

KENYA INSTITUTE OF EDUCATION
Voter Education Curriculum Draft
Report

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ABBREVIATIONS AND ACRONYMS

CEO	–	Chief Executive Officer
CKRC	–	The Constitution of Kenya Review Commission
DBU	–	Democracy Building Unit
ECK	–	Electoral Commission of Kenya
ECN	–	Electoral Commission of Namibia
EMBs	-	Electoral Management Bodies
IED	–	Institute of Education and Democracy
IICE	–	Interim Independent Electoral Commission of Kenya
INEC	–	Independent National Electoral Commission
KIE	–	Kenya Institute of Education
NEC	–	National Electoral Commission
UEC	–	Uganda Electoral Commission
UNIP	–	United National Independence Party

Table of Contents

FOREWORD	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iii
1.0 INTRODUCTION	1
1.1 Statement of the problem	2
1.2 Objectives of the study	2
1.3 Rationale for Voter Education Curriculum.....	3
2.0 REVIEW OF THE RELATED LITERATURE	5
2.1.0 Voter Education Comparison with Other Countries	5
2.1.1 Namibia	5
2.1.2 Nigeria	7
2.1.3 Zambia.....	9
2.1.4 Institute for Education and Democracy (IED) - Kenya.....	10
2.1.5 Tanzania	14
2.1.6 VOTER EDUCATION IN UGANDA	18
2.1.7 Ghana	20
2.2.0 THE CONSTITUTION OF KENYA 2010 IN RELATION TO VOTER EDUCATION	22
3.0 METHODOLOGY	26
4.0 THE SUMMARY OF THE FINDINGS	27
4.1 CONCLUSIONS	27
4.2 RECOMMEDITIONS	28
REFERENCES.....	30

FOREWORD

The Voter Education Curriculum was earmarked for development to cater for new technology, issues and trends that have emerged since the current syllabus was developed. The review process will necessitate removal of outdated/irrelevant content; also some content will be revised and new areas included to help the electorate acquire knowledge, skills, attitudes and competences necessary for efficient and effective voting thus reducing voter apathy and votes spoilage.

It was therefore necessary to carry out a comprehensive desk review of existing IIEC publications, relevant documents and other resource materials to enable the review and development of the voter education curriculum. The gaps in the current syllabus will be addressed in order to develop voter education curriculum that will make the Kenyan voter well informed.

This Voter Education Report has been designed and organized to guide in the curriculum development process. The developed curriculum will be modular and competency based and is expected to make voting more efficient and attractive to the electorate.

I am grateful to the staff of Kenya Institute of Education, IIEC staff and all those who participated in the desk study, analysis and writing of this Voter Education Curriculum Report as it will indeed inform the syllabus development.

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ACKNOWLEDGEMENT

In order to come up with this report, a comprehensive desk study of relevant documents was carried out. This was important in order to make the development of a good voter education curriculum.

Considerable effort was made to ensure inclusion of relevant information and content from other countries. This was to make the report all inclusive in terms of content and recommendations for the benefit of all who will make use of it.

KIE wishes to sincerely thank the IIEC team for availing useful documents for reference and adding value to the process. Finally, special appreciation is extended to the report writing team for the development of this voter education curriculum report.

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ABSTRACT

Voter Education is a critical component in the process of democratization in any nation as it empowers the voters to know the advantages and disadvantages of effective participation in elections hence reducing voter apathy, which is a growing concern in many democracies in the world. Voter education is recognized by The Universal Declaration of Human Rights (Article 21); the International convention on Civil and Political Rights (Article 25) and by the African Charter on Human and People Rights, (Article 13), all of which Kenya has acceded to. Thus voter education is a practice that is accepted and recognized worldwide as an important element in the promotion and maintenance of democracy. Voter education is essential to ensuring that voters can effectively exercise their voting rights and express their political will through the electoral process. If voters are not prepared or motivated to participate in the electoral process, then questions may begin to arise about the legitimacy, representativeness, and responsiveness of elected leaders and institutions. This situation can be through development and implementation of national voter education curriculum. There has been a gap that has continued to exist that required to be filled by developing such a curriculum. Hence the generation of this report to inform the review and development of voter education curriculum to promote democracy and build the confidence of citizens in democratic electoral practices leading to good governance. The use of this curriculum is expected to arouse public interest in the electoral process and enhance involvement. In generation of this report, benchmarking with other countries with same experience and that had carried their voter education successfully such as Ghana, Nigeria, Tanzania, Zambia, Uganda and Namibia was done. The Kenya Constitution forms a major reference document in development of voter education curriculum as it inform the public on their rights, responsibility and values. Based on the desk review done, a number of thematic areas were identified as being important for inclusion in the voter education curriculum. The study design has adopted various methods of conducting each of the activities such as consultative meetings, desk study, retreats, field work, data analyses of information and capacity building where necessary. Given the diversity of the Kenyan population, it is imperative that delivery /teaching strategies employed are appropriate, effective and therefore likely to achieve the desired results.

1.0 INTRODUCTION

Education in support of the electoral process has become known as "voter education" where the primary target is the voter. There are a number of other areas of education required if an election is to be successful, but these may variously be conducted by political parties and election administration officials. Voter education, on the other hand, is considered to be a separate and discreet function. It is usually identified as a function of the electoral authority and is occasionally subcontracted by them to the private sector and civil society organizations. It is also fostered by public interest organizations independent of any mandate by the election authority.

At its core, voter education is an enterprise designed to ensure that voters are ready, willing, and able to participate in electoral politics. It has been assumed that this entails election literacy and confidence that the electoral process is appropriate and efficacious in selecting governments and promoting policies that will benefit the individual voter.

Voter Education is supposed to be sufficient for any democracy. Voter education is essential to ensuring that voters can effectively exercise their voting rights and express their political will through the electoral process. If voters are not prepared or motivated to participate in the electoral process, then questions may begin to arise about the legitimacy, representativeness, and responsiveness of elected leaders and institutions. At the same time, voter education is a much focused undertaking. It is targeted at eligible voters and addresses specific electoral events as well as the general electoral process. While voter education is a necessary component of the democratic electoral process, it is not sufficient for democracy.

Voter education needs to be supplemented by on-going civic education efforts in order to achieve the democratic participation and culture that flows from and is, in fact, the rationale for periodic elections. Civic education employs a broader perspective than voter education. It is concerned with citizens, rather than voters, and emphasizes the relationship between active citizenship and democratic society. It is understood that citizens must engage the political process routinely, not just at the time of elections.

As the democratic world moves toward a universal franchise, certainly, participatory voting is viewed as one of the many ways in which citizens participate in and support democracy.

1.1 Statement of the problem

Voter Education is very critical for any democratic process in a country. This is because voter education empowers the voters to know the advantages and disadvantages of participating in elections and making informed decision. The pride of any democratically elected government is enhanced when the voter turnout gets close to 100%. This is only possible if voter apathy, which is a growing concern in many democracies, is reduced through voter education (ECK, 2007).

Voter Education was introduced in 1997 as a function of Electoral Commission of Kenya (ECK). The constitution mandated ECK to promote voter education throughout the country. However, due to the urgency of conducting the elections in the same year, there was no adequate time to design and execute an effective voter education programme throughout the country. Although the commission then encouraged NGOs to carry out voter education; this was done in an ad hoc manner without a well articulated program. Thus there was a gap that has continued to exist that required to be filled by developing an articulated program for voter education through a well organized curriculum. Hence the generation of this report to inform the review and development of voter education curriculum.

1.2 Objectives of the study

The main goal of voter education is to promote democracy and build the confidence of citizens in democratic electoral practices leading to good governance. The voter education curriculum should focus on all eligible Kenyans with a special emphasis on marginalized communities, special needs groups, street families and hard to reach populations. A voter education curriculum would be geared towards:

- a) arousing public interest in the electoral process and their involvement in the process of electing political leaders
- b) informing the public on the link between human rights and voter rights

- c) making the public understand the relationship between elections and democracy
- d) enlightening the public on the importance of voting and its impact on transparency and accountability
- e) sensitize the public on the rationale and importance of boundary reviews in Kenya
- f) educating the public on the electoral process ,role, responsibilities and rights of voters
- g) enable the public to appreciate the need for voter registration, polling and counting procedures
- h) empowering the public to manage conflicts during elections
- i) enable the public to understand the role and importance of political parties, candidates and observers in elections

1.3 **Rationale for Voter Education Curriculum**

The term *voter education* is generally used to describe the dissemination of information, materials and programmes designed to inform voters about the specifics and mechanisms of the voting process for a particular election. Voter education involves providing information on who is eligible to vote; where and how to register; how electors can check the voter lists to ensure they have been duly included; what type of elections are being held; where, when and how to vote; who the candidates are; how about identifying election malpractices and how to handle them, as a voter and how to file complaints.

Civic education is a broader concept which refers to a process of conveying knowledge of a country's political system and context. Civic education might include information on the system of government; the nature and powers of the offices to be filled in an election; the principal economic, social and political issues facing the nation; the value of democracy; the equal rights of women and men; and the importance of peace and national reconciliation.

In this regard it is imperative that in every election, voter and civic education are intensively carried out to ensure that all constituents—men and women alike—understand their rights, their political system, the contests they are being asked to decide, and how and where to vote. For an election to be successful and democratic, voters must understand their rights and responsibilities, and must be sufficiently

knowledgeable and well informed to cast ballots that are legally valid and to participate meaningfully in the voting process. Voter and civic education are even more critical in post-conflict countries, where political situations may be volatile and where elections may have an unprecedented impact on the countries' future.

DRAFT

2.0 REVIEW OF THE RELATED LITERATURE

In this section, voter education thematic areas from different countries are covered for the purpose of bench marking. The Constitution of Kenya 2010, has also been studied with reference to areas related to voter education.

2.1.0 Voter Education Comparison with Other Countries

A number of countries in Africa have adopted different forms of civic and voter education programmes. Most of these have more or less common content packaged in different forms as described below:

2.1 .1 Namibia

The republic of Namibia gained independence in March 1990 and has a documented population of 2.1million (2008). Namibia is a multiparty, multiracial democracy, with a president who is elected for 5-year term. The constitution establishes a bicameral Parliament and provides for general elections every 5 years and regional elections every 6 years. Members of the 72-seat National Assembly are elected on a party list system on a proportional basis. Members of the 26-seat National Council are elected from within popularly elected Regional Councils.

The Electoral Commission of Namibia consists of 5 part-time members who serve 5-year terms, assisted by a secretariat headed by a Director of Elections who is the CEO of the Electoral Commission of Namibia (ECN). Civic/voter education has been part of the ECN programmes since 1992. In 2001 the Democracy Building Unit (DBU) was established. By 2002 the DBU had set up regional units in each of Namibia's 13 regions. Namibians are of diverse ethnic origins.

The Electoral Commission of Namibia goals of voter education:

- Greater citizen participation
- Culture of national reconciliation
- Political tolerance

- Unity in diversity
- Address voter apathy
- To create awareness
- Promote nation building
- To empower citizens to be able to perform checks and balances (i.e. Nonpartisan education interventions)
- To provide impartial electoral information

Electoral Commission of Namibia voter content includes concepts on topics such as:

- Types of elections
- Types of electoral systems
- Free, fair and transparent elections
- The rule of law
- The different arms of the state
- Democracy and democratic governance
- Citizens rights and obligations
- Political party codes of conduct

Initially election/voter education only took place during the pre-election period but the DBU's have started to roll out more permanent education programs, which represents a positive development.

Voter education strategy during the 2004 elections

- Use of the media
- Decentralizing the regional education DBU's

- Partnerships with NGO's, other technical bodies, legal bodies.

2.1.2 Nigeria

Nigeria is a Federal Republic modeled after the United States, with executive power exercised by the president and with overtones of the Westminster System model in the composition and management of the upper and lower houses of the bicameral legislature. The president who is elected by popular vote to a maximum of two four-year terms presides as both Head of State and head of the national executive.

Ethnocentrism, tribalism and religious persecution have played a visible role in Nigerian politics both prior and subsequent to independence in 1960.

The Independent National Electoral Commission

At the national level is the Independent National Electoral Commission (INEC). Its functions are to;

- Organize, undertake and supervise all elections to the offices of the President and Vice-President, the Governor and Deputy-Governor of a State, and to the Senate, the House of Representatives as well as the House of Assembly of each State of the Federation;
- Register political parties in accordance with the provisions of the Constitution and an Act of the National Assembly;
- Monitor the organization and operation of the political parties, including their finances;
- Arrange for the annual examination and auditing of the funds and accounts of political parties, and publish a report on such examination and audit for public information.
- Arrange and conduct the registration of persons qualified to vote, and prepare, maintain and revise the register of voters for the purpose of any election under the

- Constitution; Monitor political campaigns and provide rules and regulations which govern political parties;
- Ensure that all Electoral Commissioners, as well as Electoral and Returning Officers take and subscribe to the oath of office as prescribed by law;
 - Delegate any of its powers to the Resident Electoral Commissioner;
 - Carry out any other functions as may be conferred upon it by an Act of the National Assembly; and
 - Organize, undertake and supervise elections to local government councils, within the state and compilation of the voters' register.

The Electoral Process

In Nigeria, different agencies, organizations and groups are involved in the electoral process. These agencies, organizations and groups have a very significant effect on some aspects of the process. For example, election observers and political party agents have a very important observation and monitoring role to play to ensure that elections are conducted according to the correct procedures and the voters' rights are respected.

Similarly the security services have a role in ensuring that voting and other election activities are free from violence, intimidation, fraud and other improprieties. Some of these agencies, organizations and groups undertake essential election awareness and voter education activities that would be very difficult for the Independent National Electoral Commission (INEC) alone to undertake.

The INEC has identified the following thematic areas as key in the implementation of the electoral process:

- Rights and Responsibilities of the Voter
- Voter Registration
- Elections
- Voters and Representative Democracy
- Causes, Consequences and Prevention of electoral Conflicts

Delivery Methods

The purpose of voter education is to motivate and encourage participation in the electoral process. It is also aimed at promoting understanding of the electoral process, as well as realizing the need for orderly and peaceful behavior during elections. Thus its teaching and learning should be voter-centered and friendly. Learners should be encouraged and given every opportunity to express their views and use their initiative in discussing issues in voter education based on their experiences. The facilitator's role is to create an enabling environment for exchange of ideas. Therefore such a person has to be well informed, resourceful and flexible.

The methods suggested for teaching the voter education are:

- problem-solving;
- value clarification;
- expository methods.

These methods are not exhaustive. The facilitator is free to use any other suitable method based on the needs of the voters.

2.1.3 Zambia

The Republic of Zambia gained independence in October 24, 1964. The 1991 Constitution was amended in 1996. The government is structured as follows:

- Branches: Executive--president (chief of state and head of government), cabinet. Legislative--unicameral National Assembly. Judicial--Supreme Court, high court, magistrate courts, and local courts.
- Ruling political party: Movement for Multi-party Democracy (MMD).
- Subdivisions: Nine provinces subdivided into 72 districts.

The 1973 constitution provided for a strong president and a unicameral National Assembly. National policy was formulated by the Central Committee of the United National Independence Party (UNIP), the sole legal party in Zambia. The cabinet executed the central committee's policy.

The Electoral Commission of Zambia was concerned with the voter apathy and singled it out as a very critical problem, which should be addressed by all stakeholders. Although Voter Education was not listed as one of its core functions, the Commission decided to perform this very important function administratively by coordinating a program to enhance voter education.

Voter education is vital for the citizenry if they are to know their political rights. The absence of Voter education has had great effects on the citizenry as they did not have the knowledge necessary for them to use when voting for their national representatives

A National Voter Education Committee comprising some prominent Civic Organizations and ex-officio Government institutions for academic and good governance was set up to spearhead the voter education campaign. The scope of the syllabus includes:

- Democracy
- Elections
- Leadership
- The Voter
- Campaign process
- Voting
- People with special needs.

After having gone through Voter Education, voters are expected to possess enough knowledge to participate actively in the electoral process and reduce the levels of voter apathy.

2.1.4 Institute for Education and Democracy (IED) - Kenya

The Institute for Education and Democracy is primarily involved in three programmes i.e. Electoral Process, Voter education and Research. IED actively participated in the 1997 general elections and has successfully observed twenty-seven of the thirty one by-elections since 1992 and all of the 11 by-elections held after the 1997 general elections. The voter education program educates the public on legal and other rights in an effort to nurture a stronger civic culture.

IED's Strategic Goals are to:

- Contribute in building independent professional Electoral Management Bodies (EMB's) with capacity to deliver credible, free, fair, and peaceful elections.
- Contribute in empowering citizens with knowledge and skills to enable them make informed choices and demand accountability from leaders.
- Develop and avail scientific data and information to inform program design and implementation and other interventions on democratic governance and electoral processes.

IED has identified the following thematic areas towards enhancing the electoral process in Kenya:

1. Voter Education (General)

1.1 The Concept of Voter Education

1.2 Salient Features of a Voter Education Program

1.3 Electoral Law

2. Civil Registration

2.1 Reasons for Registering as a Citizen

2.2 Documents for Registration as Citizen

2.3 Differences Between Civil and Voter Registration

3. Registration of Voters

3.1 Eligibility to be registered as a Voter

3.2 The Voter Registration Process

3.3 Outline the Procedures for Inspecting Voter Registers

3.4 Legal and Administrative Framework for Voter Registration

4. Elections

4.1 Importance of Participating In Elections

4.2 Rights and Responsibilities of a voter in the Electoral Process

5. The Role of Political Parties in Voter Education

5.1 The Role of Political Parties in Providing Voter Education

6. The Role of the Electoral Commission of Kenya in Voter Education

6.1 The Functions of the ECK

6.2 The Role of ECK in Voter Education

7. Voter Education for Referenda

7.1 The Conduct of a Referendum

7.2 Types of Referenda

7.3 Advantages and Disadvantages of Referenda

7.4 Components of the Referendum Process

7.5 Gender Concerns in Voter Education for the Referendum

7.6 Factors That Can Promote Effective Participation of Men and Women during the Referendum

8. Civic Education

8.1 Concept of Civic Education

8.2 Content Areas that need to be covered in a Civic Education Curriculum

8.3 Factors that Inhibit Male and Female Participation in Civic Education and how to overcome them

8.4 Formulation of Civic Education Objectives

9. Civic Educations on Constitutionalism

9.1 Definition of a Constitution

9.2 The Purpose of the Constitution

9.3 Types of Constitutions

9.4 History of the Constitution of Kenya

9.5 The Current Constitution of Kenya

9.6 Reforming Constitutions

10. Civic Education on Governance

10.1 The Definition of Governance

10.2 The Organs of Government

10.3 Involvement in the Management of Public Resources

10.4 Involvement in the Management of Natural Resources

10.5 Good and Bad Governance

10.6 Transparency and Accountability

11. Civic Educations on Democracy

11.1 The Concept of Democracy

11.2 The Role of Civic Education for Democracy

11.3 Duties and Responsibilities of Citizens in Creating a Democratic Culture

11.4 Benefits of Democracy (as envisaged by Catholic Justice and Peace Commission in their publication on Democratization and Constitution Making

11.5 Conditions of Democracy

12. Civic Educations on Human Rights

12.2 Types of Human Rights

12.3 Characteristics of Human Rights

12.4 Limitation and suspension of Human Rights

12.5 Accessing Human Rights in the Community

13. Civic Education on Citizen Mobilization

13.1 The Purpose of Citizen Mobilization

13.2 Issues on which Citizens can be mobilized

13.3 Mobilization Messages for Target Groups

13.4 Techniques for Citizen Mobilization

14. Roles and Responsibilities of Election Observers

15. Qualifications and skills of an Election Observer

17. Guidelines for Election Observers and Poll Watchers

18. Observation Activities within the Phases of the Electoral

2.1.5 Tanzania

Politics of Tanzania takes place in a framework of a unitary presidential democratic republic, whereby the President of Tanzania is both head of state and head of government, and of a multi-party system. Executive power is exercised by the government. Legislative power is vested in both the government and parliament. The party system is dominated by the Chama Cha Mapinduzi (*Revolutionary State Party*). The Judiciary is independent of the executive and the legislature.

Following constitutional changes implemented in 1995, legislative power rests with the unicameral National Assembly (*Bunge*), which is elected every five years. The *Bunge* has 274 members of whom 232 are directly elected, 37 are reserved for women appointed by the president and five allocated to members of the regional Zanzibar assembly. Executive power belongs to the president, who is directly elected every five years. The electoral system currently used in Tanzania is mainly “First Past the Post”. This system is similar to other electoral systems operating in some of ex-British colonies. The whole country is demarcated into constituencies and wards

Voter Education

The overall goal of voter education was to “influence the public to effectively participate in the electoral process” (NEC Voter Education Strategic Plan 2008-2010, p. 24; ZEC Action Plan for Voter Education 2008-2010). This was done by:

- Focusing on the mobilization of voters, particularly women, youth, persons living in urban or rural areas with limited access to information, persons with disabilities, non-literate, people in remote areas.
- Assisting NEC, ZEC and other stakeholders to inform voters about the registration and the voting process.
- Supporting key civil society networks and organizations to enhance voter participation and promote fairness in the electoral process.

NEC Voter content includes thematic areas such as:

1. Legal and institutional framework:

i) Legal basis

- Constitution
- Elections Act No 1 1985 of the United Republic of Tanzania 1977
- Local Government (District Authorities) Act 1982
- Local Authorities (Elections) Act 1979
- Political Parties Act Cap 258
- Election Expenses Act, 2010

- Local Government (Urban Authorities Act) 1982
- ii) Electoral system
 - National Assembly seat allocation
 - Representation Of Women
 - President
- iii) Electoral Management Bodies (EMBs)
 - National Electoral Commission (NEC)
 - Director of Elections
- iv) Independence of electoral institutions
 - Members of the NEC
- v) Political parties
 - Only registered parties may participate in elections
 - Party registration
 - Party funding and finances
- vi) Civil society
 - Focuses on civic and voter education and observation of elections
- vii) Mass media
 - Fair access to and the impartiality of state owned media
 - provide equal opportunities for parties

2. Election management

- i) Election period and dates
 - Presidential and parliamentary elections every 5 years concurrently
 - President announces the dates of elections and the NEC lays out the election timetables
 - Voting takes place between 07:00am and 16:00pm
- ii) Delimitation of constituencies
 - The NEC reviews delimitation, with the consent of the President
 - NEC delimitation decisions are not subject to judicial review
- iii) Voter registration and voters' rolls

- Continuous voluntary registration
- Conducted by officials of the NEC
- iv) Civic and voter education
 - The NEC is tasked by law
 - with voter training and education
 - The NEC accredits voter education programmes
- v) Candidate nomination
 - All candidates must be proposed by a political party
National Assembly
- vi) Election observation
 - Observers are invited by the Ministry responsible for foreign affairs
- vii) Election campaigns
 - Electoral Code of Conduct
 - Period is from the day after nomination day until the day before election day
 - Registrar of Political Parties
 - Limit on election expenditure
- viii) Conflict prevention and management
 - Electoral petitions for parliamentary elections
- ix) Election staff and logistics
 - Regional coordinators
 - Other senior staff
- x) Secrecy of the ballot
 - Polling booths must be placed so as to shield the voters from observation
- xi) Voting and counting process
- xii) Announcement of results
 - Party agents
 - Presiding officer
 - Returning officer
 - Submits the results to the NEC
 - Government Gazette

2.1.6 VOTER EDUCATION IN UGANDA

The republic of Uganda is founded on the principle of unity, peace, equality, democracy, social justice and progeny as exemplified by the path of participatory democracy adopted since 1989 when people's local committees then known as Resistance Councils were first introduced in the country. According to Uganda Electoral Commission (UEC)(2002),Parliament enacted the Local Government Act to give effect to the decentralization and devolution of functions, powers and services and to provide for decentralization at all levels of Local government to ensure good governance and democratic participation, and control of decision – making by people. The enactment of this law provided for the holding of successful elections and thus hailed as successful and significant milestone in Uganda's democratization process. Part of this success was due to the organized voter education carried throughout the country both the voters and leaders. A study of Ugandan voter education guide identified the following thematic areas:

Leadership and Democracy

The voter education under this theme emphasizes the fullness of participation by the people in democratization of the political and development process. The people must, therefore, participate efficiently, effectively and adequately in harnessing democracy by electing people who portray the attributes of a good leader. The voter education also highlights the need of a citizen to perform their duties in the electoral process as it impacts on them even after the elections.

Composition of the administrative units

This thematic areas emphasizes the need for the electorates to understand administrative units through which the administration is carried out and its composition in order for them to know from whom they shall demand services when due. This thematic area also emphasizes need for the voter to know the functions of the administrative units, their administrative and executive powers which are within their responsibilities.

Nominations

This thematic area emphasizes the need for the electorates to understand the process of identifying of those intending to contest for leadership positions. The process is to for the Electoral Commission to gazette one or two days for nomination prior to the holding of any election. The electorate needs to understand the importance of nominations and publication of the nominees besides knowing all process followed during nomination. This process involves even those nominated unopposed, the death of a candidate or postponement of nominations

Demarcation of electoral boundaries

Demarcation of electoral boundaries is one of the activities of electoral process. In Uganda, according to Article 181 of their constitution electoral areas are demarcated using criteria that consider communication, geographical features and the density of population. The procedure of determining the number of seats is also part of the voter education in Uganda.

Photographic voter registration and identification systems

In Uganda, the right to register and vote in regular, free and fair elections is embedded in the Ugandan constitution. In order for the citizens to exercise their rights effectively, an accurate voter's register is a key requirement. This register must include all and only eligible voters correctly registered and placed on the voter's rolls where each individual is to vote from. In an attempt to improve this process and maintain accurate register of only the active voters, the UEC has introduced photographic voter registers with the photos of the electorates which must also correspond with the ones in their voters cards

The voting

The Handbook on Civic Education in Uganda (UEC, 2002) underlines the importance of voting for the Ugandan electorates. Thus the Civic Education on this subtheme emphasizes that voting is a right enshrined in the Ugandan Constitution and it is a duty for every citizen in Uganda of eighteen years of age or above to register as a voter for public elections and referenda. The state ensures that all citizens qualified to vote, register and exercise their right to vote. This activity is taken seriously by all voters as it

is the most visible and common form of participation in any democracy as it allows a voter to express his /her will to electing the leader of his/her choice. Thus voter education allows this activity to be performed carefully, diligently and without fear or favour for the good of all. This theme also deals with common election offences, casting of votes, and qualification of voters. The Kenya voter education curriculum can borrow what is relevant in the Kenyan situation as a way of benchmarking with the best practices.

Vote counting and announcement of results

This thematic area of voter education in Uganda deals with the counting of casted votes, the counting procedure and declaration of results. Votes counting are a sensitive state in an election process. The education focuses on the need for polling officials to carry out this duty properly and transparently as any glaring mistakes or omissions can easily lead to disturbances. Civic educators therefore sensitize electorates on all matters to do with counting as a way of preparing losers to accept defeat and the victors to embrace the losers as they all will live together after the elections are over. The votes counting procedures are well stated and the declaration of results.

2.1.7 Ghana

Introduction

Ghana is a republic and member of the Commonwealth of Nations. It attained independence in 1967 and has an executive president elected for a maximum of two 4 year terms. The parliament of Ghana is unicameral and dominated by two main parties, the New Patriotic Party and National Democratic Congress.

Electoral Commission Act, 1993 (ACT 451)

An Act to provide for the establishment of the Electoral Commission, to provide for the membership and functions of the Electoral Commission and for related purposes. The Commission has a chairman, 2 deputy chairmen and four other members.

Functions of the Electoral Commission

The Ghana Electoral Commission has the following functions among others

- To compile register of voters and revise it
- Demarcate electoral boundaries for both national and local government elections
- Conduct and supervise all public elections and referenda
- Undertake the preparation of voter identity cards
- Educate people on electoral process and its purpose.

Electoral Commission Thematic areas of Civic/voter Education in Ghana

1. Registration and voting
 - Polling stations
 - Eligibility to register
 - Offences and penalty
 - How and where to vote
2. Election results
 - Announcement of results
 - By- elections
3. Political Parties
 - Political Parties Act
 - Registered Parties
 - Symbols and colours
 - Party executives
4. Electoral System
 - Act of establishing Electoral Commission
 - Demarcations and electoral boundaries
 - Election observation
 - Electoral reforms

2.2.0 THE CONSTITUTION OF KENYA 2010 IN RELATION TO VOTER EDUCATION

In reference to objective and rationale for the development of National Voter Education Curriculum, the Constitution of Kenya 2010 is hereby examined under three major themes namely;

1. Civic participation, awareness and responsibility
2. Electoral systems and process
3. Elective offices and nominated members

Theme One: Civic participation, awareness and responsibility

The theme is drawn from various Chapters of the constitution. Under this civic participation, awareness and responsibility the curriculum will arouse public interest in participating in all processes of nation building and specifically in voting. It aims to create awareness on human rights and also promote responsibility among citizens.

Chapter one, deals with the principles, composition and provision underlying the sovereignty of the people, supremacy and defence of the constitution. It is important that voters have clear understanding of the significance of sovereignty of the people and supremacy of the constitution.

Key provisions are that the people can exercise their sovereign power either directly or through their democratically elected representatives, both at the national and county levels.

This constitution is also binding all persons and state organs and that no person may claim or exercise state authority except as authorized under this constitution. Any law, including customary law, that is in consistent with this constitution is void to the extent of the inconsistency, and any act or omission in contravention of this constitution is invalid. The constitution also calls out that the general rules of international law shall form part of the law of Kenya. It also state that, any treaty or convention ratified by Kenya shall form part of the laws of Kenya under this constitution. Chapter one also emphasizes that every persons has an obligation to respect, uphold and defend this constitution and that any

attempt to establish a government otherwise than compliance with this constitution is unlawful. In addition to the fore going chapter sixteen deals with the amendment of this constitution.

Chapter two deals with the Republic of Kenya, it refers to Kenya as a multi-party democratic state founded on the national values and principles of governance referred to in article 10. The chapter also provides for English as the official language and Kiswahili as both national official language. The Chapter emphasizes on promotion, development and use of indigenous languages, Kenyan Sign language, Braille and other communication formats and technologies accessible to persons with disabilities. There is also recognizes culture as the foundation of the nation and as the cumulative civilization of the Kenya people and nation.

Chapter three deals with citizenship. It provides the rights, privileges and benefits of citizenship, the chapter provides for retention, acquisition and revocation of citizenship.

Chapter four refers to recognition and protection of human rights and fundamental freedoms. It emphasizes on equality and freedom from discrimination where women and men have the right to equal treatment. It also provides for the rights of persons arrested, detained, held in custody or imprisoned. Rights of persons with disabilities, youth, older persons, minority and marginalized communities are provided for.

Chapter five is on land and environment issues. Land and environment are important resources that need to be put into proper use and conserved. The key provision in this chapter include; principles of lands policy, classification of land, National Land Commission and obligation in respect to the environment.

Chapter six seeks to promote good Public leadership, integrity and service to the people. It provides for responsibility and conduct of state officers.

Chapter eight refers to legislature, its establishment, composition, functions and process of law making. It provides for two chamber house consisting of National Assembly and Senate, they distinct functions and membership are highlighted.

Chapter nine is about the executive, principles, Structure and functions. It introduces institutions of presidency and deputy presidency, their election and function. In addition the chapter provides for the establishment of the cabinet, office of secretary to the cabinet, and principal secretaries.

Chapter ten refers to judiciary. It gives emphasizes on the independence of the judiciary and the Judicial Service Commission. The chapter has provision for superior courts and subordinate courts.

Chapter eleven is on devolved government which is a new phenomenon in Kenya. The chapter gives clear understanding of formation, structure and functions of the two arms of the county government, which are county executive and county assembly. The chapter has provision for election and functions of county governor, deputy county governor and members of county assembly. It also has information on co-operation between national and county government.

Chapter twelve is on public finance and it gives opportunity for the voter to understand how revenue and expenditure should be managed both at the national and county levels. It provides information for the establishment of the Commission of Revenue Allocation.

Chapter thirteen deals with the public service including the principles and values of public service and establishments of Public Service Commission and Teacher Service Commission.

Chapter fourteen addresses the national security and its organs. It provides for establishment of the Kenya defence forces, the national intelligence service and the national police service.

The constitution also provides for independent offices and commission in chapter 15.

Theme Two: Electoral systems and process

This theme is well captured in chapter seven of the constitution. It provides the voter with a clear understanding of the electoral systems and the process involved. These includes the establishment and functions of Independent Electoral and Boundaries Commission and its function, the general principles for electoral system, Legislation on elections, voter registration, code of conduct for candidates and political parties, eligibility to stand as an independent candidate, voting process and management of electoral disputes.

Theme Three: Elective offices and nominated members

This theme seeks to outline to the voter elective positions both at the national level and county levels. It outlines the provisions for nomination for representation for various interest groups such as youths, persons with disabilities and gender. The chapter provides for election of the president, deputy president, and members of parliament both for national assembly and senate. There is also provision for election for women county representatives, county governor, deputy county governor and member of county assembly. Nomination of twelve members to represent special interest in the national assembly is also provided for. As well as, sixteen women nominated by political parties to the senate. In the Senate, the constitutions has provision for two members, being one man and one woman representing the youth and two members being one man and one woman representing persons with disabilities. At the county assembly the constitution has provision for nomination for representative of marginalized groups, persons with disabilities, the youth and woman.

3.0 METHODOLOGY

The study adopted various methods of conducting each of the activities such as consultative meetings, desk study, data analyses of information and capacity building where necessary.

The team held sessions that carried out thorough review, analysis and understanding of the different policy documents including on the National Voter Education Curriculum. Benchmarking with other countries with same experience and that had carried their voter education successfully such as Ghana, Nigeria, Tanzania, Zambia, Uganda and Namibia was done. The Kenya constitution was also used for this purpose.

DRAFT

4.0 THE SUMMARY OF THE FINDINGS

The case studies of six countries was carried out . The findings were as follows:

- 1) All countries studied have an independent Electoral commission
- 2) The countries under study have adopted different forms of voter education programmes
- 3) Most of the countries have more or less common content but packaged differently
- 4) Most of the countries have a devolved type of government
- 5) In most of the countries the methods of delivery is participatory

4.1 CONCLUSION

Voter education is important for a free and fair electoral process. From the findings it is clear that the countries under study have a lot of similarities in terms of:

- 1) Body in charge of elections
- 2) Voter education content
- 3) Systems of Governance
- 4) Delivery methods for voter education

The Kenya constitution forms a major reference document in development of a Voter Education curriculum as it inform the public on their rights, responsibility and values. It plays a major role in creating awareness and ensuring quality participation of all Kenyans.

4.2 RECOMMENDATIONS

1. Based on the desk review done, a number of thematic areas were identified as being important for inclusion in the voter education curriculum. Given the diversity of the Kenyan population, it is imperative that delivery /teaching strategies employed are appropriate, effective and therefore likely to achieve the desired results. The learning process should thus be participatory and geared towards social change.
2. The voter education curriculum should be anchored on the constitution. This is to ensure that voters are educated to make informed decisions and be involved in the implementation of the constitution.
3. There is need to develop easy-to-use voter education manuals and handbooks.
4. There is need to conduct comprehensive civic education for citizens to participate in elections
5. Permanent voters register should be accessible to public for verification by members of public at any time (both hard and electronic forms be made available)
6. Use of ICT should be recommended

SUGGESTED THEMATIC AREAS FOR VOTER EDUCATION

1. Voter and Civic Education
2. Democracy
3. Human Rights
4. Political Parties
5. Public Funds and Government Resources
6. Land Tenure and Use
7. Good governance and leadership
8. Citizenship
9. Constitution and Constitutionalism
10. Electoral offices
11. International treaties and conventions
12. Voter registration
13. Nomination of candidates
14. Candidates and agents
15. Diaspora voting
16. Announcement of election results
17. Polling and counting of votes
18. Election observers
19. Media
20. Electronic voting
21. Special groups
22. Elective offices and nominated members
23. Referendum
24. Legal provisions relating to elections
25. Peace and Reconciliation
26. National Integration and Unity
27. Electoral Offences
28. Electoral Violence
29. Judicial resolution of election disputes
30. Maintenance of law and order during elections

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