Youth Participation in Leadership and Governance

in Nyali Sub-County, Mombasa

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Team Nyali

Team Nyali is associated with LONMAC, a youth-led community-based organisation in Nyali sub-county. Team Nyali's 5 members came together through the Young Cities programme to support the youth of Nyali and address the challenges affecting their communities through active citizenship. The team draws its mandate from core values of integrity, honesty, diversity, teamwork, and service above self in order to build a stronger, safer community through good governance, youth advocacy and education in definance of extremism and radicalism.

In order to facilitate active youth participation in local governance, the team conducted research into how the youth of Nyali are active within the sub-county. The study had 3 aims:

Meet The Team

Annick Hanjari:
A young governance and ethics graduate from the Technical University of Mombasa. She serves as a key adviser on governance within Team Nyali, as well as for LONMAC.

Marian Abdhallah:
A young activist who advocates for women's issues in Mombasa, including gender based violence and women's participation in democracy and leadership. She is an honorary member of the sauti ya wanawake youth and serves as the finance secretary for Team Nyali.

Elias Mainga:
A trained nurse by profession with a passion for community change, Elias offers free talks to young people on the importance of active participation in health decisions. He manages both logistics and monitoring and evaluation for Team Nyali.

Ali Said:
A trained lifeguard and dedicated community activist avocating for the importance of education and youth active involvement in leadership and democracy. Ali spends his time counselling several youths in Nyali and he led project communications for Team Nyali.

Joseph Nazareth:
Young life and soft skill trainer by profession, Joseph specialises in advocating for youths' safe spaces in the community by influencing policies and legal frameworks from both government and non-government organisation in Mombasa and beyond. He served as the Group lead and researcher during the project.

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Acknowledgement

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Executive Summary

" Youth development will be brought about by the youth themselves."
(Swahili Proverb)

Young people are our future and they must stand for themselves, as the future of Kenya stands with them. A paradigm shift is long overdue in the way Kenya mobilises its growing youth population, one that moves from paper policies to true engagement with young people as full partners in the design, implementation, and evaluation of strategies and programs. For it is only through active participation and empowerment that youth can make safe, informed, and responsible decisions regarding their active engagement and involvement in leadership and governance.

Youth are Kenya's most precious resource; however they face tremendous challenges that undermine their rights,prevent their participation, create significant social and economic bariers and threaten their chance to meet their full potential. It is crucial that we address these barriers from a young person's perspective in order to prepare the young decision makers of tomorrow and involve them in crafting our future today. We hope that this research report will contribute to this goal.

The following report documents youth's participation in leadership and governance in Nyali, a sub county of Mombasa, Kenya. This research was done in order to:

1. assess the role of youth in public participation

2. understand the perception of youth about voting processes

3. investigate the impact of youth involvement in leadership and governance

The research was carried out over a period of two months from November 2018. The team employed a descriptive research design with a mixture of primary sources – including surveys, interviews, focus groups and observation – and secondary research methods using government reports and acadmic research. 114 young people were surveyed, including 133 males (67%) and 65 females (33%). This gender disparity can be attributed in part to cultural norms restricting women from participating in certain activities without permission form their husbands, parents or guardians. The difficulty in engaging women in research like this shows the need for concerted empowerment projects for women, and society-wide campaigns to emphasise women's importance in leadership, governance and key decision-making processes.

Only a small majority of the young people surveyd (58%) thought it was essential to participate in the voting process. Among them, many noted that voting was important because it was the only way to exercise their democratic right and elect accountable leaders. By contrast, among the 42% who did not find it important, many cited a fear that the process was not transparent or that youths would be bribed to elect wrong leaders. **An inclusive electoral process is a vital pillar of a healthy democracy and more must be done to educate young voters and build trust in those systems.** The Independent Electoral and Boundaries Commission (IEBC), with the support of other partners such as civil society groups and international partners, should develop and implement a comprehensive voter education programme to ensure that young Kenyan citizens have the trust, knowledge and capacity to engage in electoral processes in an effective and meaningful way. Such a programme should be adopted on a large scale and include as many young people as possible to maximise youth voter turnout.

Additionally, **young people need proper access to information, meaningful consultation and opportunities to participate in policymaking, among other administrative processes.** This can be achieved through the following mechanisms:

1. Establishing and widely disseminating all information of public significance

2. Strengthening mechanisms of communication, such as establishing desk offices, developing calendars of activities, and giving sufficient notice of meetings Exploring alternative methods of information dissemination such as SMS, social media and local radio stations

3. Organising dedicated campaigns to inform people of their rights, the standards of performance they should expect from duty bearers, and how to file complaints, while taking into account the unique circumstances of the poor and excluded groups.

The majority of respondents (69%) indicated that they believed youth were uninformed about governance processes. This pessimistic view of youth understanding taken with low trust in voting emphasises the need for more civic education. Civic education is primarily the government's responsibility; however, this paper recommends a collaborative, cross-sector approach. Civil Society Organizations (CSOs) and the international community can offer critical support to enhance civic education programmes, while the media can play an important facilitative role in promoting civic awareness. Civic education interventions should be practical and focus on the Constitution of Kenya- 2010 (CoK 2010), devolution, leaders and accountability, and public financial management. Programmes should be organised at ward, location and village level, and take a citizen-centred approach that employs practical examples and people-friendly language to which everyone, regardless of education, can relate.

This research was conducted by young people about young people in order to offer actionable guidance based on youths' needs and experiences. By presenting the views of youth directly, it challenges negative stereotypes and demonstrates how young people can positively contribute to development in various sectors of the county, including governance, accountability, and constitutional rights.

Abbreviations

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CR: Constitutional Right

EO: Economic Opportunities

GL: Good Leadership

ISD: Institute for Strategic Dialogue

PAR: Participatory Action Research

UN: United Nations

YP: Youth Platform

Definition Of Terms

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Youth:

Any person within 15-35 years, (African Union, 2006)

Safe Spaces:

This are platforms where youth can come together, freely express themselves, engage in activities related to their diverse needs and interests and participate in decision-making processes. (United Nations, 2018)

Youth Participation:

This is actively involving the youth in decision-making processes. (Youth Affairs Council, 2017)

Participatory Action Research:

This approach emphasises participation of all stakeholders and action to solve community problems.

Economic Opportunities:

This is the chance to do work that somebody is willing to pay you for.

Youth Platform:

This are youth networks where the youth can share various ideas and opportunities. Leadership: It is the art of motivating a group of people to achieve a common goal.

Constitutional Right:

A constitutional right is a right or freedom guaranteed to citizens by that country's constitution.

Chapter One: Youth Leadership Participation in Kenya

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Youth represent the most abundant asset Kenya has and will define its future. Kenyan youth face a multitude of persistent risks and challenges that could put that future in jeopardy, including unemployment, marginalisation, harassment by the police, and impediments in accessing essential facilities and services such as education and healthcare (Mutuku, 2009; Nairobi Peace Initiative Africa, 2015; the Republic of Kenya, 2006; United Nations Development Programme, 2010). To nurture and protect this crucial demographic, the Kenyan government must prioritise developing and implementing appropriate strategies, policies and programs to mitigate the risks and challenges young people face and enable full and fruitful participation in the society. If they fail to do so, it could have enormous economic, political, cultural, and social consequences. Engaging the youth population fully is no longer a choice, but an imperative in the development process – one that is also recognised by the government itself (Republic of Kenya, 2007).

The Kenyan government has taken steps to engage its young citizens better; notably among them was the creation of the Ministry of State for Youth Affairs (MOYA) in December 2005 to address youth concerns in the country. This had been grounded on the realisation that the government may not achieve the Millennium Development Goals without adequately dealing with the many socio-economic challenges facing the Kenyan youth (Republic of Kenya, 2006). In 2006, the government developed its first Kenya National Youth Policy (KNYP). The KNYP, which defined the youth as persons resident in Kenya in the age bracket of 15–30 years, has as its vision a society where youth have an equal opportunity as other citizens to realise their fullest potential and productively participate in economic, social, political, cultural and religious life without fear or favor (Republic of Kenya, 2006). The five key principles underlying the policy are: respect of cultural belief systems and ethical values; equity and accessibility; gender inclusiveness; good governance; and mainstreaming youth issues (Republic of Kenya, 2006).

Kenyan youth have a right to participate in making decisions that affect their lives (KNYP, 2007). One of the ways they can do so is by participating in elections, where they can vote and or vie for an elective political seat. They can also participate in the decision-making process through consultative meetings, which additionally help an individual in personal growth and capacity building (Mager & Nowak's, 2011). While the government has taken important steps, it is not nearly enough. Youth empowerment faces many challenges that limit or undermine widespread youth participation and empowerment.

The extent to which policies, laws and institutions provide for youth participation needs to be investigated. Therefore, this study investigates youth participation in governance in Kenya by discussing the policy, legal and institutional framework available for youth participation. With regards to the study the authors referred to the Constitution of Kenya 2010 Article 55 on youths and United Nations Resolution 2250 on Youth, Peace and Security (emphasis of youth inclusivity) for references.

Objectives of the Research

The general objective of the survey was to assess youth's participation in leadership and governance in Nyali Sub-County-Nyali Constituency-Mombasa County. The specific objectives of the study were to:

1. **Assess the role of youth in public participation**

2. **Assess the perception of youth on voting process.**

3. **Investigate the impact of youth involvement in leadership and governance.**

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[1] The term "police" throughout this research does not refer to a specific department; rather it is used as a generic term for all police.

[2] Mohamed, A. (2019)

[3] (Flexon et al., 2009; Hurst and Frank, 2000; Hinds, 2007)

[4] (Carr et al., 2007; Fagan and Tyler, 2005; Hinds, 2007; Piquero et al., 2005)

[5] Kasuku, A. (2019)

Chapter Two: Research Methodology And Sample

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2.1 Research Design

The research adopted a descriptive survey method, in which both qualitative and quantitative approaches were used to gather and disseminate data to assess youth participation in leadership and governance. Behavioural skills and personal attributes were evaluated by qualitative analysis, and numerical data was evaluated through a quantitative approach using descriptive statistics.[1]

The collected data was analysed using descriptive and inferential statistics through the Statistical Package for Social Science (SPSS) version 24. A set of data was described using percentage, mean standard deviation, and variation and presented using tables, charts and graphs.

2.2 Target Population[2] and Sampling[3]

Primary research was carried out in Nyali Sub-County, within Mombasa County, Kenya for a period of one month. This study's target population was 750, including youth, who made up 98% of the target, and key county officials who made up the other 2%. The youth participants were randomly selected from all five wards[4] in Nyali Sub-County, ensuring full representation for the sub-county.

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[1] Descriptive cross-sectional studies are more formalized and typically structured with clearly stated investigative questions (Vyas & Bapat, 2011).

[2] The term population refers to an entire group of people or things of interest to the researcher that he/she wishes to investigate, Sekaran (2013). A particular population has some characteristics that differentiate it from others. A target population is the sample that a researcher wants to study.

[3] Sampling is a process that involves selecting a number of individuals or objects from a population ensuring that the selected group has elements that are representative of the characteristics found in the entire population. A Sample is a small group of objects/individuals selected from a population, representing the population's characteristics (Orodho & Kombo, 2012).

[4] The 5 wards of Nyali sub-county include: Frere Town, Ziwa la Ngombe, Mkomani, Kongowea and Kadzandani.

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The study adopted a simple random sampling technique in which each member of the target population has an equal chance of being selected as subject. The entire sampling process was done in a single step with each subject selected independently of the other members of the population. This study's total sample size was determined using the formulae developed by Krejcie and Morgan (1970. For a target population of 750, the study sought to include 254 participants at 95% confidence with a 3.5% margin of error divided across the wards.

Interventions	No. of Questionnaires	Ward	No. of Questionnaires
Frere Town Ward	50	Kadzandani Ward	50
Ziwa la Ngombe Ward	50	Kadzandani Ward	50
Mkomani Ward	54		
Total Questionnaires Distributed		**254**	

TABLE 2.1 Sample Size Using Krejcie and Morgan Purposive Sampling

2.3 Data Collection Instruments

The primary research data was collected using semi-structured questionnaires, interviews, photography, and focus group discussions. The research team collected primary data over a two-month period with support from ward chiefs and other key stakeholders were used to reassure and mobilise the community.

The questionnaire included 19 closed and open-ended, predetermined and standardised questions[5] focused on four themes, namely: respondents' personal information, youth and the voting process, youth public participation, and youth leadership and governance. The survey was conducted in person within each of the five wards, either as a guided or self-administered questionnaire, depending on the preference of the respondent.

The questionnaire's reliability and validity were tested before its widespread dissemination using a pilot study [6] with 25 [7] respondents.

Secondary data was collected from local and international academic sources (journals, articles, theses and textbooks) related to youth participation in leadership, politics and governance, as well as from the Youth Council in Kenya and the Ministry of State for Youth Affairs (MOYA) in Kenya. The secondary data obtained was used to help in cross validation of the collected primary data.

Primary data collection was carried out with authorisation from the relevant authorities in Mombasa County and Nyali-Sub County.

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[5] Closed-ended questions are easier to analyze and administer (Kothari, 2014). Open-ended questions on the other hand give respondents complete freedom of response and add greater depth as answers offer an insight into their feelings, background, hidden motivation, interests and decisions (Bryman and Bell, 2015).

[6] Cooper and Schindler (2013) indicate that a pilot test should be conducted to detect weakness in design and instrumentation and to provide proxy data for selection of a probability sample. Pilot testing provides an opportunity to detect and remedy a wide range of potential problems with an instrument and ensures that appropriate questions are asked, the right data is collected, and the data collection methods work.

[7] Standard practice requires that 10% of the sample should constitute the pilot test (Cooper & Schindler, 2013, Creswell, 2013). The proposed pilot test was within the recommendation.

2.4 Ethical Considerations

Throughout the research process, participation was based on informed consent.[8] All participants were asked to voluntarily participate and were informed that they had the right to withdraw at any stage if they so wished. Furthermore, respondents' privacy and anonymity were guaranteed throughout the research process.

There was no use of offensive, discriminatory, or other unacceptable language in the formulation of the questionnaire and Focus Group Discussion (FGD) guide.

The researcher acknowledged the works of all other authors used in any part of this research report by citing and referencing them throughout. The researcher maintained the highest level of objectivity during discussions and analyses throughout the research survey process.

2.5 Limitations of the Research Survey

Scope: the survey was limited to a representative sample population of one sub-county in Mombasa County, Nyali, out of the possible six sub-counties. This is based on the assumption that the variable characteristic of the sample represented the larger population. Furthermore, given the main goal of the research, the survey focused more on assessing youth's participation in leadership and governance vis- a-vis the general administrative and political structures as stipulated by the constitution.

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[8] This principle of informed consent provides that the researcher should give sufficient information and assurances about taking part in the research in order to allow individuals to understand the implications of participation and to reach a fully informed, well thought and freely given decision about whether or not to do so, without the exercise of any pressure or coercion.

Chapter Three: Research Participants

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3.1 Response Rate

The research team distributed surveys to 254 people across Nyali Sub-County's five wards, of which 198 were filled-in and returned for a total response rate of 78%.[9]

Ward	Questionnaires Distributed	Questionnaires Returned	Return Percentage (%)
Frere Town	50	40	80%
Ziwa la Ngombe	50	35	70%
Mkomani	54	45	83%
Kongowea	50	43	86%
Kadzandani	50	39	78%
Total	**254**	**198**	**78%**

TABLE 3.1 Questionnaire Response Rate

3.2 Respondent Profile

The survey included some basic, demographic information for the participants including: gender, age bracket, marital status, employment status and level of education in Nyali Sub-County.

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[9] According to Kothari and Gang, (2014) a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent; therefore, this response rate was adequate for analysis and reporting

Gender

The majority of survey respondents were male (67%). While the research team sought to achieve gender equality, it was far more challenging to engage female respondents, resulting in minority female representation (33%). See the full breakdown in Table 3.2 below. This discrepancy can be explained in part by prominent cultural norms that restrict women from participating in certain form of activities without permission form their husbands, parents or guardians.

The restrictions put on women compound the challenges that young people face in participation and leadership and will need to be addressed specifically.

Gender	Frequency	Percentage
Male	133	67
Female	65	33
Total	198	100

TABLE 3.2 Gender of Respondents

Age

12% of the respondents were 18 years old, 83% of the respondents were between the ages of 19 and 35 and 5% of the respondents were above the age of 35 – which the above 35s were excluded. See the full breakdown in Table 3.3 below.

Age Bracket	Frequency	Percentage
18 Years	24	12%
19-35 Years	164	83%
Above 35 Years	10	5%
Total	198	100

TABLE 3.3 Age of Respondents

Age Bracket	Frequency	Percentage
Unemployed	133	67.2%
Employed	22	11.1%
Student	43	21.7%
Total	198	100

TABLE 3.4 Employment Status of Respondents

Employment Status

The vast majority of survey respondents (67.2%) were unemployed. Only 11.1% of the respondents were employed, while 21.7% of the respondents were students. See the full breakdown in Table 3.4.

Education

Overall, the respondents had received relatively limited education. 11.6% indicated they had only informal education or none, 21.2% had primary education, 33.8% had secondary education, 28.3% of the respondents had tertiary education and only 5.1% of the respondents had university education. See the full breakdown in Table 3.5 below.

| Level of Education	Frequency	Percentage
None/Informal Education	23	11.6%
Primary Education	42	21.2%
Secondary Education	67	33.7%
Tertiary Education	56	28.3%
University Education	10	5.1%
Total	**198**	**100**

TABLE 3.5 Level of Education

Chapter Four: Youth Civic Participation

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4.1 Voting

Voting is a key way in which young people can participate in governance and influence decision-making at all levels. Therefore, a primary objective of this research was to understand how young people understood voting, and their attitude toward participating in elections. *The survey respondents were split on the importance of voting*

When asked if they thought it was important for young people to vote, a small majority of respondents were positive. 57.58% indicated that it was important for young people to vote, which can be linked to youth exercising their democratic right and elect accountable leaders. A significant minority (42.42%) disagreed, indicating that they did not find it important for young people to vote.

### As a youth do you think it is important to participate in the voting process?
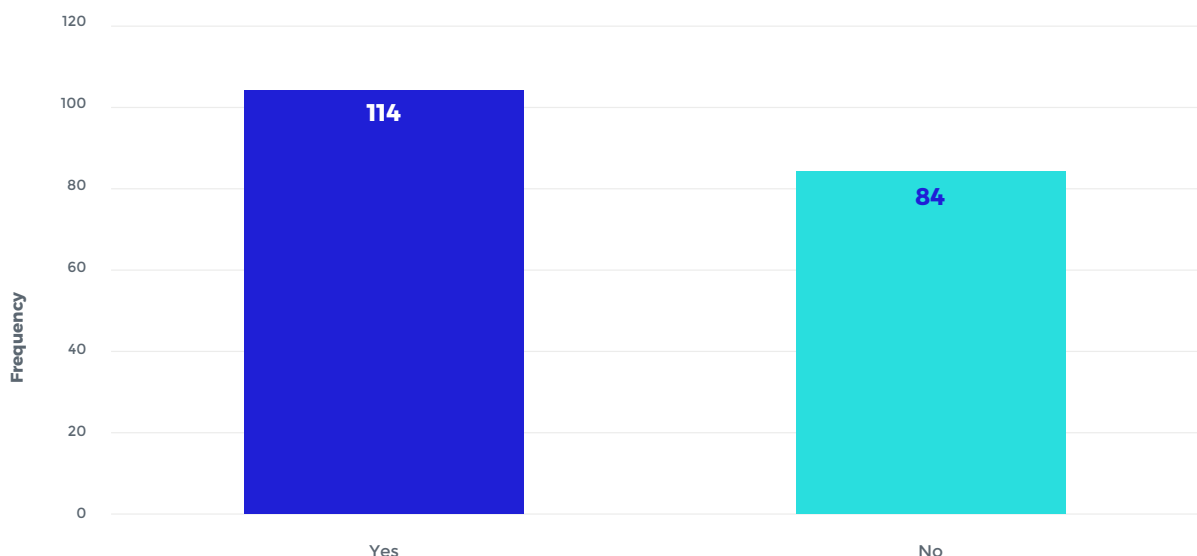
3.3 PARTICIPATING IN THE VOTING PROCESS

4.2 Public Participation

Public forums offer another important way for young people to participate in the public process and potentially influence decision making on a local level.

Despite the opportunity that forums offer citizens to participate, only 19.7% of the young people surveyed had ever attended one. 80.3% of respondents said they had never attended a public forum, citing a range of reasons, including a lack of information and communication, feeling that their opinions do not matter and lack of transparency in inviting people to public participation.
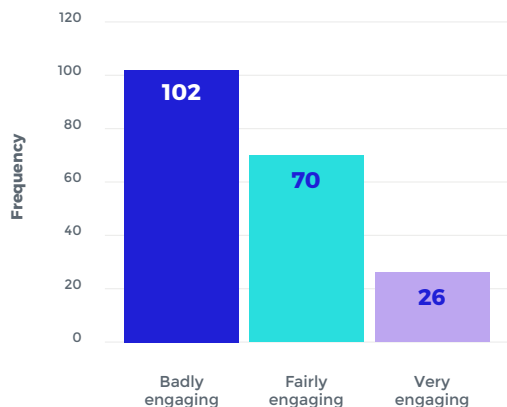
Public participation forum attendance
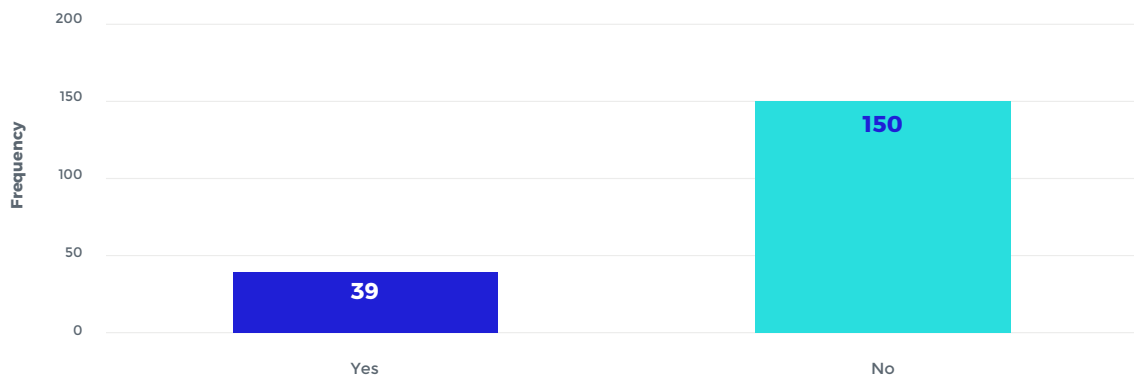

3.4 **PUBLIC FORUM ATTENDANCE**

Many of the young people who had not attened a Public Forum did so because they felt they were not very effective. The majority (51.52%) of respondents indicated that public participation forums were 'badly engaging'. Furthermore, survey respondents noted that, within the forums, they felt that their opinions did not matter and that the criteria for choosing public participation attendees were not transparent. 35.35% indicated that public participation forums were 'fairly engaging' while 13.13% viewed them as 'very engaging', noting that the forums gave them an opportunity to give input on sub-county planning and projects.

Effectiveness of public participation forum

3.5 **EFFECTIVENESS OF PUBLIC PARTICIPATION FORUM**

The people are enlightened on their role in public participation
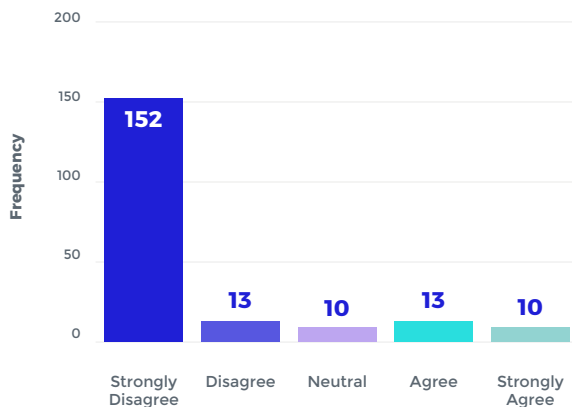
**3.6** **INFORMATION ON ROLE IN PUBLIC PARTICIPATION**

Another factor that can explain poor participation in the forums, is that the majority of participants did not believe people understood their own role in participating. When asked if they agreed with the statement 'the people are enlightened about their role in public participation', 83.34% either 'strongly disagreed' or 'disagreed' while 5.05% were neutral and only 11.62% either 'agreed' or 'strongly agreed'. Respondents who disagreed noted that there was lack of information and sensitisations on youths' role in public participation or how they should prepare and present their views and agendas. However, a small percentage indicated that they learned of their role in public participation through civic education offered by civil society groups such as Muslims for Human Rights.

These finding points to a critical need to get more young people involved in public forums. Education campaigns need to help young people understand the role of the forums, the importance of participating and help them conceptualise their own role in the forums and how best to participate meaningfully. However, as these findings indicate, knowledge about the forums will not be enough. Local policy makers and other stakeholders need to engage with young people to understand their frustrations and grievances with this process, while sensitisation campaigns should work to transform youth attitudes toward forums so they are more likely to take part.
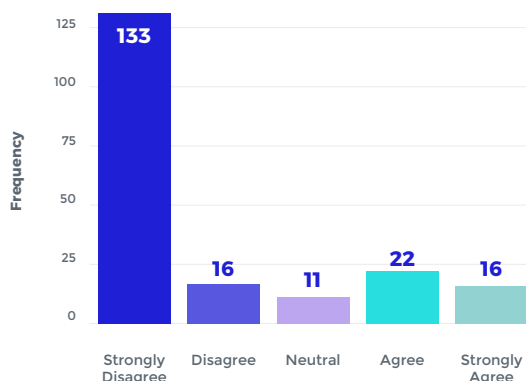
4.3 Youth Leadership and Governance

The majority of respondents felt that young people were underrepresented in government. 85.86% believed that the number of young people who hold government positions was low or very low; 5.05% thought it was average, and only 9.09% thought it was high. The majority of the respondents noted that the government did not observe the 30% youth representation rule in government positions.

Representation of young people in government positions

The youth are well represented and engaged in leadership and governance
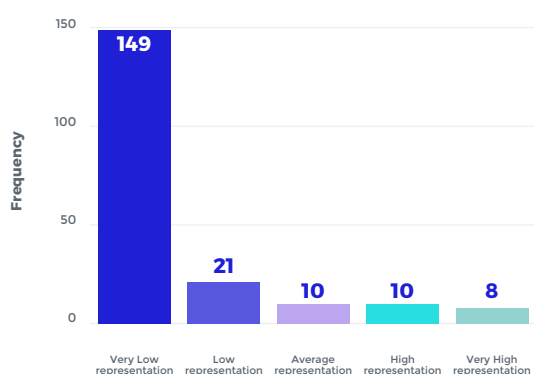
**3.7 REPRESENTATION OF YOUTH IN GOVERNMENT POSITIONS**

3.8 ENGAGEMENT OF YOUTHS IN LEADERSHIP AND GOVERNANCE

Furthermore, many believed that youth were poorly represented and engaged in leadership and governance more broadly. When presented with the statement 'The youth are well represented and engaged in leadership and governance', 67.17% strongly disagreed. While 5.56% of respondents were neutral to the statement, only 19.19% either agreed or strongly agreed. Further, some cited that the government was using retired professionals in boards rather than nurturing the youths to fit to those positions.

In addition to poor youth representation in government, the majority of survey respondents also thought that devolution had failed to represent youth effectively. 73.74% indicated that there was no effectiveness in devolved government as youth were underrepresented. Many noted that the devolved government did not observe the 30% youth representation rule in county government and leadership positions (including Access to Government Procurement Opportunities (AGPO) scheme.

Effectiveness of devolved government in youth representation
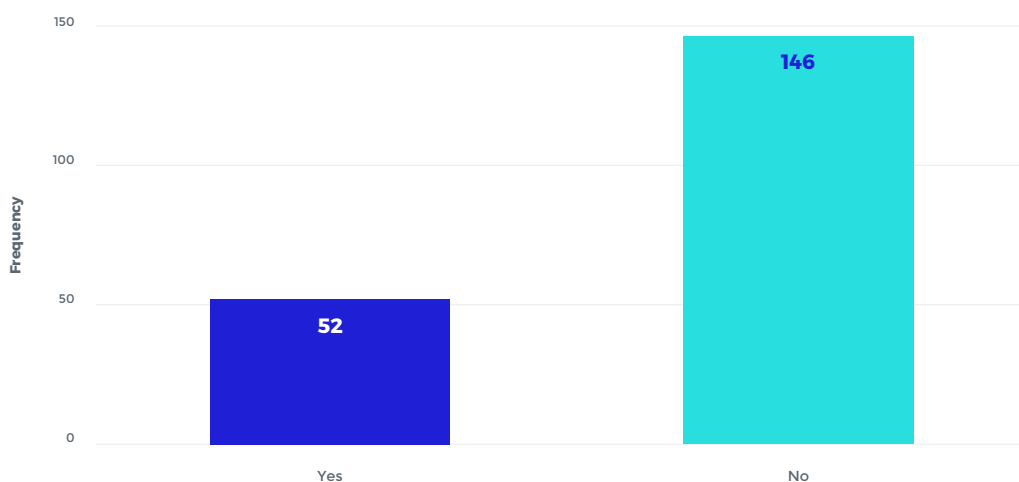
3.12 **EFFECTIVENESS OF DEVOLVED GOVERNMENT IN YOUTH REPRESENTATION**

While young people may not be well represented in leadership, they do at least have some access to it. When asked which political leaders they have had personal interactions with, 100% of the respondents had met at least one.

### Which of the following leaders have you ever interacted with
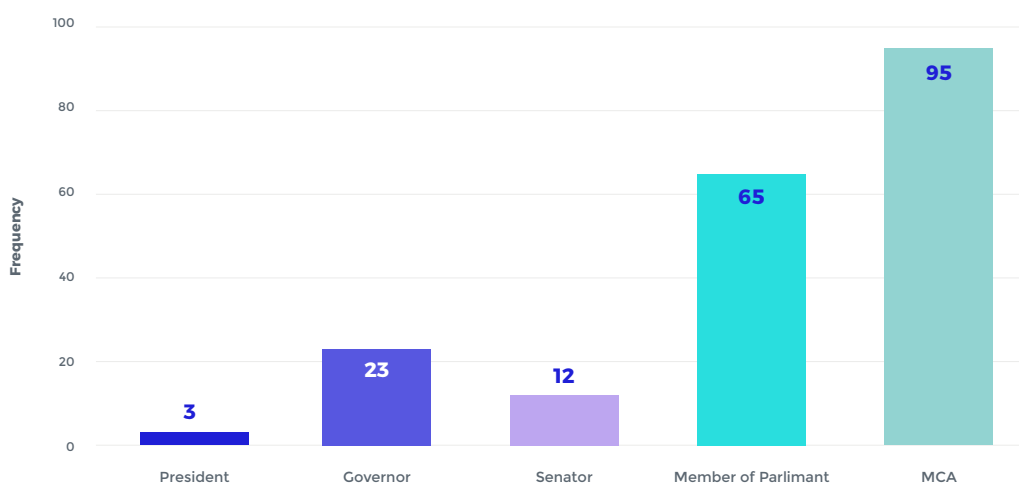
3.13 **INTERACTION WITH ELECTED LEADERS**

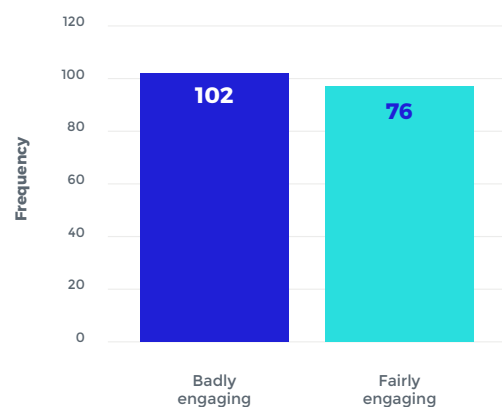## Perception of Role of Youth in Leadership and Governance

The research survey sought to establish the perception of the role of youth in leadership and governance. Out of the 198 respondents, 102(51.52%) indicated that they had a positive perception of the role of youths in leadership and governance while 96 (48.48%) indicated that they had a negative perception on the role of youths in leadership and governance as shown in figure 3.11 below. Majority of the respondents who replied positively indicated that youths, if properly mentored, are a great asset to the leadership and governance of a nation. Those who replied negatively indicated that youths lacked experience to be effective in leadership and governance.

Youth effectiveness in leadership positions
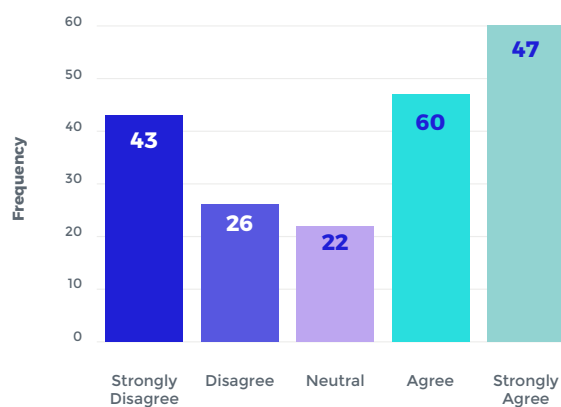
3.10 YOUTH EFFECTIVENESS IN LEADERSHIP POSITIONS

Perception of the role of youth in leadership and governance


3.11 PERCEPTION OF ROLE OF YOUTH IN LEADERSHIP AND GOVERNANCE

Youth perception of older people's perception of youth

While the youth were split in their own perception of youth in leadership positions, they were more aligned on how they felt older generations (classified at 45 years +) regarded youth leadership. 75.76% indicated that they thought older generations (aged 545 and up) were uncomfortable with youth holding political positions or leadership positions. Many thought so because they felt older generations did not trust young people due to accountability issues and a lack of experience. 6.06% were neutral on the issue, and only 18.9% thought older generations would be comfortable with youth leadership.

The elderly (45 years and above) are comfortable with the youth holding political and leadership in general
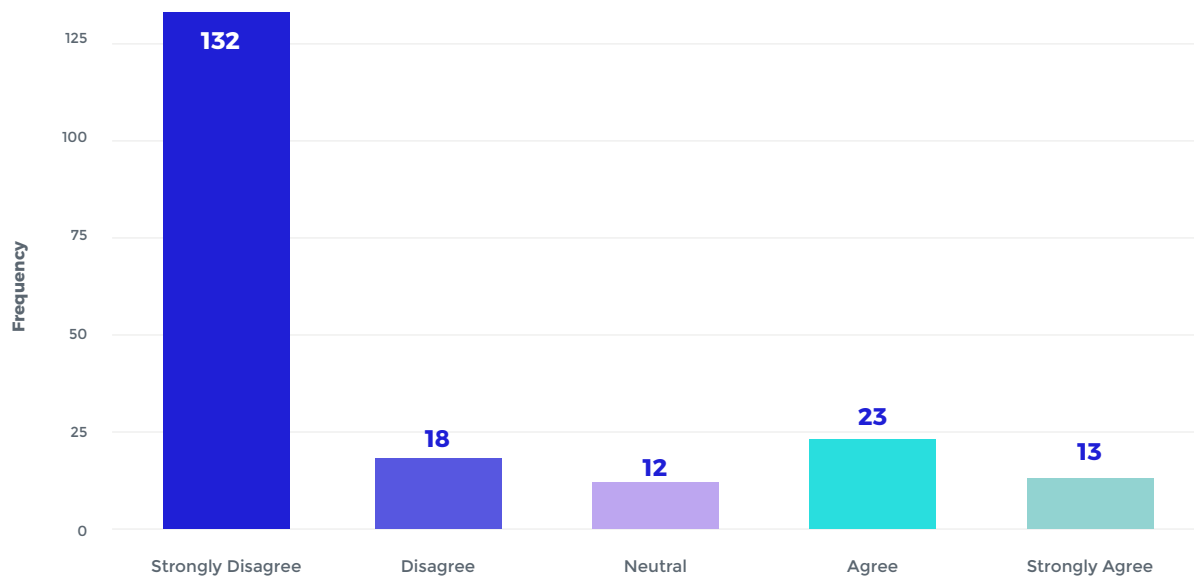
3.9 **ELDERLY COMFORTABLE WITH YOUTH IN LEADERSHIP POSITIONS**

Chapter Five: Recommendations

This research has shed light on a number of lessons recommendations for engaging with young people and facilitating greater participation and leadership:

1 Although the research team tried to engage with as many female participants as male, it was a significant challenge and, ultimately, the majority of participants were male. This can be explained in part by prominent cultural norms that restrict women from participating in certain form of activities without permission form their husbands, parents or guardians. The restrictions put on women compound the challenges that young people face in participation and leadership and will need to be addressed specifically. **Programmes should seek to empower women specifically and create opportunities for their engagement. Furthermore, sensitisation campaigns should be employed more widely to challenge gendered stereotypes and emphasise the importance of women participating in leadership and governance and key decision-making process.**

2 Young people are split on the importance of voting; however, it is a key tenant of civic participation and is vital for the democratic process. It is imperative that young people vote. **The Independent Electoral and Boundaries Commission (IEBC) with the support of other partners such as civil society groups and international partners should develop and implement a comprehensive voter education Programme to ensure that Kenyan youth citizens have the trust, knowledge and capacity to engage in electoral processes in an effective and meaningful way. A massive voter education Programme to reach out to as many youth citizens as possible should be adopted in order to ensure high turnout during elections.**

3 Many survey respondents indicated that they struggled to find information about government processes or opportunities to get more involved. **Government stakeholders should focus on getting information to young people in particular about government procedures and civic engagement on all levels.** They need to make clear what opportunities youth have to take an active part in policy making and other administrative processes.

4   **Leaders should develop strategies for engaging young citizens specifically,** taking special care to: disseminate information of public significance widely, focusing on platforms and locations that are popular amongst youth, including cultural events like music and theatre that draw large crowds of young people; strengthen mechanisms of communication such as desk offices and calendars of activities; and give sufficient notice of meetings, exploring alternative methods of information dissemination such as SMS, social media and local radio stations.

5   Civic education is critical for increasing youth participation and leadership. Civic education is primarily the responsibility of government and is typically incorporated into formal education; however, as many young people have limited access to formal education (for example one third of our survey respondents did not receive secondary education). **Civic education should also be available as non-formal education. Civic education should take a cross-sectoral collaborative approach that includes government stakeholders, Civil Society Organizations (CSOs) and the international community.** The media can also support by promoting civic awareness.

6   **Civic education interventions should be practical,** and as such could focus on the Constitution of Kenya- 2010 (CoK 2010), devolution, leaders and accountability, and public financial management. Programmes should be organised at ward, location and village level, and **take a citizen-centered approach that employs practical examples and people-friendly language to which everyone, regardless of education, can relate.**

References

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