relations technical committee
* Intergovernmental Budget and Economic Council (IBEC)
* Joint Committees
* County Intergovernmental Forums

3.2.3 Mechanisms for resolving inter-governmental disputes:

* Senate
* Judiciary
* Summit
* Council of Governors
* Transition Authority (During the Transition period)
* Alternative Disputes Resolution (ADR)

3.3 Suggested learning experiences

* Discuss the structures for National and County Governments coordination
* Explain the mechanisms for resolving inter-governmental disputes

**3.4** **Suggested learning resources**

* Constitution of Kenya, 2010
* Citizen Handbook by Uraia/IRI (2012).
* Flow Charts on inter-governmental relations
* Relevant Acts of Parliament

**3.5** **Suggested assessment methods**

* Question and answer
* Observation on active participation in discussion

**Unit 4.0 Public Service**

**4.1** **Specific Objectives**

By the end of the unit, the participant should be able to:

1. outline the categories of government officers;
2. outline the functions of the Public Service Commission, County Public Service Board and County Assembly Service Boards;
3. state the values and principles of Public Service;
4. discuss the role of citizens in vetting and appointment of public officers.

**4.2** **Content**

4.2.1 Categories of public officers

* State officers
* Public officers

4.2.2 Functions of the Public Service Commission, County Public Service Board

4.2.3 County Public Service Board and County Assembly Service Boards

4.2.4 Values and principles of public Service

4.2.5 Role of the citizens in vetting and appointment of public officers

**4.3** **Suggested learning experiences**

* Role play on vetting and appointment of public officers Distinguish between state and public officers
* Discuss the Public Service Commission, County Public Service Boards and County Assembly Service Boards
* Describe the values and principles of Public service

**4.4** **Suggested learning resources**

* Role play on vetting and appointment of public officers Distinguish between state and public officers
* Discuss the Public Service Commission, County Public Service Boards and County Assembly Service Boards
* Describe the values and principles of Public service

**4.5** **suggested assessment methods**

* Question and Answer
* Observation of a role play on citizen participation in vetting and appointment of public officers

**Unit 5.0 Public Finance**

**5.1** **Specific Objectives**

By the end of the unit, the participants should be able to:

1. explain the principles of public finance management;
2. identify sources of government revenue at National and County level;
3. explain how government revenue is shared between National and County governments;
4. discuss the composition and functions of County Budget and Economic Forum;
5. explain the different types of County plans;
6. Describe the steps in the budget-making process at the national and the county levels;
7. discuss the role of citizens in planning and budget making process;
8. discuss the importance of monitoring the implementation of plans and budgets;
9. explain how public goods, works and services are procured;

**5.2** **Content**

5.2.1 Principles of public finance management

5.2.2 Sources of government revenue National and County levels

5.2.3 Sharing of National revenue between National and County governments,

* vertical sharing
* Horizontal sharing

5.2.4 Composition and functions of County Budget and Economic Forum

5.2.5 Types of County plans

5.2.6 The budget making process at national and county levels

5.2.7 Role of citizens in planning and budget making process

5.2.8 Importance of monitoring the implementation of plans and budgets,

5.2.9 Public procurement process for public goods, works and services

**5.3** **Suggested learning experiences**

* Explain the principles of Public Finance management
* Discuss sources and sharing of government revenue between
* National and county governments
* Demonstrate budget making process
* Explain the procurement process

**5.4** **Suggested learning resources**

* Constitution of Kenya, 2010
* Relevant Acts of Parliament
* 50 Things Every County Government Official Needs to know About Public Finance Under the Constitution, by CIC & IBP
* Flow Charts on Public Finance
* Citizen Handbook, by Uraia/IRI (2012).
* Relevant reports
* Social Accountability Tools
* IEC materials
* CRA Guidelines on the formation of County Budget and Economic Forum

**5.5** **Suggested assessment methods**

* Question and Answer
* Observation of active participation during discussion
* Observation on demonstration on budget making process

# **MODULE THREE: PUBLIC PARTICIPATION**

**Introduction**

The aim of this module is to equip the participants with the necessary knowledge, skills, attitudes and values to enhance participation in governance process

**General Objectives**

By the end of the module, the participant should be able to:

1. appreciate the sovereign power of citizens as provided for in the Constitution of Kenya, 2010;
2. acquire knowledge ,skills, attitudes and values necessary to participation in governance processes;
3. demonstrate ability to utilize tools and platforms for citizen participation in governance processes;
4. promote public participation in governance processes;
5. demonstrate creativity and critical thinking in addressing challenges in public participation.

**Unit 1.0 Sovereignty of the People**

**1.1** **Specific objectives**

By the end of the unit, the participant should be able to:

1. explain the meaning of the selected terms;
2. identify the sources of the sovereign power of the people;
3. identify types of sovereign power of the people;
4. discuss the value of the sovereign power of the people.

**1.2** **Content**

1.2.1 Meaning of the terms related to public participation

* Citizen
* Sovereignty
* Public participation
* Duty bearers
* Right holders

1.2.2 Source of sovereign power of the people

1.2.3 Types of sovereign power of the people

1.2.4 Value of sovereign power of the people

**1.3** **Suggested learning experiences**

* Brainstorming on meaning of terms related to public participation
* Explaining the source and types of sovereign power of the people
* Discussing the sovereign power of the people

**1.4** **Suggested learning resources**

* The Constitution of Kenya, 2010
* County Governments Act, 2012
* The Citizen Handbook by Uraia/IRI, (2012)
* IEC materials showing public participation

**1.5** **Suggested assessment methods**

* Question and Answer
* Observation during discussion

**Unit 2.0 Successful Public Participation**

**2.1** **Specific objectives**

By the end of the unit, the participant should be able to:

1. explain the legal provision in public participation;
2. outline the steps to successful public participation;
3. discuss the process of forming a community group;
4. identify the basic principles for partnering and forming networks;
5. discuss ways of participating in governance processes;
6. appreciate and respect the value of working with others.

**2.2** **Content**

2.2.1 Legal Provisions in public participation

2.2.2 Steps for effective public participation

2.2.3 The process of forming a community group

2.2.4 The basic principles for partnering and forming networks

2.2.5 Ways of participating in governance processes

**2.3** **Suggested learning experiences**

* Explanations on activating public participation
* Experience sharing
* Group discussion on successful public participation
* Demonstration on social mapping
* Practical exercises on developing plans

**2.4** **Suggested learning resources**

* The Constitution of Kenya, 2010
* The Citizen Handbook, by Uraia/IRI (2012).
* IEC materials
* Other relevant reading materials

**2.5** **Suggested assessment methods**

* Question and Answer
* Direct observation on the discussion
* Group presentation on plans

**Unit 3.0 Participation in Governance**

**3.1** **Specific objectives**

By the end of the unit, the participant should be able to:

1. identify forms of public participation;
2. describe the stages of public participation;
3. discuss principles of public participation;
4. relate principles of public participation to national and local contexts;
5. discuss the benefits of public participation.

**3.2** **Content**

3.2.1 Forms of public participation

3.2.2 Stages of public participation

3.2.3 Principles of public participation

3.2.4 Applying principles of public participation of situations to national and local contexts

3.2.5 Benefits of public participation

**3.3** **Suggested learning experiences**

* Discussion on principles of public participation
* Explanation on benefits of public participation
* Role play different forms of public participation

**3.4** **Suggested learning resources**

* The Constitution of Kenya, 2010
* Citizen Handbook, by Uraia/IRI, (2012)
* County Governments Act, 2012
* IEC materials on governance

**3.5** **Suggested assessment methods**

* Question and answer
* Observation of the role play
* Observation of active participation in group discussion

**Unit 4.0 Tools for Public Participation**

**4.1** **Specific objectives**

By the end of the unit, the participant should be able to:

1. identify tools for effective public participation;
2. describe tools for effective public participation;
3. describe tools for social accountability.

**4.2** **Content**

4.2.1 Tools for public participation

* Public Petitions
* Lobbying
* Advocacy
* Manifestos
* Memoranda
* Communiqué
* Written submission
* Public Interest Litigation
* Social accountability tools

4.2.2 Constitutional provisions for public participation

**4.3** **Suggested learning experiences**

1. Explanations on tools for effective public participation,
2. Group discussion on tools for effective public participation
3. Role play on tools for effective public participation

**4.4** **Suggested learning resources**

* The Constitution of Kenya, 2010
* The Citizen Handbook, by Uraia/IRI (2012).
* The County Governments Act, 2012
* IEC materials

4.5 Suggested assessment methods

* Question and Answer
* Presentations on the tools for public participation

**Unit 5.0 Platforms for Public Participation**

**5 .1** **Specific objectives**

By the end of the unit, the participant should be able to:

1. identify platforms for public participation;
2. describe platforms for public participation;
3. select appropriate platforms for public participation;
4. state challenges facing public participation;
5. discuss possible solution to challenges facing public participation.

**5.2** **Content**

5 .2.1 Platforms for public participation

* Community fora Citizen Forums
* Social Media
* Round table discussions
* Advisory committees
* Public Consultations
* Public Barazas
* Media (print and electronic)
* Protests
	+ Picketing
	+ Sit-ins
	+ Boycotts
	+ Vigil
	+ Hunger strikes
		1. Selecting appropriate tools and platforms for public participation
		2. Challenges facing public participation.
		3. Solution to challenges facing public participation

**5.3** **Suggested learning experiences**

1. Discuss the platforms for public participation
2. Role play on the platforms for public participation
3. Analyze a case study

**5.4** **Suggested learning resources**

* The Constitution of Kenya, 2010
* County Government Act, 2012
* The Citizen Handbook, by Uraia/IRI (2012).
* IEC materials

**5.5** **Suggested assessment methods**

* Question and Answer
* Presentations on the platforms for public participation.