

HOW DEMOCRATIC EDUCATION BY CIVIL SOCIETY HAS FACILITATED POLITICAL PARTICIPATION OF CITIZENS FROM RURAL AREAS OF KISUMU COUNTY

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Abstract: This study examined the historical analysis of the contribution of civil society in promoting democratic education in rural areas of Kisumu County since 1963. There is little extant information of democratic education's impacts among the rural populace, as much as it represents a giant fraction of citizens in Kisumu County. Civil societies have been involved in democratic education in the County from the time of independence, employing different methods and strategies, however, these interventions appear to have had limited positive effects on the level of democratic awareness in rural areas, because 'deep-seated' democratic values such as political tolerance have been difficult to attain and sustain. This study sought to assess how democratic education has promoted political participation of citizens. The study is of great significance as it may be used to promote the inclusion of rural citizens in empowerment and awareness creation programs as democratic participants. The study was conducted through descriptive research design; data was obtained through questionnaires, archival sources and focus group discussion schedule. The study is guided by Social Capital Theory that holds that a network or battery of Civil Societies and citizens consortium help to sustain a good working relations and rapport between civil society and community in a way that not only generates trust but also cooperation between citizens in addition helps to build and nurture a high level of civic engagement and participation (Newton, 2001). Qualitative technique was used to analyze data and data was presented in a narrative form. The study revealed that Democratic education programs have enabled citizens to develop interest not only in the local community affairs but also national affairs. Pursuits for justice and internalization of the constitution have been enhanced. Considering the immense value of democratic education to the agenda of political and democratic development of Kenya, the study recommends that for effective democratic education to be realised participatory approach ought to be used, the trainer should be knowledgeable, interesting and multiple exposure to democratic sessions should be encouraged. Moreover an enabling environment should be granted for CSOs to thrive.

Keywords: Democratic education, civil society organisations, political participation.

I. INTRODUCTION

Development of rural communities on sustainable basis is one of the core agenda of the third world countries, Kenya included. With poor infrastructure such as roads and electricity, the rural areas are often inaccessible interms of physical reach and information. More than half of Kenya's population live in rural areas. Rural folks have a significant contribution in the overall social, economic and political development of the country but they are vulnerable to poverty, diseases and ignorance (Ahmad et al, 2004)

Democratic education refers to act of providing information through learning sessions with view of building the capacity of citizens to make them be willing and able to participate in democratic activities and foster positive democratic attitudes, skills and knowledge. Democracy cannot bear its name if it does not refer to Government elected by the people and for the people, thus democracy cannot work in a proper manner without some minimum level of political involvement (Vandeth, 2001). Democracies flourish when citizens are willing and able to participate in societal day to day issues. Refreshed interest in democracy and political participation has pushed the idea of civil society into the public limelight in academic discourse. The study puts a spotlight on civil society as one of the essential providers of democratic education.

The development of democratic education dates to the classical age of Socrates, Plato, Aristotle and other great Greek philosophers where as civil society goes back to the period of enlightenment(17th and 18th C)as was marked by American war of independence and French Revolution. Civil societies were in forefront for formal democracy in Africa. Civil society is more often associated with social and economic intervention programs. In the interest of the study, it is important to find out civil society involvement in democratic education and its impacts on political participation in rural areas of Kisumu County since 1963.

In rural areas of Kisumu County despite the many CSOs conducting democratic education cases of apathy, intolerance, election producing people with low and questionable integrity, violence are reported in almost every election cycle. It is not clear whether the dilemma could be attributed to how the democratic education programmes are designed, the instructional methods employed and the attitude of citizens or quality of trainers. This is also a major concern cited by Odera(2013). According to Odera, (2013), the question of whether democratic education in Kisumu County has been able to instil political know how, culture and expertise among citizens in political processes is “once more on the spotlight of current political science”. Some of the refreshed concern emanates from concerns that the upcoming generations are increasingly disinterested from participating in political processes. Intensified calls to empower rural citizens on democratic issues will encourage and enhance political participation trend. Contemporary political science discourse has gathered that the connection of levels of political knowledge, skills, attitudes and engagement with the political processes through democratic empowerment can cultivate greater levels of political engagement, interest and self built commitment to democratic norms and processes among citizens in rural areas.

In addition, Kawive, (2011) argues that democratic education has been presented as a vehicle for citizens’ awareness and a cure to citizens’ lethargy, that is, a one stop shop for mobilisation of citizens to action. However, in order to improve democratic education processes, what Kisumu county needed most was change at two levels, at the level of citizens and at the level of leadership as well as, responsibility holders, and as such the change was a function of political action not of democratic education, as one must be politically educated to become civic competence. Kawive(2011) extended by Kivutha Kibwana, that civil society should advocate for education that empowers people to access and utilize resources, that is, the individual to not only have political skills but also personalise and employ those skills during interaction with others, including his or her leaders for the management of all aspects of the community. People should have enough will to act for democratic education to meet its expectations.

All these observations gathered by various scholars, begs the trillion dollar question, does democratic education enhance political participation in rural areas of Kisumu County? The study will place emphasis on how CSOs activities and programmes have aided in strengthening Kisumu Rural’s democratic credentials thus leading to political participation. This study heeds to the advice of Kawive (2011) on political action, arguing that a government that is considered accountable and sensitive to the needs of the citizens, needs a well-informed and an educated citizenry, considering that knowledgeable citizens “take the trouble to strongly express their views/feelings so that government is directed to act as to how and on what the well-informed citizenry want. Being well- informed is demonstrated not by the magnitude of democratic education carried out but the quality of political knowledge inculcated in an citizen that encourages and propels political participation. Those rated and considered most politically empowered are most likely to participate in political processes”. In order to participate wisely in discourse over public policy, citizens require a deep understanding of their national political system and of their own democratic rights and responsibilities. Civic/democratic awareness is not only an important ingredient of participating in governance, but also needed for intelligent voting, too (Riuttah, 2007).

This study relied on Social Capital Theory as its theoretical framework as it resonated well with the study. Social capital encompasses belief and trust in social relations (Bayart, 1986) As per this study it’s the relationship between civil society and community. Social capital is defined as trust, norms, links and networks of democratic engagement between civil society and community members (Peterson, 2011).

II. RESEARCH METHODS AND MATERIALS

This study was conducted through a descriptive research design as an overall research strategy. Descriptive research is a suitable design that suits social scientists and other educators who are interested in collecting original data for describing a population that is too large to observe directly. It gives a deeper look into a social problem, which can be used to explore an existing status of more than two variables (Blanche, Durrheim & Panter, 2006).

Purposive sampling was used to select four rural constituencies namely, Nyakach, Seme, Muhoroni, and Nyando, in addition five political parties that is, ODM, KANU, Ford Kenya, Amani Congress and Wiper party, six civil societies, County Assemblies representatives and six CBOs. From each of the selected political parties, at least 4 officials (Chairman, secretary, youth leader and women representative) were selected per ward for interviews. This is because the study was interested in those individuals who have official capacity to respond to questions on behalf of the CSO's and political parties. These individuals should at least have been involved in the organization's activities.

Simple random sampling was used to select five wards from the 18 wards in the County constituencies (West Seme, East Kano, Ombeyi, North Nyakach and South West Nyakach). Key Informant Interviews were conducted with Members of County Assemblies, Local Church Leaders, Clan Elders, Party Officials, Civil societies and Community Based Organization Officials using key interview guide.

Archival information was obtained from National Archives and government records. Secondary data was also gathered from different relevant publications. The research area comprised of selected CSOs whose mission focuses on building capacities of rural communities through democratic education for political participation in Kisumu County.

Simple random sampling was used to select the wards in each constituency for interviews. To satisfy the requirement of optimality and representativeness, thirty percent rule was used to establish the wards in each of the selected rural constituencies for interviews. According to Serekan (2009), an optimum sample is the one that fulfils the requirements of efficiency, representativeness, and reliability, this sample should be in arrange of 10-30%. Thus, 1 ward was selected from Seme constituency, 2 wards from Nyando, 2 wards from Muhoroni and 1 ward from Nyakach constituency totalling to 6 wards. Thus, through simple random sampling, West Seme, East Kano, Ombeyi and South West Nyakach were selected.

Qualitative technique was used to analyze data and data was presented in a narrative form.

III. RESULTS AND DISCUSSIONS

The study recognises various avenues through which public participation can manifest such as Public gatherings, barazas, proposal and petition submissions community conservations, voting, campaigning, and vying for elective seats, contributing via local national radio, demonstration and picketing.

Democratic education Intervention for Adult Citizens in rural constituencies of Kisumu County

Advocating for Democracy through an informed citizenry was one of the methods of intervention. The programme was used by CSO's to build on the gains made so far on democracy through Uchaguzi Bora Initiative to enhance citizens' and duty bearers' knowledge on the Constitution in line with its four Key Result Areas (KRAs) outlined in the strategic plan 2011 - 2015. Enhanced knowledge approach was used to strengthen the capacity of both the citizens and duty bearers to engage each other on governance processes at the national and county levels. The programme worked towards increasing citizen participation and established rural based social accountability mechanisms to promote accountability within county governments. The improved capacity was supposed to enable citizens to participate and monitor performance of their county government for improved performance and service delivery.

Moreover, the focus of the URAIA project was to have a more informed, active and engaged citizenry, plus a more responsive and effective county government, which could deliver the much needed public services. In this regard, the programme entailed working and strengthening of rural citizens through Civil Society Organisations (CSOs), as well as, county government structures to achieve participatory governance. Intensive democratic education on devolution and community based social audits were conducted for the citizens, as well as on the Bills of Rights and the Judiciary. These have equipped citizens in Kisumu County with information, knowledge and skills, which could allow them to participate, alongside the county and the national government on issues affecting them.

Further, democratic education resulted in the internalization of the Constitution so that the citizens as right holders while the leaders as duty bearers could use the framework and the principles of the Constitution to make informed decisions. This granted life to both the letter and the spirit of the Constitution and eventually made the citizens in their rural settings to realize their full potential of exercising their sovereign power as provided for in the Constitution. Respondents interviewed were able to remember sections of the constitution notably bill of rights and chapter six, moreover respondents indicated that having known their rights majority were able to report cases where their rights as well as those of other community members, had been punctured.

The study focused on URAIA, majorly because it was the premier civil society group enlisted by law to conduct democratic education. It partnered with 50 CSOs to carry out democratic education across the country. While rolling out the national democratic education program (47 counties, Kisumu included, URAIA was expected to increase citizen participation and engagement in governance processes and to monitor governance processes at the national and county levels by supporting school's music festivals in the county in partnership with IEBC.

Moreover the study found out that through URAIA there was enhanced access to justice by citizens in rural areas of Kisumu County and up scaled democracy, as well as inclusion of women, youth, and persons with disabilities together with marginalized groups in political parties' management in Kisumu. One community gate keeper narrated that;

"Very little information had reached the ordinary citizen in Kisumu, especially the rural areas regarding the new constitution and issues to do with devolution, I am truly grateful and appreciate the conference organised by URAIA for aiding participants know what they needed done to ensure that their voices are heard in government".

However, the lady lamented that Kisumu County was yet to have village councils and village administrators' offices with view of realization of full political participation at village level. She recommended putting in place of village administrative units. Based on these observations, the study noted that CSOs like URAIA acted as watchdogs by having in place structures which enabled the citizens to monitor and evaluate county government.

According to CSOs interviewed, through their efforts, democratic gains were steadily thriving in Kisumu County because citizens even in rural areas were able to inculcate democratic principles. The norms and mechanisms of democracy had become so rooted that citizens were able to follow democratic ideals (NGO, officer, 12/10/2018, Kisumu). Such ideas concur with Diamond (1992) who observed that democratic consolidation involved the nurturing and development of a political culture where virtues such as civility, tolerance, moderation, cultivating knowledge, skills and participation are wholesomely, embraced, integrated and willingly adopted by the majority of rural citizenry. However in contrast when citizens were asked about intolerance and violence, a respondent said that:

"We are politically aggressive not violent, i understand my political rights so when one denies me, i will act accordingly because violence is the voice of the unheard, I indeed understood the law advocates for peaceful coexistence and not to take the law into my hand but I plead with the institutions such as police, IEBC and executive to lead by example by always doing the right thing."

As much as values, behaviours and attitudes may not change quickly, it is presumed that the scaling of high democratic heights is a long journey that can take several decades but steps must be made towards the right direction. (Diamond, 1994). With this transformation, civil society in Kisumu county were able to through their weight behind the democratization process by holding the county government of Kisumu to be more responsive and accountable with respect to both the law and public expectations of responsible government through a process of checks and monitoring, this was done by way of pushing for public involvement through participation and petitions.

Manifestation of Political Participation through Interest in Local Community Affairs

The study revealed that most of those interviewed confirmed that they had developed very high interest in local community affairs as a result of participation in various democratic education programs in the county. This revealed that democratic education had impacted positively on the local citizens, especially, in the sphere of democratic awareness.

During Jomo Kenyatta era upon awareness creation by the few educated elites, the locals heeded to the calls and attended rallies in masses; people would walk from the furthest corners of the rural areas to attend rallies mostly hosted in Kisumu town. The rallies were publicised via underground networks including night discos commonly known as "*disco matanga*". Furthermore during Moi's era political participation manifested when some rural folks purchased

underground publications, called Mwakenya, they too shared the political messages with close associates. Creation of awareness was significant as people would be able to know action or inaction to take and as such act accordingly.

In one of the rallies held in Kisumu in 1987, the underground activists from the academia said this:

“We plead with all progressive patriots and democrats natives of this beloved country, Kenyans who love our people to join and support, we cannot allow the government to continue testing malaria drug on our local people of Kisumu, samples of unknown /dangerous drugs from USA is already being tested on unsuspecting Kenyans natives have been reduced to guinea pigs by MOI and REGAN administration.

The rural citizens expressed their displeasure with government when thousands of people marched in protest at the allegations of a dangerous drug being tested on locals. They stoned government officials at the local level. The protests were followed by arrest of the underground combatants, Kisumu chapter. Over 27,000 people were arrested in that month out of which 10,000 hailed from Nyanza, this scenario explains intensified political participation in Kisumu especially underground activism, for instance Kisumu activist Onyango Oloo was arrested in 1982 on being sentenced he said he wasn't remorseful and that his only regret was that the coup was not successful.

Political participation had been triggered in 1980 by Mzalendo mkenya a special publication issue of July 1980 which had been massively distributed, the material wrote:

Fellow Kenyan patriots, mzalendo calls upon you to fight for peoples power, we cannot sit back and be spectators to the situation we have to intercept by actively participating, act now, with use of anything at your disposal all informers, spies, brutal policemen cruel chiefs KANU youth wingers, oppressive forces, disobey oppressive orders or directives from government officials.”

Following the disobey calls, in 1989, 3000 peasants from Muhoroni Kisumu declined to follow directives from government officials and KANU politicians that demanded them to pay three shillings for every ton of sugar. Underground publication became a major source of information that is a medium of disseminating ideas which in turn influenced people's action or inaction.

More participation was noted by a respondent who had indicated ability and willingness to engage in community affairs, he stated that it was possible for people to defy chief's orders when they thought it wasn't right, he stated:

“It was common to find a chief soliciting for cash, during public holidays such as Moi day, Kenyatta, Jamhuri day etc under disguise that it was an order from above, if one would not be able to raise the cash, the chief would forcefully pick one's poultry in sight and puppet to pay in kind.”

When asked about attendance of any political gathering especially prior and after the promulgation of the 2010 constitution, one respondent had this to say;

“I take delight when called to local meetings at the chief's ground, I not only attend but also actively participate, and ask questions, especially the presentation of budget and plans, democratic education has built my political life, because over the radio i make calls to contribute to political issues (O.I,Voter 2017).

High level of citizens' interest in local affairs was further demonstrated in the newspaper as indicated below:

“Youths throw Kisumu governor Jack Ranguma's political adviser Philip Ochieng out of office over poor performance. We are in support of Ranguma's re-election but we will not allow his employees to mix politics with serving youths and people in general. Most of his employees are his relatives who are not tackling the issues affecting people from other clans. (The Star, 5th February, 2017).

Political participation at local level is highly evident even when locals call radio stations to make contributions on local issues; furthermore locals mobilise and are able to demonstrate pertaining poor leadership case in point when feeder roads are dilapidated. In the run up to the 2010 constitution one CSO organised a leadership and development conference themed, **Principles of the new system and their role within it**, was held on 26th and 27th at a community complex in Awasi ward, the conference brought together more than 150 participants, by the end of it the foundation had been established for future engagements by citizens with interest in building concrete proposals in relevant democratic issues and submitting them to the county government.

Teresa Okiyo who attended the conference said, very limited information had reached the rural citizenry within Kisumu County with respect to the new constitution and the whole process of devolution, she heaped praises on the conference for being an eye opener to participants to help mould their knowledge in order to be able to see what they needed to do to make their voices heard about issues that concern them.

Dr. Rose Kisia referred to the conference as an important milestone that had made Kisumu a model for other counties to bench mark. As regards promoting public understanding of devolution and helping to initiate links between county government and local citizens the conference had made a significant contribution.

Democratic education had positive effects on the individual's evaluation of the performance of the political system. TEAM, an CBO in Kisumu county, expressed their commitment that democratic education had impacted positively on political awareness in Kisumu county because a fraction of the locals were able to participate in budget making process at county and ward levels. Furthermore, through the group, citizens petitioned the 2018/2019 county budget, in a petition that read; **PETITION OF KISUMU COUNTY BUDGET FOR FISCAL YEAR 2018/2019 ON CONSULTATIONS OF THE PUBLIC DATED-19TH JUNE 2018.**

The same sentiment was echoed by a retired politician, an ODM official who had a copy of the petition letter:

“By virtue of empowerment from a local CBO we were able to petition the Kisumu County, in writing: ‘We wish to draw the attention of Kisumu County executive and leadership of the Kisumu county assembly dealing with the budget as follows; Public participation in governance is enshrined in the constitution of Kenya at the county level and public finance. Article 196(b) of the constitution opines that a county assembly shall facilitate public participation and involvement in the legislature and other...further a county assembly should not exempt the public, or any media’”.

This statement, points to the existence of some level of local political participation in regards to county affairs. Moreover a section of respondents noted that monitoring and performance of local political system were evident when members of a community talked openly either in support or disagreement about amount of cash used for a project, recruitment of staff etc for instance;

‘Word has it that the market has cost the county 5 million shillings and my take is its not worth the poor workmanship, besides tenders are given individuals known to county officials. This kind of cartels ought to be disbanded for effective service delivery to be realised.’ The statement by respondents, thus confirms that citizens are aware of the expectations from a political system and thus monitor performance in terms of projects initiated, the suppliers' particulars, cost of project and its viability.

The CSOs in Kisumu made great use awareness creation especially on of petitions and memoranda to engage the county assembly. Through democratic education citizens of Awasi were able to further petition the gazettment of the county public participation act in 2015 upon its enactment, the petition was as a result of protracted delay by the county Assembly to gazette the important bill. In Seme, locals through gatherings at local level deliberated on matters of public concern, leading to a chief being jailed for cover up of a defilement case that had been reported to him. Such gatherings also called public barazas, findings show have been used by locals to enlighten the public on resources allocated. The locals used local radio, notice boards to disseminate information. These revelations indicate that Democratic education had promoted citizens' interest in local community affairs as posited by Diamond (1994) that civil society is able to gather and distribute information that help build the capacity of the community in their united defence and pursuing of their common interests. By availing researched, independent information about what the government is actually doing vis a vis what it tells citizens it is doing and the effects it has on citizens' at local grassroots level is considered an invaluable contribution of civil society.

Regarding the extent to which political awareness borne from democratic education programs affected interests of rural residents on national politics, the opinion of the respondents varied significantly; however, it was generally observed that democratic education workshops had helped them to develop interest in national politics. In support of the study findings, Diamond (1994) asserts that, the more democratic education empowerment programs and awareness sessions that a citizen joins, the more he or she will interact with assortment of individuals who express contrary political ideologies, which gives a person a more varied and cocktail political outlook to sharpen and enhance his or her political perception and readiness to compromise especially on issues that plays at national platform.

Civil society organizations were able to enhance democracy in Kisumu County by carrying out conflict resolution and mediation, especially civil society organizations that had religious and human rights backgrounds. Since many political actors too trusted civil societies in the county, the CSO's were able to gain a 'reserve of influence' that was useful during political crisis, during political crisis civil society were able to cool tempers and lead the dissenting groups to reach a compromise.

Civil society can enhance democracy by helping local communities also the masses; depart from the cycle of patron-subject relationships whereby local government officials, tycoons and politicians such as chiefs and land lords buy loyalty and control of the citizenry through issuance of material rewards and false promises (Diamond, 2002). With regard to the effect of democratic education received by the respondents on their daily political undertakings the majority of the respondents reported positive impact of democratic education programs on their political participation in civic matters in their wards. The nationwide campaigns of the NCEC in 1997 captured the nation's imagination and galvanised citizens behind the banner reform. This indicates that civic societies and government agencies, particularly, Independent Electoral and Boundary Commission had put a lot of emphasis on democratic education that added value to the lives for the rural residents of Kisumu County.

KADDNET program manager contended that democratic education had impacted positively on awareness creation and helped participants to participate fully in matters that required their attention. High Voter Turn Out was registered in rural areas of Kisumu especially the voter turnout for 2007, 2013 and 2017 elections. URAIA attributed this to "*kura yangu, sauti yangu and uchaguzi bora* initiatives. Both IEBC and URAIA engaged in road shows that informed the public to come out in large numbers to vote. Regarding the cause of high voter turnout, a good number of respondents believed that the numerous advertisements urged them to come out and vote, while relatively moderate proportion of them attributed the high turn out to one of their own being a Presidential candidate, which showed that repetitive campaigns on media, road- shows, vernacular stations, intensified awareness and capacity building through democratic education had a way of arousing the voters to come out in their numbers to express their democratic desire and right to vote.

"Nights to elections people buy vuvuzela to awaken those asleep to rise up and vote. Boda boda riders take it upon themselves not to ferry any passenger with no mark on their fingers" (O.I, voter 2017).

I.E.B.C in 2013 attributed high voter turnout to the democratic education conducted before polls. According to IEBC director of voter education and partnerships, voter education was successful because 80% of registered voters came out to vote for their preferred candidates in 2013. Political involvement was also manifested in Kisumu's Seme. TEAM, CBO held sessions that promoted political participation which resulted into the successful public petition challenging the election of CDF committee in Seme, which was signed by 11,058 people. In addition, political involvement was manifested in the form of citizen participation in constitutional debates.

CRECO was instrumental in organising nationwide democratic education on the constitution. The rural citizenry through representations were accorded an opportunity to debate on the rationale for a new constitution and the idea of national referendum. Democratic education prepared the people to participate in presenting their views on the new constitution to the Constitution Review Commission from November, 2001 to September, 2002. With efforts from electoral body, the confidence of the rural citizens was enhanced while voting in the year 2005. Majority of the respondents still remember that they had two options of an orange and a banana to choose during the referendum.

DUKOKE, a CBO operating in Seme, carried out awareness for the rights of people abled differently and other community members. It mobilised 1050 PWDs in the county to present their concerns and input on the disability bill which was consequently passed by the county assembly in 2016. In addition, participation was manifested when Plan International helped come up with the county disability board, which made it possible for the county to set a subcommittee tasked with handling and sorting out issues affecting PWDs, furthermore they were able to register 8 companies that intended to apply for tender awards by the county.

In addition, DUKOKE carried out democratic education regarding devolved governance structures to 41 disability groups reaching out to 1733 locals, due to growing participation of PWDs in the county governance. Youth Action against Corruption (AYT) actively engaged the youth in advocacy and championed for effective service delivery. The CBO managed to build the capacity of the youth to engage in the fight against corruption by publishing a guide on youth action

against corruption and training youth on how to apply the guide and further engaged youth in conducting anti-corruption audits. They also incorporated a peace component in all democratic education programs for the youth to understand their role in promoting peace.

IV. CONCLUSION

The Kenyan 2010 constitution had underlined democracy and people's participation as important values for governance and therefore created more space for citizens' political participation. According to Okuku (2002) Kisumu County has come up with a numerous processes to jump start public participation such as establishment of decentralised structures to the ward and sub county levels and also appointed sub county and ward administrators. Moreover to enhance participation Kisumu has created an ICT forum with a toll free number 21142 which enable the public to ask questions on county affairs, citizens are free to raise concerns regarding development projects. Untill 2000 Kenya's space for political participation had been constrained; participation of citizens is a hall mark of democracy.

The study revealed that effects of democratic education on political participation in rural areas are determined by individual level of education and political interest. Moreover study found out that democratic education which used participatory methodologies like role play, theatre and simulation had a long lasting effect on participants case in point IEBC use of Mock elections prior to 2013 elections is said to have helped reduce spoilt votes. In addition for democratic education sessions to have meaning full effect the frequency; quality of trainer must be a concern. That is participants should be exposed to frequent sessions, trainer must be knowledgeable and interesting.

Study revealed that democratic education led to increased participation and interest in local community affairs. During colonial, Kenyatta, and Moi era participation was constrained however citizens expressed their displeasure with political system through defiance and disobedience, awareness was created through underground movements. More participation was listed prior to 2002 elections as participants became more aware of their democratic rights thus citizens were able to evaluate the performance of a political system, in terms of service delivery.

Moreover citizens got more interested in national politics this was demonstrated when citizens could make phone calls, during political segments on media to either support or critique political leaders for their actions or inactions, and also by way of written petitions etc. Moreover the study found out that through URAIA there was enhanced access to justice by citizens in rural areas of Kisumu County and up scaled democracy, as well as inclusion of women, youth, and persons with disabilities together with marginalized groups in political parties' management in Kisumu.

Citizens in rural areas have witnessed improved participation in political participation directly or through representation, they are able to participate in formation of a party, participate in activities of party, campaign, and register as voters and vote by secret ballot.

V. RECOMMENDATIONS

Considering the immense value of democratic education to the agenda of political and democratic development of Kenya, the study recommends that democratic education should be provided to all citizens through public meetings, workshops, and mass media across the country since it plays a significant role in fostering good governance at all levels in Kenya. The study recommends that for effective democratic education to be realised participatory approach ought to be used, the trainer should be knowledgeable, interesting and multiple exposure to democratic sessions should be encouraged. Moreover an enabling environment should be granted for CSOs to thrive.

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