Uraia

Strategic Framework
2021 – 2025

Nurturing an Empowered, Engaged and Values-based Citizenry





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SOUTH CONSULTING
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SOLUTIONS FROM THE DEVELOPING WORLD

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Uraia Trust

The Premier National Civic Education Organization in Kenya

STRATEGIC FRAMEWORK, 2021 – 2025

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URAIA TRUST VALUES: Integrity, Professionalism, Teamwork, Equality, Equity, Non-Partisanship

FOREWORD

Uraia is pleased to present its 2021-2025 Strategic Framework, which focuses on contributing to an empowered, engaged and values-based citizenry. The 2021-2025 Strategic Framework was developed during the Covic-19 pandemic season, at a time when Kenya celebrated the tenth anniversary of the promulgation of the constitution, and we proudly commemorated ten years of existence as a Trust. This both gave us ample reason to look back with pride at the achievements of the last decade, and inspired us to aspire to reach new levels as we continue to build on the journey so far.

While the resultant disruption to "business-as-usual" over the last year challenged us in many ways, we appreciate the ways in which it also unexpectedly enriched the process of coming up with this Strategic Framework, in the constant reminders it brought of the realities, challenges, experiences, possibilities and potential of this historic moment. 2020 will be a year many across the globe will not easily forget, not only because of the devastating effects of the COVID-19 pandemic and the consequent changes to our way of life, but also because it brought into stark relief priorities that our work seeks to address. As we come to the end of the 2016-2020 Strategic Plan, Uraia has indeed taken on board all these lessons, alongside those we have learnt over the last twenty years of our existence, first as the National Civic Education Programme and later as a Trust. We are very grateful for all the various state and non-state actors in Kenya, South America, India, North America and South Africa who engaged with us during this process, and whose insights have greatly enriched this Strategic Framework.

Over the next five years, Uraia will continue to support diverse actors and actions working to increase responsiveness and accountability in Kenya with particular focus in the areas of constitutionalism, elections, devolution and public finances. We reiterate our commitment to a human rights-based approach, with a focus on inclusivity. We thus continue to place special emphasis on working with minority and marginalised groups, including constituencies such as youth, women, and persons with disabilities.

In addition, recognising that the work we do can only be accomplished in partnership with so many others, Uraia will invest in supporting the establishment of an ecosystem for continuous quality civic education and engagement in Kenya that is sustainable, adaptive, innovative and effective. In this way, we hope to amplify our ability to nurture and grow the institution of Civic Education in this country, region and beyond.

We have also responded to the need to expand the work we pioneered in the last framework, where we began to foreground issues related to values and nationhood, in addition to our traditional focus on rights and responsibilities. Uraia recognizes that realizing a shift in culture is not easily achieved within a few years. Therefore, the Trust will focus in the period of this Strategic Framework on working towards the establishment of utu as the defining culture of Kenyan public life. We look forward to facilitating national conversations on people's practice of utu; understanding how the values and virtues – such as humanity, dignity, integrity, kindness, truthfulness, respect - that came up repeatedly in our discussions become manifest in our engagement with each other, the state and all institutions of the civic sphere.

On behalf of Uraia Trust, it is my privilege to invite all our diverse stakeholders to join us in this journey. We remain committed to our values of professionalism, integrity, teamwork, equity, equality and non-

partisanship in order to provide quality civic education and to help empower all citizens to realize their constitutional aspirations.



DR. MSHAI MWANGOLA
CHAIRPERSON OF THE BOARD OF TRUSTEES

● ACKNOWLEDGEMENTS

Uraia Trust is deeply grateful to everyone who was able to be part of the process of the development of the 2021-2025 Strategic Framework. I thank the Uraia Trustees for their thought leadership and consistent participation throughout the process. I would also like to thank the Uraia Secretariat for the time and effort expended to ensure that the process was undertaken seamlessly from inception to completion. We are deeply grateful to the entire team from South Consulting Africa led by Professor Karuti Kanyinga with support from Christine Guchu and Elizabeth Wachamba, just to name a few members of the Team, for their consistent commitment to guiding us through this process and carrying out the assignment with a high level of dedication and professionalism. We would also like to express our thanks to the Danish Embassy for the support throughout the preparation and execution of this task and for the various resources provided that enabled us to develop this Strategic Framework.

We thank all those who took part in the key informant interviews, focus group discussions, online surveys and validation processes that enabled us to get gain insights on Uraia's future and past. We especially thank the Uraia civic educators, Uraia budget facilitators, Implementing Partners and beneficiaries who freely shared their perceptions, past experience and aspirations for Uraia Trust. We thank all the civil society, development partners, private sector, county and national government officials who also shared perspectives that have enriched this Strategic Framework. We thank colleagues from India, South Africa, South and North America who spared time to also share their regional perspectives on civic education and engagement namely Jayna Kothari, Roberto Bissio, Mauricio Albarracín, Erin Bresnahan, Professor Jeffrey Conroy- Krtuz, and Amy Miller Taylor.

We continue to thank the Kenyan people for the opportunities given to us to grow the work of civic education and engagement in Kenya. We invite all interested stakeholders to join us in this journey towards an informed, engaged and values-based citizenry.



GRACE MAINGI
EXECUTIVE DIRECTOR

1 INTRODUCTION

1.1 Overview

Civic education and engagement are relevant in all societies and throughout people's lives. This is particularly because civic education improves people's knowledge and awareness of their governance, and enhances civic skills and competencies. Citizens in turn use these skills and competencies to effectively participate in development and governance processes. The interrelation between civic skills and knowledge on the one hand; and civic engagement - the actions that people undertake when they have civic knowledge - on the other, leads to protection and promotion of democratic values. This enables people to build a better society where their aspirations are fulfilled.

A just society is sustained by citizens who have the requisite knowledge, skills, commitment to nation building, and to strengthening the values and principles upon which the foundation for democratic governance is built. Without citizens' commitment to and involvement in embedding values that support good governance, it becomes difficult to build the kind of society required to fulfil citizens, empower them, and enrich their wellbeing.[1]

Civic education is - or should be - a prime concern for every Kenyan. There is no task more important than the development of an informed, effective, and responsible citizenry. Democracies are sustained by citizens who have the requisite knowledge, skills, and dispositions. In the absence of a reasoned commitment on the part of its citizens to the fundamental values and principles of democracy, a free and open society cannot succeed. It is imperative therefore, that educators, policymakers, and members of civil society not only continue to engage in civic education - individually and working collectively - but also make the case and ask for the support of civic education from all segments of society and from the widest range of institutions and governments. It is relatively easy for a society to produce technically competent people, but for a dignified society and the government to build it, it requires effort and commitment on the part of all citizens.[2]

Civic education plays an important function in strengthening the role of citizens in building such a society.[3] It has long-lasting effects in increasing political awareness, improving empowerment, and mobilizing citizens to engage in political participation. By doing so, civic education contributes to the development of a democratic culture.[4] This is the basis of Uraia Trust's work.

1.2 Civil Society Engagement and Reforms in Kenya

Civic education and engagement have been an integral part of Kenya's development and governance process. Civil society, government and private sector players have supported and/or implemented activities to develop an informed, effective and responsible citizenry. Many of these activities emphasized improving people's knowledge to actively engage in the governance of their communities;

[1] Hedtke, Reinhold, Claude Proeschel and Andrea Szukala (2017). The Transformation of Civic and Citizenship Education: Challenges to Educational Governance, Agency and Research. In *Journal of Social Science Education*. Vol. 16 (4,), Winter 2017.

[2] The Role of Civic Education, A Forthcoming Education Policy Task Force Position Paper from the Communitarian Network, *Margaret Stimmann Branson, Associate Director, Center for Civic Education, September 1998.*

[3] Finkel, Stephen. (2003). Civic Education and the Mobilization of Political Participation in Developing Democracies, in *Journal of Politics*, Vol. 64(4), pp.994-1020.

[4] Finkel, Stephen. (2013). The impact of adult civic education programmes in developing democracies. United Nations University. WIDER Working Paper No. 2013/064.

and to improve accountability in public affairs.[5] Much of this work has depended on support by development partners.

Initial efforts and civic education programmes focused on civil and political rights. The government constrained enjoyment of these rights and freedoms and therefore civic education programmes focused on addressing these challenges.[6] Civic engagement became a feature of everyday life in Kenya.[7] Citizens in many parts of the country would articulate their grievances and demand better management of public affairs. Others would organize to demand improved management of their economic organizations such as the agricultural producer cooperatives. These advocacy initiatives consolidated a strong voice for change, which in turn resulted in increased demands for constitutional reforms. Indeed, from these efforts, there emerged a strong demand and pressure for reforms leading to the Constitution of Kenya Review Commission (CKRC) process from the late 1990s to mid-2000s.

This development is not wholly attributable to the work of civil society and other non-state actors. However, there is evidence that civil society's efforts in building awareness and knowledge on rights transformed and equally empowered the citizenry.[8] Citizens, who were more aware of rights, became more effective in their engagement and created pressure for good governance reforms.[9]

The National Civic Education Programme (NCEP I) was the first nationwide effort to support initiatives on constitutional reforms (2000-2002) from donor basket funding.[10] The objective of the programme was to *consolidate a mature political culture* where citizens would be more aware of their rights and responsibilities, and participate effectively in broadening democracy in Kenya, particularly in the constitution making process. The programme was delivered through a consortium of four members organized along specific interests.[11]

NCEP I succeeded in improving civic competencies and contributed to increased voter turnout and a relatively peaceful 2002 general election.[12] In addition, the promises of the new 2002 government, especially the ones on making a new and democratic Constitution, and introducing fundamental reforms in all sectors, echoed the demands of citizens and issues that NCEP I focused on.

NCEP II, launched in 2005, was initiated in the context of this new environment and the push for a new Constitution. This required restructuring the governance of NCEP II to deliver under the new context.

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[5] Finkel, Stephen. (2013). The impact of adult civic education programmes in developing democracies. United Nations University. WIDER Working Paper No. 2013/064.

[6] For details on the history of civic education in Kenya, see Gitu, Mburu and Wamalwa, Betty. 2001. IDRC Nairobi (unpublished paper). See also Tororei, S.K. (1997). Conceptualizing Civic Education, in Thompson, Ekundayo. J.D. 1, Ed. (1997), *Governance and Civic Education*. Nairobi: Adult Education for Development.

[7] See Mutunga, Willy. (2020). *Constitution-making from the middle: civil society and transition politics in Kenya, 1992-1997*. Nairobi: Strathmore University Press (second edition).

[8] See for instance Tororei, S.K. (1997). Conceptualizing Civic Education, in Thompson, Ekundayo. J.D. 1, Ed. (1997), *Governance and Civic Education*. Nairobi: Adult Education for Development. Finkel, Steven E. 2002. Civic Education and the Mobilization of Political Participation in Developing Democracies. *Journal of Politics* 64 (4): 994–1020.

[9] Finkel, 2013; 2011.

[10] Finkel, Stephen.E. (2003). The Impact of the Kenya National Civic Education Programme on Democratic Attitudes, Knowledge, Values, and Behavior. Submitted to US Agency for International Development, Nairobi, Kenya. Washington, DC: Management Systems International.

[11] The Constitutional Reform and Education Consortium (CRECO); the Consortium for Empowerment and Development of the Marginalized Communities (CEDMAC); Ecumenical Civic Education Programme (ECEP); and the Women Political Alliance/Caucus.

[12] Finkel, Stephen E., and Amy Erica Smith. (2011). Civic Education, Political Discussion, and the Social Transmission of Democratic Knowledge and Values in a New Democracy: Kenya 2002, in *American Journal of Political Science* 55 (2): 417–35.

Focus in the programme shifted towards nation building, democratization, good governance; and constitutionalism. Environment, gender, and HIV/Aids were also included.

The objective of the programme, referred to as **Uraia (citizenship),** was to further develop an informed citizenry that is aware of its rights and responsibilities; and to contribute to the consolidation of a vibrant democratic political culture in Kenya. Part of this work entailed disseminating the contents of the draft Proposed New Constitution of Kenya, 2005.

NCEP II promoted understanding and knowledge on these issues. However, the widespread violence after the December 2007 elections raised questions on whether there was a need to shift the focus of civic education. Previous initiatives appeared not to have had a strong impact on the democratic *values of tolerance and/or trust in institutions*. This immediately raised the need to respond to the challenge of political conflicts, and the subsequent displacement of people. Development partners again supported the programme to promote peace and resolve conflicts in various parts of the country. In addition to the regular civic education programmes, a special rapid response fund was set up in the aftermath of the post-election violence (PEV) as an emergency resource for civil society groups.

These developments and the need to find a permanent and sustainable approach to civic education and engagement led to the establishment of **Uraia Trust** as a premier, independent, non-state organization to facilitate the delivery of civic education in the country. **On November 19 2010, the Uraia Trust was established, with the vision of a permanent** non-state entity **to provide civic education and promote engagement in public affairs in a sustainable manner, and ultimately with less dependence on external resources.**

URAIA TRUST DEED – THE PREAMBLE

We, the members of the Uraia Trust:

INSPIRED by the need to support effective civic education and civic engagement for reform and reconciliation in Kenya;

RECOGNIZING that the spirit of democracy cannot be imposed from without but has to be sourced from within;

PROUD to support reconstruction of our governance systems to enhance transparency and accountability accompanied by equal opportunities for all;

COMMITTED to the desire to support the transformation of Kenya to a full democracy through the provision of gender responsive quality civic education and practical mechanism for public engagement in public affairs.

ADOPT this Trust Deed to ourselves and our future members.

1.3 Uraia Trust

1.3.1 The Spirit of the Trust

Uraia Trust was established to provide quality civic education and enhance civic engagement on reform and reconciliation in Kenya on a sustainable basis, with reliance primarily on local resources. The preamble of the Trust Deed anchors the spirit of Uraia: *sourcing democracy from within and through effective civic education and engagement*. These ideals reflect much of what civic education ought to deliver. They focus on developing a citizenry that will *commit* to protecting the values of democracy and demand good governance in the society.

1.3.2 Objects: What we do and how we do it

The Trust Deed provides a comprehensive articulation of the objects of Uraia Trust.
The Trust Deed provides a clear mandate for Uraia – which has guided its work to date, and has deeply informed the development of this strategy.

URAIA Trust Deed: This is what we do

i. Initiate, develop, manage and monitor civic education and engagement in Kenya.
ii. Initiate, nurture, supervise and coordinate groups that have been or will be formed for the purpose of promoting and developing the civic education programme.
iii. Mobilize resources and develop partnerships to support gender responsive civic education and engagement.
iv. Support the development objectives and/ or support development of the organizational capacity of partners/ participating organizations supported by the Trust.
v. Support public participation and engagement by Kenyan men and women in the programme of civic education either as initiators, trainers and/or trainees of gender responsive civic education on all existing and emerging issues regarding but not limited to the Constitution.
vi. Facilitate gender responsive civic education and engagement through affirmative action of the youth, minorities, marginalized groups, and persons with disabilities.
vii. Foster free and fair elections, and participation of men and women in the electoral processes by way of voter education, monitoring all electoral processes and advocating the democratic values of fairness, independence, integrity, credibility, openness and accountability to all stakeholders, including the national Electoral Management Body.
viii. Nurture the spirit of nation-building among all institutions of governance, including the three arms of government and the general public in Kenya, and
ix. Ensure provision of effective accountability mechanisms and enhance transparency, equity and accountability in the Trust.

1.4 Learning from Past Implementation

Uraia has implemented two strategies since its inception: a Strategic Plan for the period 2011 – 2015; and a second covering the period 2016 – 2020.

The first strategy, 2011 – 2015, covered a period when Uraia was transitioning from a programme to a Trust. The vision was '*to be a leading national organisation supporting the democratic transformation of Kenya'*. The mission was '*facilitating the provision of quality civic education and practical mechanisms for citizen engagement in public affairs*.' Interventions focused on building an engaged and committed citizenry, which could play a role in its own development and contribute to democracy by holding leaders to account.

The second strategic plan, 2016 - 2020, built on the lessons from the previous one. The theme of the second plan was, *'From rights and responsibilities to values and nationhood.'* It underlined the need to inform, empower, and build a democratic nation.

There were several lessons culled from these two strategic plans. *First* was the need to identify the root causes of challenges to good governance and democracy in general. It was realized that years of investment in civic education and engagement had contributed to, but not totally accomplished, the

goal of having in place an effectively engaged citizenry. The challenge of an entrenched status quo and apathy or citizen disengagement from public affairs also presented a challenge that needed deeper questioning and engagement. Reviews identified the need for stronger linkages between citizen education and action. All the reviews emphasised the need to support continuous civic education and specifically civic education oriented toward action.

Second, there were geographically isolated areas and marginalized as well as minority groups still not actively engaged in public affairs that had been left behind in many ways.[13] It was recommended that Uraia identify innovative and flexible methods of civic education that would reach these areas and groups. In addition, working with the youth also emerged as an important point of intervention. The large number of youth constitutes a strategic constituency to promote civic engagement. The fact that youth are avid users of new technologies and new media (social media), presented the opportunity to utilize them to empower youth to effectively engage in civic affairs.

Third, the reviews underlined the need to clarify the *mandate and identity of Uraia* and, specifically, clarify whether Uraia should be a facilitator of other partners; an implementing organization or both. Uraia's dual identity tended to confuse partners, while others felt that it overextended itself.[14]

Fourth, it was recommended that Uraia diversify its resource base. The reviews pointed out that relying on donors and government funding undermined the sustainability of civic education initiatives, especially if civic education was to be delivered on a continuous basis.[15]

Fifth, the increased citizen adoption of digital and media technology provided additional opportunities for the delivery of civic education. There was a need to improve specific staff skills in this area. The reviews recommended that Uraia leverage the growing mobile and internet access in Kenya to widen the reach and increase interaction with different stakeholder groups. These innovations would also enhance efficiency and innovation in the workspace. Potential avenues include: improving the content on Uraia's website and enhancing the website's interactivity; use of blogs and other social media platforms such as Twitter and Facebook; and the use of public video sharing platforms such as YouTube and Vimeo.[16]

Finally, institutional excellence was cited as critical for Uraia.[17] This included improving institutional capacity, strengthening knowledge management, and diversifying the resource base.[18] In addition, engaging with multiple partners would provide opportunities for greater impact and learning.

These lessons reveal the need for strong linkages between the individual programmes and Uraia Trust's theory of change. Nurturing good governance and democracy requires citizens with civic skills, values and behaviour that exemplify democracy. It requires citizens committed to the rule of law, tolerance for divergent viewpoints, participation in governance processes, and demanding accountability. Developing this type of citizen requires continuous civic education and linking civic education to civic engagement. Linking civic education to civic engagement is central to Uraia's theory of change. Indeed, the past

[13] Minority groups is used here to mean numerically small communities as well as professionals and middle-class individuals and groups that are rarely the target of Civic Education programmes
[14] Mid Term Review of the Uraia's Strategic Plan 2011 – 2015, p. 32.
[15] Mid Term Review of the Uraia's Strategic Plan 2011 – 2015, p. 36.
[16] P. 35 & 36 of the review of strategic plan 2011 – 2015.
[17] Report of Mid Term Review of Uraia Trust Strategic Plan 2016-2020, p. 46.
[18] Report of Mid Term Review of Uraia Trust Strategic Plan 2016-2020, p. 46.

Strategic Plans focused on linking civic education to engagement on rights and responsibilities but did not adequately address values from a multi-pronged approach. This framework, therefore, builds on the existing foundation of engagement on rights and responsibilities to deepen engagement on values. This will consolidate efforts towards the vision of a democratic society.

1.5 Anticipated Scenarios

Scenarios generally provide an opportunity to anticipate what might happen in the future - how the world might turn out and how to strategize and adapt to any possible scenario. Uraia developed scenarios during the period covered by each of the two Strategic Plans.

The 2013 scenarios were focused on key drivers of change in the environment in which civil society in Kenya would be operating. The scenarios identified a range of possible futures in which the relevance of governance CSOs would be reduced or enhanced. A number of factors influencing sustainability such as operating laws and regulations, and access to different kind of resources were discussed. The scenarios underlined the need for Uraia to invent a new institutional model for itself and others invested in civic education and redefine operations to remain relevant.

Uraia developed the 2020-2030 governance scenarios to inform its strategic focus in the future. In these scenarios, the character of citizens is envisaged to play a significant role in fostering change. These were: *Scenario One*, a future characterized by a proactive citizenry. The citizens understand their rights and responsibilities. They are active in demanding justice and upholding the rule of law. They espouse the values of integrity, which leaders also adopt. *Scenario Two* has citizens who are generally alienated; they criticize the government but there is no action beyond criticism. *Scenario Three* has citizens who are compromised, prefer the status quo and are not critical of the governance situation. They elect leaders on ethnic and parochial considerations. *Scenario Four* has citizens who have given up. They are passive in the civic sphere and are not bothered about increased impunity and deepening economic challenges. *Scenario Five* has citizens driven by self-interest. Citizens show little concern about governance challenges. They only want to fulfil their self-interests.

The Governance Scenarios for 2020-2030 present several messages. Key among these messages is the need to focus on civic education to empower citizens to effectively engage in public affairs. Civic education would provide citizens with knowledge and skills to engage in governance reforms. And when they are effectively empowered, they will engage in civic duties to transform Kenya into a full democracy. This linkage between civic education and engagement is central to Uraia's theory of change and is anchored in Uraia's Trust Deed.

1.6 Theory of Change

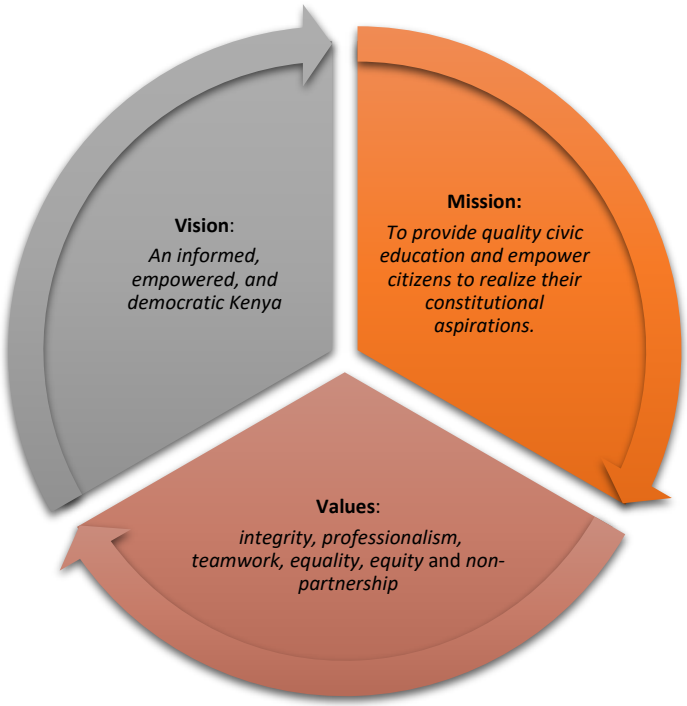
In the next five years, Uraia's civic education will focus on building *capabilities* in a *relevant, realistic,* and *sustained manner in order to nurture a citizenry that is able to demand greater accountability and transparency in the conduct of public affairs.* **This is based on the understanding that if we have an informed and empowered citizenry that is equipped with the relevant knowledge and capabilities that connect to their own issues and guided by values, then *the citizens will be better positioned to take personal and collective responsibility, to work together, and meaningfully engage with***

the relevant institutions of the State and continuously demand accountability in service delivery and other public affairs to realise their constitutional aspirations.

Our theory of change is about providing civic education to equip citizens with the knowledge and skills to promote and demand accountability in public affairs; and practice values to create the society they envision – a society that enjoys rights and freedoms. Simply put, provision of quality civic education will impart knowledge and skills to citizens. This will in turn empower them; it will build their capabilities to effectively engage in matters that concern their lives and transform Kenya in line with its constitutional aspirations.

1.7 Vision and mission

Uraia Trust's vision for Kenya draws from the objects of the Trust Deed and this theory of change. In this regard, Uraia's vision for Kenya is 'an informed, empowered, and democratic Kenya'. The mission is 'to provide quality civic education and empower citizens to realize their constitutional aspirations'.



Providing civic education to empower citizens so that they can contribute to the transformation of Kenya is at the heart of Uraia Trust's theory of change. It is based on the recognition that change begins by empowering individuals to effectively engage and by **every Kenyan taking responsibility.** The question then is how to raise consciousness to the level that translates into action and better lives for Kenyans. This strategy will pay attention to interventions that target individual citizens first, then will target groups, communities, neighbourhoods, villages, urban residential areas, people in offices and boardrooms, schools and places of worship, then work upwards to county and national leadership.



2 THE FRAMEWORK 2021-2025

2.1 The Global Context

It is well recognized that civic education and civic engagement are lifelong processes.[19] In all societies, crises of governance raise the need for increased civic engagement. Crises lead to increased work for CSOs and their numbers grow as they seek to protect the vulnerable and the marginalized.[20] Across the world, the majority of governments and businesses view civil society as adversaries rather than partners committed to improving the society.[21] This has engendered negative attitudes and limited support for the work of CSOs, and in particular for initiatives that enhance civic engagement. Indeed, in much of Africa, including Kenya and the Eastern Africa region in general, governments give limited, if any, financial support to organizations providing civic education. This is particularly true of those organizations that conduct civic education on democratic governance. Civic education and civic engagement are carried out largely with the support of Western development partners. This has resulted in intermittent rather than continuous and sustained civic education. Furthermore, donors provide support in line with their priorities, which change over time.

The impact of Covid-19 on the performance of the economy globally will have implications for civic education in Kenya. Many of the governments that have been supporting civic education have been adversely impacted by the pandemic. Covid-19 has slowed economic performance in many countries and their economies may take several years to recover. This has resulted in some of the governments reducing funding for development assistance as attention shifts to addressing their own domestic needs. Mitigating the consequences of Covid-19 has also become a major priority for these governments, at the potential expense of governance work. Furthermore, some governments had already begun a gradual shift from governance to trade and development.

It is noteworthy that trends towards democratic reversals are on the increase. In the Eastern Africa region as well as several parts of Africa, conduct of free, fair and credible elections remains a challenge. There are growing instances of constraining enjoyment of rights and freedoms and failure to promote the rule of law. This raises a need to establish an ecosystem, catalyse engagement on accountability through provision of quality civic education with Uraia Trust backstopping the ecosystem in the region or even across Africa.

The changing global context and the priorities of traditional development partners will have implications for civil society in general and for the civic education sector and Uraia in particular. This raises the need for investments in building an ecosystem to support provision of civic education and engagement in a sustainable manner. It also raises the need to create networks of broader groups of strategic actors; the public sector and other non-state actors in Kenya and the region in general. Importantly, doing so will require institutional and organizational transformation on the part of Uraia Trust to effectively anchor

[19] Etzioni, A. (1991). *A Responsive Society: Collected Essays on Guiding Deliberate Social Change*. San Francisco and Oxford: Jossey-Bass Publishers; Etzioni, A. (1993). *The Spirit of Community: Rights, Responsibilities, and the Communitarian Agenda*. New York: Crown Publishers. This point was also stressed in interviews with respondents in India; and the United States of America, October 26, 2020.

[20] https://www.panoramas.pitt.edu/larr/civil-society-and-democracy-times-political-crisis. This view was also echoed in an interview with a respondent in Uruguay in discussions on the health of CSOs in Latin America.

[21] Civicus, 2020. State of Civil Society Report 2020. https://www.civicus.org/index.php/state-of-civil-society-report-2020.

the ecosystem to sustain provision of quality civic education in Kenya and the region using effective and cost-effective means.

2.2 The National Context

Kenya has witnessed significant social-political and economic changes in recent decades. In the 1990s, the country liberalized the economy and embraced plural politics. During the period, Kenya re-introduced multiparty politics after a long period of one-party authoritarianism. This allowed political competition, especially against the ruling political party, Kenya African National Union (KANU). Further, the government introduced major economic reforms, including implementation of Structural Adjustment Programmes to jumpstart economic growth (then under 2 per cent annually and poverty levels in rural and urban areas at over 60 per cent). Performance of all the major economic organizations declined owing to mismanagement and interference by politically powerful individuals.

These developments occurred alongside an equally important trend. The state introduced excessive restrictions on the operations of opposition parties and other non-state institutions critical of the government. This stifled the space for organising politics and constricted the process of democratic governance. Economic reforms also did not result in improved living conditions. With limited commitment to these reforms, growth continued to decline.

In the political sphere, parties formed and split along personality and ethnic lines. What many initially viewed as a moment of change rapidly degenerated into highly ethnicised politics dominated by the ruling party, KANU, and state institutions. This development undermined the quest for democratic governance, and in turn aroused the need for nationwide civic education on civil and political rights; and democratic governance in general.

The demand for constitutional reforms was strengthened, as was the need for civic education focusing on the importance of rights and constitutionalism. This became the basis for the first phase of the National Civic Education Programme (NCEP I). In order to meet the demand for constitutional reforms, the programme provided resources to support civic education on the making of a new Constitution.

A new government, formed by the National Rainbow Coalition (NARC), came to power in December 2002 following elections in which KANU was defeated. The new government created a platform for improved democratic governance characterized by inclusive leadership and enhanced accountability. However, this (ruling) coalition splintered a few years later. A referendum on a new Constitution failed in 2005 and deepened the divisions in government as internal conflicts spilled over to shape conditions for a violent political competition. True to this, in 2007, another general election was held but a dispute over results for the presidency escalated into mass violence, which threatened the existence of Kenya as a nation-state. The violence ended after international mediation compelled the parties in the dispute to agree to a reform roadmap that included completing the process to make a new Constitution.

The new Constitution, endorsed in a popular referendum and promulgated in 2010, recognizes that *'all sovereign power belongs to the people of Kenya and shall be exercised in line with the Constitution.'* In addition, the Constitution provides for a comprehensive Bill of Rights. It also introduces two levels of government, national and county. Devolution constitutes a structure of 47 county governments with elected leaders and responsibilities for service delivery. The promulgation of a new Constitution raised the need to focus attention on consolidating democratic political culture where citizens would fully

exercise their civic duties and responsibilities. The transition from NCEP to Uraia Trust took place during this period. This has also informed Uraia's increased focus on the Constitution and constitutionalism.

There have been achievements and drawbacks under the 2010 Constitution. The economy has performed relatively well in the past 10 years, with an annual average growth of 5 per cent. Citizens appreciate improvements in service delivery, especially in marginalized areas, which had hitherto been neglected by the central government. Per capita income has grown from about USD 1,000 in 2012 to USD 1,228 in 2019. This has moved Kenya up to a middle-income country. There has been a positive impact on poverty. The proportion of people living below the poverty line has dropped from about 45 per cent in the mid-2000s to about 37 per cent in 2015.

With regard to governance and development, the Constitution of Kenya, 2010, addresses grievances over the distribution of political power and attempts to correct imbalances in development, which contributed to political conflicts. The Constitution provides for inclusive development by ensuring all regions of the country receive an equitable share of resources in line with their needs; protection and promotion of rights; and provision of equal opportunities for all. The Constitution also identifies the national values and principles of governance to guide the management of public affairs and recognizes culture as the foundation through which Kenyans will realise their vision of a nation. In providing for a comprehensive Bill of Rights for all citizens, the Constitution also identifies the responsibilities of the state in providing conditions for enjoyment of these rights.

Constitution of Kenya, 2010. Article 10 - National values and principles of governance:
The national values and principles of governance include—
(a) patriotism, national unity, sharing and devolution of power, the rule of law, democracy and participation of the people;
(b) human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalised;
(c) good governance, integrity, transparency and accountability; and
(d) sustainable development.

The Constitution addresses the question of leadership and integrity. It underlines that authority is entrusted on public officers for purposes of service and, therefore, requires them to bring honour to the positions they occupy.

Despite embedding specific values and principles of governance in the Constitution, progress in addressing impunity, especially anti-corruption initiatives is slow - with limited meaningful impact. Political patronage and ethnicity-based politics remain significant hindrances to anti-corruption initiatives. Individuals accused of abuse of office resort to mobilizing ethno-regional political support to insulate themselves from prosecution.

The rule of law has been weakened over the years, and the law is not applied with fairness to all. These constraints on access to justice hamper the rights of ordinary people. Powerful elites are rarely prosecuted for breach of the law, or even corruption. Although the Constitution has created a strong and independent judiciary, the executive has repeatedly undermined the judiciary through budgetary cuts and constraining the process of recruiting judges.

Low commitment to effective implementation of the Constitution has meant limited impact on imbalances in development. Political conflicts over distribution of and use of power remain as a challenge. Notably, political power is still concentrated in the executive, with the presidency continuing to be an important political position.[22] Practice of politics continues to perpetuate exclusion. This in turn arouses ethno-regional interests that shape formation and break-up of political parties and alliances.

[22] Cheeseman, N., Kanyinga, K., Lynch, G., Ruteere, M., Willis, J. 2019. Kenya's 2017 elections: winner takes all politics as usual? *Journal of Eastern Africa Studies*, Vol. 13 (2), 215-234.

Political divisions continue to contribute to violence at election time. Indeed, there was widespread violence over the 2017 presidential election, with political temperatures only cooling down in March 2018 when both the President and the leader of the main opposition coalition committed to work together.

They established a framework for addressing the challenges that contributed to the recurrence of political violence. The framework, the Building Bridges Initiative (BBI), identified nine issues that required addressing in this regard. These are: national ethos; responsibility and rights; ethnic antagonism and competition; inclusivity; divisive elections; shared prosperity; corruption; devolution; and safety and security. The BBI recommended constitutional and administrative reforms to address some of the identified challenges. These issues have been at the core of Kenya's governance challenges and therefore will continue requiring attention in discussions on reforms. This implies a need for continuous quality civic education for the purpose of imparting knowledge and skills to citizens so that they can make informed decisions in ensuing discussions.

2.3 Organizational Context

2.3.1 Internal Environment: Strengths and weaknesses

Uraia Trust has a number of strengths that the organization can leverage as it pursues the 2021 – 2025 programming agenda. These strengths were identified through a rigorous process of interviews with key stakeholders as well as critical reflections with Uraia. Uraia's *brand* is strong and connects well with the citizenry, i.e. *'raia'*. Uraia has *a strong representation* across all the counties in Kenya through implementing partners, civic educators, budget facilitators, and civic education coordinators. This has made it possible for Uraia to champion civic education programmes in most parts of the country.

There is also *clarity of vision and mission,* backed by a culture of *very strong values.* Other strengths include *well established structures of governance*; and a diversity of skills; strong *partnerships* with donors and other partners; *and experience in developing content and materials for civic education*. Uraia has also carved a niche in *working with sectors of society that have been historically marginalized. These include women, youth, and persons with disabilities*.

There are areas that Uraia should carefully look into with a view to strengthening them. These include *reliance on donor* funding, which undermines its sustainability and that of its programmes; and the lack of a *research unit,* which has an adverse effect on knowledge production, dissemination and management. Although Uraia has established a network of partners, it is not diverse and does not include partners from academia, the private sector, and non-state actors that have not been at the forefront of civic education. There is low uptake of digital technology especially in financial management as well as monitoring, evaluation and learning. Communication, internally and externally, will require strengthening for the purpose of promoting the Trust's vision and mission as well as reaching a diverse network of actors involved in related work. A well designed communication strategy will fill this gap. Other areas that require attention include weak *documentation*, *and inadequate physical office facilities.*

2.3.2 External Environment - Opportunities

Kenya's 2010 Constitution presents Uraia with a strong foundation for civic education and civic engagement. The *Constitution provides for people's participation in public affairs* and identifies public participation as one of the important national values and principles of governance. This notwithstanding, Kenya's *political system remains open* - allowing operation of political organizations and civic groups and provides opportunities through which non-state actors can influence decision

making. The political system also comprises competitive multiparty political arrangements. Political parties and alliances compete for power often resulting in disputes and violence at election time. The 2010 Constitution provides for several electoral posts at national and county level. The disputes and attendant violence therefore follow from the conduct of elections at both national and local level. Moreover, other elections including those for organisations in which citizens are required to elect representatives also face similar challenges. There are disputes over lack of fairness and credibility of these type of elections too.

Devolution of power and resources presents an important opportunity for improving service delivery and addressing imbalances in local development. Indeed, there are more resources for development disbursed to the local level than during the period of centralised governance. These resources are critical in improving peoples' lives.

Transfer of funds from the national government to the counties demands *greater vigilance by citizens* so that the resources are put into use in line with their aspirations; improve service delivery; confer greater value for money; and improve people's lives. On account of this, continuous empowerment of citizens through civic education for better knowledge, skills and tools to engage their county governments is important. Furthermore, the growing *joint economic planning venture* in the counties (i.e. regional economic blocs), demand that Uraia utilize its networks to influence inter-governmental relations at that level.

Marginalized groups are keen to gain knowledge and skills to effectively participate in public affairs to transform their lives. People with disabilities, and numerically small communities in geographically isolated areas, have limited abilities to effectively engage in public affairs. Women and the youth also face unique challenges but are keen to acquire knowledge and skills to better their lives. For instance, Kenya's *youth* dominate the population structure, accounting for slightly over 75 per cent of the national total.[23] Many are eager for positive change.[24] The middle class, professionals, and indeed the majority of Kenyans are keen for change that will deliver a better society for all.[25] This situation challenges the Trust to develop a better understanding of the diverse needs of different constituencies of citizens so as to effectively produce education materials and processes that meet the needs and address the realities of citizens in varied contexts.

Over the years, those providing civic education have used different approaches and methodologies suited for the specific content. However, increased advances in the *telecommunications* sector have added value in these approaches. Further, the outbreak of the Covid-19 pandemic has added another new dynamic to the rapidly changing digital space in Kenya. The use of information communication technologies (ICTs) in service provision in both public and private sectors is the norm, including video conferencing.

Other advances in digital spaces include growing citizen-based journalism and the use of alternative news channels; easy mobile money transfer services; greater global connectivity and increasing democratization of access to information. These technological realities herald vital lessons for Uraia to consider going forward, including being adaptive to global changes, being responsive to the global changes as well as broadening Uraia's vision.

[23] Kenya National Bureau of Statistics, 2019 Kenya Population and Housing Census, Vol. III, p. 14.
[24] Awiti, A., Scott, B. (2016). The Kenya Youth Survey Report. *East Africa Institute*, 1-4. Available at**:** https://ecommons.aku.edu/eastafrica_eai/17
[25] Afrobarometer survey findings, 2019.

It is also important to acknowledge progress made in transforming Kenya's *judiciary,* given its significance in the country's governance processes. There are now more courts across the country, which enhances access to justice. In addition, revamping the alternative dispute resolution mechanisms augments the work of the courts in dispensing justice. Other opportunities in the external environment that may have implications for Uraia's work include: rising local philanthropy; the forthcoming 2022 elections; and growing levels of literacy across the country.

2.3.3 Challenging Context - Threats

Despite the diverse range of opportunities, there are other dynamics that may have negative implications for Uraia's work. Absence of inclusive politics and in particular the practice of politics that marginalizes women, youth, and other peripheral groups, undermines the very foundations of a democracy. Ethnicisation of politics has been on the increase and tends to weaken governance institutions and depress accountability in public affairs. This has also undermined national cohesiveness. Within such an operating context, organizations carrying out civic education on governance related work face threats by those who prefer or benefit from the status quo.

On the economic front, Kenya's rising *public debt* continues to pile pressure on the government's capacity to deliver services. Kenya's public debt has risen from 53.8 per cent of the Gross Domestic Product to 65.7 per cent in the financial year 2019/2020.[26] In absolute terms, the total public debt stood at KES 6.7 trillion at the end of June 2020.[27] This has raised serious sustainability questions and if left unchecked, the payment of public debt could crowd out funds for development and slow economic performance in general.

Kenya's economic performance has been dismal for some time and the situation is likely to worsen in the face of the disruptions occasioned by Covid-19. The consequences that can stem from interruptions in service delivery for lack of funds are dire for an economy like Kenya's where around 36.1 per cent of the population live below the national poverty line. Poor management of the country's resources at the county and national levels is compounding the debt crisis. Besides, economic blueprints are rarely successfully implemented.

In spite of their resourcefulness and innovativeness, there is also a growing *apathy,* especially among the youth. The high rates of *unemployment* or generally limited opportunities are heavily weighing on young people. Faced with such realities, some young people become easily predisposed to crime. Nonetheless, the youth are also involved in innovative and entrepreneurial activities. Many are venturing into new areas of development using technology and new media. Disturbing, however, is that there is continuing glorification of wealth irrespective of source. This has further contributed to the erosion of the values and virtues upon which the Kenyan society is founded. This calls for enhanced civic education on national values across all levels of schooling and for youth outside schools. Other variables in the social sphere that are likely to pose threats to the work of Uraia include: *high levels of illiteracy* in some parts of the country; failure by young people the middle class and professionals to attend civic education forums; increased *ethnic realignments* ahead of the 2022 elections; *insecurity* in some parts of the country; and finally, the *impact of Covid-19,* especially around restrictions on physical contact and the need for social distancing.

[26] https://www.treasury.go.ke/economy.html?download=1114:pdmo-presentation-on-public-debt-borrowing-policy-july-2020.
[27] Ibid

Summary: PESTEL Analysis	
Political: ● Kenya's Constitution is progressive ● Political culture of open space ● Accessibility of political processes and systems to influence positively	**Technological:** ● Growing Internet and mobile phone penetration ● Growing citizen-based journalism and use of alternative news channels ● Technological advancements, including easy mobile money transfer ● Expansion of physical infrastructure leading to greater ability to penetrate the country ● Increased access to opportunities due to interconnectedness
Economic: ● Devolved resources as an opportunity to improve Kenyans' lives and increase engagement ● Growing joint economic planning – regional blocs; blue economy	**Environmental:** ● Growing realisation of the negative effects of climate change ● Community focus on environmental conservation
Social: ● Citizens are looking for positive change ● Growing youthful population eager for positive change and ripe for civic engagement ● Vibrant social life – *chamas*/ religious gatherings ● Greater connectivity globally and democratisation of access to information	**Legal:** ● Courts expansion leading to greater access to justice ● Introduction of alternative dispute resolution mechanisms ● Growing legal profession and legal jurisprudence

3 THE STRATEGY

3.1 Overview

The development of this Strategic Framework is informed by the preceding analysis of the context, which is based on information from various sources. These include Kenyan citizens – as the key stakeholders of Uraia's work; the CSOs working with Uraia in Kenya and internationally; and Uraia's rich resource of staff and Board of Trustees. Further, the framework is greatly informed by the spirit of the Trust Deed, the current context in Kenya and globally, and the successes of Uraia's work in the past – yet with a view to responding to future needs.

The objectives and targets are developed with the intention of addressing the challenges and opportunities that Kenya is faced with today, and the expectations for the future. Enhancing the quality of life for all Kenyans, especially in the basic aspects of health, education, economy and security, is an important aspiration and dream. This section highlights the strategies that Uraia will undertake in the next five years to contribute to this future.

Kenyans – 'raia' – are the focus of Uraia during this plan period. This decision is based on the recognition that change starts from within and, as the Trust Deed notes, democracy is sourced from within. It is the citizens who must determine the nature of Kenyan society: they are critical actors in making Kenya a better nation. While citizens face myriad challenges, Uraia Trust believes that change can only happen when citizens pause, reflect and start working collectively with the essence of who they are as a people. By investing in collective efforts, citizens will get to the root of the problem and develop a common approach to the challenges of governance. This will pave the way for prosperity and a happy democratic nation that many citizens long for.

The challenges are many – education, health, economy, Covid-19, expansion of the road infrastructure, water for all, food security – but the resolution lies in how citizens live, believe, think and behave. The answer lies in citizens understanding their rights; discharging their responsibilities; and effectively engaging in public affairs. This is well worth the effort because it builds on civic education work in the country to-date and further strengthens the foundation for Kenyans to realise their vision.

3.2 Goal and Outcomes

The design of this Framework has paid attention to the root causes of these challenges. Data from interviews with stakeholders and the survey carried out to support development of this Framework show that citizens are shifting the blame for these challenges to the society as a whole, rather than a section of it. This strategy therefore will continue to focus on Civic Education[28] – with a deliberate effort to emphasise the importance of responsibility, accountability, and values within the society as a whole, rather than a section of it.

Overall Goal: an empowered, engaged, and values-based citizenry

Indicators for the Goal

By the end of the fifth year of this Strategic Framework, Uraia and its partners expect to see:

i. A vibrant ecosystem of Civic Education.

ii. Increased engagement by citizens in public affairs.

[28] Civic Education – this refers to both civic education and civic engagement.

iii. Enhanced, equitable and quality of service delivery by national and county governments.

iv. National consensus on and demand for the practice of Utu in the public sphere.

The goal is drawn from ***first***, Uraia's core business: civic education and the conviction that civic education is a continuous never-ending process of learning. Further, *"in a democratic society, the possibility of effecting social change is ever present if citizens have the knowledge, the skills and the will to bring it about. That knowledge, those skills, the will and the necessary traits of private and public character are the products of a good civic education."*[29]

Emphasis for this strategy period is premised on the importance of civic education and engagement. The strategy will therefore focus on continuing with civic education and engagement on rights and responsibilities, and enhanced accountability. The aim is to provide citizens with the knowledge, skills, capacity, and disposition to effectively engage and demand accountability and better service delivery. This will move Kenya and its citizens towards the achievement of their constitutional aspirations.

Second, the goal is drawn from the recognition that Uraia has focused on rights and responsibilities during the previous two plan periods, and that this has resulted in improved awareness among citizens. This has in turn enhanced their engagement in civic affairs. However, in the last two plans, there were no robust multi-pronged interventions to catalyse engagement on values. Indeed, the research findings on which this Framework is based show that citizens have good knowledge of rights and responsibilities, but they have not fully translated this into a national culture of practice of civic virtues and democratic values in public affairs.

Consensus on what this practice of values translates into will be a key element of the goal and the expected result from this Framework. This will involve articulating what nationhood means in relation to values – two intangible concepts that Kenyans talk a lot about and blame a lot with regard to the lack thereof, but have remained slippery concepts that have been difficult to translate programmatically. Ultimately, this will culminate in a campaign on the practice of 'Utu', which taken together with the existing rights and responsibilities should build a strong foundation for the fulfilment of our vision. The implementation of the Framework will begin by establishing a consensus on Utu - the values that Kenyans can live by.

The Framework has adapted the practice of 'Utu' culture because Utu is critical in the transformation of society. Civic education will lead to empowerment of citizens; and empowerment will lead to increased engagement in public affairs. This will in turn contribute to fulfilled citizens – citizens living in line with their constitutional aspirations. On the whole, this part of the work will make manifest and encourage a living out of the values and principles undergirding constitutionalism in Kenya.

Finally, Uraia recognizes that impacting people's behaviour and realising a shift in culture are not easily achieved within a few years. This is an effort that may take more years than the period of this Strategic Framework, perhaps generations. However, stakeholders recognize that a focus on building and living a culture of accepted values is a requisite foundation for making Kenya a full democracy and a better society.

As part of this plan, Uraia will invest in establishing an ecosystem of partners and organisations committed to strengthening the environment for, and delivery of, sustainable, adaptive and innovative Civic Education in every part of Kenya. It is this ecosystem that will contribute to the goal of an empowered, engaged and values-based citizenry.

[29] The Role of Civic Education, A Forthcoming Education Policy Task Force Position Paper from the Communitarian Network, Margaret Stimmann Branson, Associate Director, Centre for Civic Education, September 1998.

These three elements have informed the outcomes and key strategic objectives for Uraia for the next five years. During this plan period, Uraia will be consolidating the work of the past years, first as a programme and then as a Trust, and will deepen its engagement with the following outcomes:

Outcome 1: An effective ecosystem for continuous quality civic education and engagement. An effective ecosystem is one which is sustainable, adaptive, innovative. The aim here is to establish an ecosystem for continuous civic education and specifically one that keeps growing - beyond the provision of resources – and catalyses a sustainable environment for the delivery of civic education.

The indicators for this outcome are[30]:

i. *Number, quality, and diversity of members/partners in the ecosystem.*
ii. *Capacity of the ecosystem: internal composition, and combined strength.*
iii. *External results and performance (reach and impact) of the ecosystem.*
iv. *Percentage of minority and marginalised citizens that are reached by the ecosystem.*

Outcome 2: *Increased responsiveness and accountability in Kenya's public spaces.* This aims at providing civic education on rights, enhancing awareness, and strengthening engagement on issues that have impact on people's everyday lives. These include promoting the culture of constitutionalism through increased adherence to the rule of law and civic education on rights so that citizens can realize their constitutional aspirations; engagement to improve service delivery for Kenyans especially in devolved and other sectors and areas that affect citizens' everyday life; electoral accountability; and increased accountability in public finances.

The indicators for this outcome are:[31]

i. *Increased public engagement in accountability issues.*
ii. *Increased responsiveness of national and county governments to public engagement.*

Outcome 3: *The foundation for a national culture of Utu established.* The aim of this outcome is to develop national consensus on the relationship between the perceived lack of a value-based culture in public affairs and the attainment of the constitutional dream of the Kenyan nation. This will involve building consensus on what a culture of "utu" is manifest as, in the public sphere. This is an important conversation for Uraia. It will build on the theme of "from rights and responsibilities to values and nationhood." Past programmes covered rights and responsibilities and therefore this Framework will be solidifying the gains of the past programmes with a focus on values.

The indicators for this outcome are:

i. *A national consensus on the culture of Utu in place*
ii. *An established framework on the practice of Utu*
iii. *Increased adherence to a culture of Utu*

[30] This will include raising resources to initially support part of the activities of the ecosystem which will in turn ensure sustained delivery of quality Civic Education.

[31] This indicates that Uraia will deliberately focus on inclusion and sensitize the ecosystem on the need to be inclusive.

3.3 Target Groups

Uraia has designed key outputs or results to support and work towards the achievement of the goal and outcomes, which should be achieved in the next five years of the strategic time period. These are elaborated as per outcome area in the next section.

As has been the case since inception, Uraia will endeavour to reach every constituency, and will make particular efforts to ensure that historically marginalised and minority communities, such as women, youth, PWDs, and other marginalized and minority groups including professionals. Importantly, the Uraia will embed its values in the ecosystem during implementation. These are integrity; professionalism; teamwork; equality; equity and non-partisanship. Furthermore, Uraia will adopt a Human Rights-Based Approach in implementation of the Framework. This will involve, among others, increased focus on participation by all citizens; non-discrimination and equality of all; accountability; and empowerment. This will ensure continuous empowerment of citizens and building of capacities to effectively engage in public affairs.

4 STRATEGIC OBJECTIVES

4.1 Outcome 1: An effective ecosystem for continuous quality[32] civic education and engagement.

Achieving the targets in this strategic framework will depend on a strong organisation working well and in coordination with all stakeholders. Since inception, Uraia has developed significant technical and operational capacity with the support of CSOs and development partners. The stated outcome aims to further strengthen the capacity of civic education beyond Uraia to ensure growth, and improve response to Kenya's demands.

This will mean building up Uraia's ability to maintain a framework to meet the needs of the ecosystem, including building an exemplary team with the requisite skills, the diversification of its resource base, and the creation of an innovative, diversified knowledge management system that delivers impact; and strengthening partners to carry the Uraia vision. It also aims at strengthening and diversifying the resource base for Uraia to drive institutional sustainability; and enhancing the use of technology in the generation and delivery of knowledge. Establishing and sustaining institutional competence and a framework of collaboration with partners will be critical.

Beyond the Uraia, the ecosystem will include individuals and organisations that engage in, promote and / or have a manifest investment in civic education in Kenya, the region and globally. It will comprise aspects of research and knowledge management (including Monitoring, Evaluation and Learning), training and implementation, advocacy and lobbying, and dissemination models and systems for disseminating content and delivery of civic education and engagement. The ecosystem is expected to provide a pool of knowledge, implementation, advocacy and overall the energy behind a good quality based civic education system.

It is expected that by 2025, an ecosystem for civic education and engagement will be in place in Kenya. Uraia will have a diversified network of partners, organisations, individuals, institutions and other 'players' in the civic education space. This ecosystem will have the requisite capacity, will and skills to nurture a sustainable environment for continuous civic education. The ecosystem will *continuously work towards delivering real outcomes for Kenyans especially by improving Kenyans quality of life*.

This outcome aims at creating a pool of stakeholders– the ecosystem – that delivers quality civic education. The following is the envisioned composition and outputs by the ecosystem.

Outputs for the Delivery of the Ecosystem

Output 4.1.1 – The Uraia Trust Secretariat is an efficient and effective functional Hub that is innovative, technologically savvy and is driven by internal excellence.

Uraia Trust, as the centre of the Hub, will guide and navigate the ecosystem. Imperative during the strategy period is the building and sustaining *internal excellence* – in its management and functions. Key elements for the Trust will include the *secretariat*; the *governance* structure and functionality; and the *internal capacity* for effective and efficient implementation.

[32] Quality means- ensuring we reach the most vulnerable and that we are responsive to the context and needs.

The indicators that will confirm the delivery of this output include:

i. *Uraia's performance is rated as exemplary at all levels: staffing, governance, programs, financial resource base, the advisory council, supported by strong partners and systems that are technologically relevant.*
ii. *Evidence that-Uraia is a model corporate citizen*[33]
iii. *Uraia approaches are rated as innovative and effective.*

Output 1.2 – A responsive knowledge management Hub in place and recognized as the 'go-to' place on civic education and civic engagement.

The Hub is envisioned as the "go-to" place for information, methods, processes, intelligence and data on civic education, and civic engagement. Key elements for this aspect of the ecosystem include *research, training* – working with education and training institutions (universities and colleges) - the *archives*; and *curricula design, development* and/or *evaluation* for interested parties in the ecosystem. Important for the Trust here is the establishment and maintaining of a state of the art, technologically savvy *Resource Base.*

Indicator for this output includes:

i. *A functional, technologically driven and adaptive Resource Centre established.*[34]

Output 1.3 –An effective ecosystem for civic education and engagement established. The capacity of the pool of partners – individuals, organisations, institutions – that are working in and delivering civic education and enhancing civic engagement will be strengthened. A strategy will be developed to guide capacity development and performance of the ecosystem. Key aspect of this output is the capacity to pool ideas and knowledge, effective methods and processes, generate actions from civic education, and promote continuous learning to ensure growth, development and the continuous provision of civic education. Some of the results will include a directory of partners, regular events and conversations on issues and for sharing. The strategy will operationalize these aspects in greater detail.

Indicators for this output include:

i. *The ecosystem established*[35]
ii. *A three-year strategy for the ecosystem developed and operationalised*[36]

Output 1.4 – Strategic, diversified and sustainable resource base in place. This is the part of eco-system that relates to financial and non-financial resources. The providers of money, skills, materials and other elements important for civic education to continue and be sustained. This includes local philanthropies, professional associations, media, private sector, government, trade unions and ordinary Kenyans as a resource base. The detailed requirements and resources will vary from time to time. However, a detailed resource plan and design will form part of this strategy so that it is clear what is needed at each point of the five years.

[33] Rights, responsibilities and values are all part of it.
[34] A knowledge management strategy will be put in place. It will include strategy for using research data on civic education and engagement; review of curricula, materials and pedagogy among others.
[35] This will involve recruiting members of the ecosystem and securing buy in.
[36] The strategy will include indicators for tracking progress in implementation and quality rating of Civic Education

The indicators that will confirm the delivery of this output include:

i. Resource mobilisation strategy developed and operationalised.
ii. Increased level of financial resource base to fund the strategic framework.
ii. Diversified sources of resources and income.
iii. Reserve fund increased by at least 10% per annum.

Output 1.5 - Advocacy on Civic Education in place at the national and county level. This output seeks to maintain the agenda for civic education and engagement in the country. It aims at sensitizing the state and public agencies to prioritise and institutionalize delivery of civic education and therefore provide annual and increasing budgets for civic education. Advocacy in institutionalisation of civic education is important because, historically, this is one of the first element that suffers budget cuts when there are shifts in spending or budget reductions. Yet, the future of a nation demands educated and engaged citizens. This element of the cog will thus '*make the case and ask for the support of civic education from all segments of society and from the widest range of institutions and governments.*'

The indicators that will confirm the delivery of this output include:

i. Increased funding and recognition of Civic Education by county and national governments.
ii. Increased provision of Civic Education by national and county governments.
iii. Increased demand by citizens for Civic Education.

4.2. Outcome 2: Increased responsiveness and accountability in public spaces

Over the years, accountability and the sense of responsibility among citizens – as well as leaders – have been on the decline. Although the Constitution has identified accountability as an important value and principle of governance, Kenya has continued to witness increased cases of abuse of office with few successful prosecutions. Powerful and influential elites are rarely held to account. This has resulted in increased cases of corruption as well as a weakening of the justice system's institutions. On account of this, citizens have low confidence and trust in some of the justice institutions. Furthermore, apathy has been growing because many believe there is selective application of the law, while others have opted to rely on private solutions at the expense of public institutions and services. During the period of this plan, Uraia will undertake measures to increase citizens' knowledge on rights and investment in fulfilling civic responsibilities; and improve adherence to the rule of law as a strategy to erode the basis for impunity and rekindle citizens' confidence and trust in public institutions and processes. Under this outcome Uraia will concentrate on four key areas of focus – namely constitutionalism and the adherence to the rule of law; elections; service delivery and public finances.

This outcome strives to enhance the enjoyment of rights and fulfilment of responsibilities by all citizens as well as increase accountability in Kenya by promoting adherence to the rule of law and the reduction of impunity. Enhanced citizen awareness on rights and engagement in fulfilling civic responsibilities will be key to the realization of this outcome. For this outcome, Uraia will work with partners at national and county levels. This will include working with the national and county level civil society organisations. The key outputs for this outcome are:

Output 2.1: Increased constitutionalism and adherence to the rule of law

This output will be focusing on increasing constitutionalism which includes enabling Kenyans to live out their constitutional aspirations. These aspirations range from adherence to national values and principles of governance, human rights, access to justice, inclusivity etc. This output builds on past Uraia Strategic Plans and seeks to enable citizens to exercise their sovereign power and oversight at both the national and county level over the legislative, executive and judicial arms of government. By increasing constitutionalism and adherence to the rule of law Uraia seeks to address the challenges of weak public institutions, low public participation and citizen apathy whilst building a new constitutional order amongst citizens, institutions and leaders.

The indicators that will confirm the delivery of this output include:

i. *A diverse set of constituencies engaged on constitutionalism.*
ii. *An Uraia Civic Education Tool - box*[37] *on constitutionalism and the rule of law developed.*
iii. *Documentation of results of engagement initiatives by diverse constituencies*[38] *with regard to constitutionalism.*
iv. *Evidence of strengthened capacity of Implementors*[39] *in the area of constitutionalism.*

Output 2.2: ***Increased accountability in local and national level electoral processes***

This output focuses on strengthening elections in Kenya to ensure that they are free, fair and accountable. This output focuses on elections in Kenya at both the national and local level hence addressing electoral processes that Kenyans are involved in order to grow a culture of good electoral practices. This output focuses on ensuring that focus is not only on elections held at the national level but also those such as elections held in community organisations etc. Free and fair elections constitute elections that are by secret ballot, free from violence, intimidation, improper influence or corruption, transparent and administered in an impartial, neutral, efficient, accurate and accountable manner.[40]

The indicators that will confirm the delivery of this output include:

i. *A diverse set of constituencies engaged on local and national level electoral processes.*
ii. *An Uraia Civic Education Tool - box on local and national level electoral processes developed.*
iii. *Documentation of results of engagement initiatives by diverse constituencies with regard to local and national level electoral processes.*
iv. *Evidence of strengthened capacity of Implementors in the area of local and national level electoral processes.*

Output 2.3: Increased citizen engagement in the provision of service delivery at national and county level

[37] Comprising of a diverse set of materials include curricula, core materials, translations, ICE, strategies etc
[38] This includes on both the demand and supply side.
[39] This includes Implementing Partners, Civic Educators, Budget Facilitators, State Actors, Private Sector Actors, Media - individuals and organisations.
[40] Article 81(e) Constitution of Kenya, 2010

This output focuses on ensuring that citizens participate in decision-making and planning, monitoring and oversight of service delivery undertaken by the national and county governments. This output will focus on providing Kenyans with practical mechanisms to engage in public affairs at the county and national level. It is premised on the notion that for citizens to participate meaningfully, they need to be organised and capable, having the right information, skills and knowledge. The civic engagement work, therefore builds on Uraia's civic education work, to support those who benefit from the civic education to participate in the governance of their communities. Those educated will be assisted to identify ways to address issues of concern and how they can engage with duty bearers in addressing these issues. The approach will entail support citizens to understand the platforms and tools available for public participation, through the various levels and arms of government, and how to make use of them.

Uraia's civic engagement work is anchored on the Constitutional mandate of sovereignty of the people and the national values and principles of governance, among them being public participation. It is on this foundation that this output will work to ensure that men and women understand the promise and implications of the Constitution of Kenya 2010 and what it guarantees for them in terms of service delivery .

The indicators that will confirm the delivery of this output include:

i. *A diverse set of constituencies engaged in the provision of service delivery at national and county level.*
ii. *An Uraia Civic Education Tool - box on the provision of service delivery at national and county level developed.*
iii. *Documentation of results of engagement initiatives by diverse constituencies with regard to the provision of service delivery at national and county level.*
iv. *Evidence of strengthened capacity of Implementors in the area of the provision of service delivery at national and county level.*

Output 2.4: *Increased accountability in public finances*[41]

This output focuses on supporting both citizens and institutions charged with managing public resources to realise greater financial accountability. This will entail addressing concerns around corruption, poor use of public resources, lack of public consultation and participation in the acquiring and use of public resources. This output will also focus on how public resources are accounted for to the citizens and their participation in the use of the same.

[41] Public finances as opposed to public finance to signify that this is about public resources which includes public money

The indicators that will confirm the delivery of this output include:

i. *A diverse set of constituencies engaged on increased accountability in public finances.*
ii. *An Uraia Civic Education Tool - box on increased accountability in public finances developed.*
iii. *Documentation of results of engagement initiatives by diverse constituencies with regard to increased accountability in public finances.*
iv. *Evidence of strengthened capacity of Implementors in the area of increased accountability in public finances.*

4.2 Outcome 3: The foundation for a national culture of Utu established

Limited adherence to the national values and principles of governance are at the core of the governance challenges facing Kenya today. This has largely contributed to violation of rights and slowed performance of key institutions. Indeed, poor service delivery has resulted in imbalances in development and undermined people's confidence in their institutions. Human dignity and respect for others continue to recede due to the absence of honesty in interpersonal relations. The culture of Utu denoted by openness, honour for one another, compassion and support for one another have been eroded over the years. During this plan period, Uraia will begin and institutionalize a campaign to promote Utu in public life. This will empower citizens and commit them to building a better society. It will improve relations between people and the governance of the society in general.

Conversations in the Kenyan public sphere and affirmed in our stakeholder engagements pointed strongly to a deep concern regarding the changing values that are perceived to have weakened the fabric of society. Long-standing agents of socialization have changed, weakened or have been eroded – and new ones like new media delivered through digital technology are considered by many to be inadequate or undesirable replacements – if at all. Indeed, much of the discourse in the public sphere insists that this is the missing element in the equation with regard to entrenching constitutionalism in Kenya. During the design workshops, participants struggled with and debated how to best address this issue that has dogged Civic Education initiatives in Kenya for the last two decades. This question is important for Kenya to address and develop consensus on. Uraia recognises that the country has a deficit of particular values. This has informed the need to develop a culture of Utu.

To contribute to a transformed citizenry through the practice of values, the Trust will contribute to developing a citizenry that practices the culture of Utu, which will require developing consensus on its importance, in addition to the practice of national values and principles of governance.

This will include launching a national conversation to establish how people understand this word and relate it to the question of rights and responsibilities, while developing consensus and a compliance index on it.

Output *3.1*: A national campaign on Utu sustained

This output will focus on providing opportunities for holding discussions on the meaning of utu in order to come to a national consensus on what utu is. This will lay the foundation of the campaign to perpetuate and inculcate the culture of utu. The campaign will need to be sustained in order for it to have a lasting effect and create the transformation envisioned in the goal.

The indicators that will confirm the delivery of this output include:

i. *National conversations on the meaning of Utu.*

ii. *National consensus on the culture of Utu in place.*
iii. *National campaign on Utu in place.*

Output 3.2: A framework on the practice of Utu established

This output will focus on developing a strategy and framework to guide the practice of utu. The strategy will be a plan of action on the practice of utu whilst the framework will be the frame of reference on the practice of utu. This plan of action and reference point will guide Uraia and its stakeholders on how to further establish the practice of utu.

The indicators that will confirm the delivery of this output include:

i. *A Strategy on the practice of Utu developed.*
ii. *A Framework on the practice of Utu developed.*

Output 3.3: Increased demand on the practice of Utu

This output will focus on increasing the demand by citizens on public and state officials and State institutions to practice utu. This will call for showing the need and benefits of utu in public affairs therefore raising the public appetite for the same. This output further builds on output 3.1 and 3.2 and the execution of the framework of the practice of utu will contribute to increased demand on the practice of utu.

The indicators that will confirm the delivery of this output include:

i. *Increased usage of the concept of Utu in the public discourse.,*
ii. *Increased demand by citizens on the practice of Utu in public affairs.*
iii. *Increased evidence of state responsiveness to demands for utu in the public sphere.*

Output *3.4*: Compliance with Utu values tracked (targeting both duty bearers and citizens)

This output entails tracking if the utu campaign is successful by monitoring if a demand for utu has been created to the extent that citizens take up civic actions to target individuals or State institutions that do not comply with the agreed utu principles. This will ultimately indicate if there is a demand for utu to the extent that civic engagement has now been achieved in this area. This output will realistically be measured towards the end of the strategy due to the time needed to inculcate utu, grow public demand and lead to change of behaviour.

The indicators that will confirm the delivery of this output include:

i. *Tracking indicator on compliance developed.*
ii. *Collection of data on the number of civic actions taken targeting non-compliance to Utu values.*

5 MANAGEMENT & IMPLEMENTATION OF THE STRATEGY

5.1 Resource Needs

The Strategic Framework will require substantial human and financial resources. The projected budget with details of each outcome and strategic objective is attached as Annex II. Worth to note is that institutional transformation will require substantial resources to make it effective, innovative and capable to deliver this framework. Figure 1 provides an overview of the project budget for the next five years. For the Strategic Framework to be achieved, a total of KSh3.2 billion will be required over the next five years. This budget is spread evenly over the period.

Institutional transformation and the ecosystem takes the largest share of the budget. This is because interventions to strengthen the institution will lay a solid foundation for the achievement of strategic objectives in this current strategy as well as future strategies. It is important that Uraia invests the next five years in grounding the work of the past 10 years with a strong ecosystem of partners. In this regard, a total of Ksh1.5 billion (47%) is budgeted for ecosystem transformation. The outcome on increased responsiveness and accountability in public spaces takes Ksh1.265 billion or 39% of the total; while *sustaining the national campaign on 'Utu'* receives KSh439 million (14%) of the budget.

Figure 1: Overview of the budget for the period 2021 - 2025

OUTCOMES	2021 KSHS MILIONS	2022 KSHS MILIONS	2023 KSHS MILIONS	2024 KSHS MILIONS	2025 KSHS MILIONS	TOTAL
A sustainable, adaptive, innovative and effective ecosystem for continuous quality civic education and engagement	**267**	**306**	**301**	**319**	**336**	**1,529**
Increased responsiveness and accountability in public spaces	**250**	**390**	**235**	**200**	**190**	**1,265**
A national culture of Utu established	**90**	**112**	**87**	**75**	**75**	**439**
TOTAL	607	808	623	594	601	**3,233**

5.2 The Transition Period

There will be a transition period of about six months to help in closing the current strategic plan (2016-2020) and transit to the new strategy. During the transition period, the Board will establish a *strategy implementation committee* to oversee the development of infrastructure and begin processes that will drive implementation. The Committee will develop a work plan and prioritize activities to be carried out to facilitate phasing out of the current strategy and phasing in the new strategic framework. This Committee will identify the means for collecting and analysing data, and how the analysis will be used to improve performance by Uraia Trust.

One of the key elements of this transition period is institutional transformation, an important element to ensure that the Trust is anchored on a solid foundation. Other important aspects of the transition period are ensuring that there is continuity, and no vacuum exists; a clean and deliberate closure of the existing strategy capturing lessons; and a clear take-off into the new strategy. Aspects of organizational development, resource mobilisation, monitoring and evaluation and planning will be key.

5.3 Identification of Partners

The new strategy will require identification of partners with requisite capacities, values, and a mission to deliver this goal for Uraia. In this regard, Uraia will begin to identify partners to engage with to deliver the strategy. Importantly, Uraia will identify partners and, where necessary, build capacity to deliver on this strategy. Capacity building programmes will focus on civic engagement with emphasis on achieving the objectives under each of the outcomes.

5.4 Institutional Arrangement

The following section outlines the organizational arrangement for effective implementation of the Strategic Framework. To ensure the smooth implementation of this Framework, Uraia will review the current staffing and organizational structure to ensure that a mix of skills, innovation, excellence, and experience are available, adaptive, and equal to the task of delivering this strategy. The review will focus on ensuring that the organization is well anchored on a strong foundation to deliver. Nonetheless, the structure will be reviewed as necessary, and especially at the beginning and during the mid-term period of implementing the strategy.

5.4.1 Board of Trustees

The role of the Board will continue to focus on policy leadership and guidelines. This will include policy review and direction, strategy review and tracking, governance, management of high-level relationships and support for fundraising. The Board will be responsible for approving the annual budgets and implementation plans. The key decisions anticipated each year will include:

a) Approval of the strategy and the implementing the organizational structure.
b) Review and approval of the annual plans prepared by the secretariat, with their associated outputs, targets and budget allocation.
c) Approval of the funding base and sources for increased funding.
d) Review and adoption of quarterly and annual progress reports.
e) Providing policy guidance on fundraising.
f) Approval and review of (high-level) strategic national, regional, and international relationships established to help achieve Uraia's vision.

5.4.2 Advisory Council

Uraia will establish an Advisory Council comprising individuals/institutions in accordance with the spirit of the Trust Deed. The Advisory Council will comprise eminent individuals and institutions, people of honour and renowned for promoting integrity. The Advisory Council will also advise on resource mobilisation, establishing international, regional and other high-level relationships. The Terms of Reference and structure of the Advisory Council will be approved and agreed upon on completion and approval of the strategy.

5.4.3 The Secretariat

The Secretariat will be headed by the Executive Director, who will be responsible for execution of this strategy, and oversighted by the Board. The Executive Director will provide strategic and operational direction and will be responsible for the overall implementation of the strategy. The Director will be responsible for the day-to-day management of Uraia; fundraising, and development and maintenance of partnerships. The Executive Director will be supported by a management team. The **Management Team** will comprise staff responsible for the core functions of the Uraia Trust under this Strategic Framework and specifically the outcomes.

5.5 Monitoring, Evaluation, Research and Learning (MERL) Framework

Effective implementation and progress tracking for this strategic framework will require a detailed Monitoring, Evaluation, Research and Learning[42] framework. This framework will serve several purposes. *One*, it will help in tracking the progress and impact of interventions and other activities under this plan. *Two*, it will provide tools for evaluating the delivery of key outputs. *Three*, it will provide key lessons to help improve implementation on a continuous basis.

The MERL Framework will help track progress and impact in the delivery of the Strategic Framework. Gathering evidence on a regular basis will be critical in improving the implementation of activities that will help achieve strategic outcomes. This Framework also provides a tool for evaluating delivery of key outputs in the Strategic Framework, and an opportunity to document lessons for further improvement.

Uraia will track implementation of the Strategic Framework at three levels: internal organization; the partners; and the citizenry. Uraia Trust will be the means through which thinking and driving of key interventions on civic education and civic engagement will be made. The partners will be the vehicle for the delivery of many of the activities. The citizens will be targeted for impact by a combination of these efforts. What follows is an overview of how Uraia will undertake Monitoring, Evaluation, Reporting and Learning.

5.5.1 Monitoring

Monitoring the strategy's implementation will involve tracking performance of the various indicators in the logical framework. As a first step, Uraia will revise the Monitoring and Evaluation matrix to cover the new areas of focus. This will require collection of baseline data on the new focus areas, including national surveys/data on the culture of honesty and Utu, and accountability and responsibility. Data collection will be undertaken on an annual basis because the main focus of this strategy is impacting behaviour change, and changes over the years on adherence to national values and the culture of Utu.

[42] This will involve conventional reporting backed by strong evidence. Systematic collection of data (including scientific research) will constitute an important aspect of reporting.

Uraia will outline a framework to guide a development of Utu index for citizens, which will be used to evaluate changes in behaviour resulting from the promotion of the values of Utu – and Uraia's strategy. The aim of the index is to produce clarity and agreement on the measuring tools and the data to be collected.

Monitoring will be carried out and reported through project reports, partner reports, commissioned studies/research, and programme visits. Uraia will also build on the feedback from partners and other stakeholders to improve the implementation of this strategic framework. The specific tools for monitoring will include:

- Project implementation reports
- Surveys: baseline and follow-up surveys on key indicators
- Feedback from partners and program beneficiaries
- Visits to programme sites
- Financial reports and audits

The three outcomes identified in the Logical Framework will provide the parameters upon which monitoring will be undertaken – based on the indicators developed.

5.5.2 Evaluation

As part of continuous quality improvement, the following forms of evaluation will be carried out:

- *Annual internal review* (see below) will be carried out to track progress in achievement of outputs and learn from implementation. The annual review will involve stakeholders in the ecosystem and will provide opportunity to review lessons from implementation of various activities.
- *A medium-term review* will be undertaken after the first two years of implementing the strategic framework. This will track progress in the realization of the outcomes as well as identify lessons for the remaining period of the strategic framework.
- *An end term review* will be carried out within the fifth year of implementing this strategic framework. This will assess the impact of Uraia's work in contributing to the goal of *'high values-based, empowered and engaged citizenry'*. The end term evaluation will also identify challenges and lessons learnt as well as implications for the next Strategic Framework.

5.5.3 Research and Reporting

Given the envisioned milestones in the Strategic Framework, reporting will entail:

- *Collecting data to prepare quarterly reports:* These will document progress and lessons from implementing the various activities in the Strategic Framework.
- *Annual learning:* Uraia will convene annual learning workshops that bring together strategic partners and others in the ecosystem to discuss lessons from implementing the various activities and progress made in general.
- *Mid-term reporting and learning:* This evaluation will provide lessons from realising the program outputs at the beginning of the third year of the Strategic Framework. Uraia will convene strategic partners to discuss the results and draw lessons for improving implementation.
- *End-term reporting:* This will document progress as well as lessons from realising the program outputs, to be produced at the end of the fifth year of the Strategic Framework.

5.5.4 Learning

Lessons from different phases of implementing the Framework will be used to inform succeeding processes and strategies envisioned in the plan. It is important that Uraia draws lessons from the implementing partners and gives them feedback based on an analysis of the M&E data. Data generated from monitoring, evaluation and other feedback tools will constitute a critical learning part for further improvement in implementing the framework.

Conscious efforts and learning will be institutionalised to take place through an internal process, research or field work. However, learning sessions will be part of staff engagement and work. A structured approach will be developed within the first six months to guide how this will evolve. Each staff member will be expected to provide biannual documentation of lessons learnt. Staff will document lessons learnt from implementation of their programme activities; coordination with other partners; and delivery of Civic Education in general.

6 ANNEXES

6.1 Annex I: Logical Framework

Narrative	Indicators
GOAL	
An empowered, engaged, and values-based citizenry	i. A vibrant ecosystem of civic education. ii. Increased engagement by citizens in public affairs iii. Enhanced, equitable quality of service delivery by national and county governments iv. National consensus on and demand for the practice of Utu in the public sphere
Outcomes	**Indicators**
Outcome 1: An effective ecosystem for continuous quality civic education and engagement.	i. Number, quality, and diversity of members/partners in the ecosystem ii. Capacity of the eco-system: internal composition, and combined strength. iii. External results and performance (reach and impact) of the ecosystem. iv. % of minority and marginalised citizens that are reached by the ecosystem.
Outcome 2: Increased responsiveness and accountability in Kenya's public spaces.	i. Increased public engagement in accountability issues ii. Increased responsiveness of national and county governments to public engagement
Outcome 3: The foundation for a national culture of Utu established.	i. 1.A national consensus on the culture of Utu in place ii. 2.An established framework on the practice of Utu iii. 3.Increased adherence to a culture of Utu

Output indicators

Outputs	Indicators
Output 1.1: The Uraia Trust Secretariat is an efficient and effective functional Hub that is innovative, technologically savvy and is driven by internal excellence.	*i. Uraia's performance as a Secretariat rated as exemplary at all levels: staffing, governance, programs, the Advisory Council, supported by strong partners and systems that are technologically relevant.* *ii. Evidence that Uraia is a model corporate citizen[43].*

[43] Rights, responsibilities and values are all part of it.

	iii. Uraia approaches are rated as innovative and effective.
Output 1.2: A responsive knowledge management hub in place and recognized as the 'go-to' place on civic education and civic engagement.	*A functional, technologically driven and adaptive Resource Centre established.*
Output 1.3: An effective ecosystem for civic education and engagement established	*i. The ecosystem established*[44] *ii. A three-year strategy for the ecosystem developed and operationalised*
Output 1.4: Strategic, diversified and sustainable resource base in place.	*i. Resource mobilisation strategy developed and operationalised* *ii. Increased level of financial resource base to fund the strategic framework* *iii. Diversified sources of resources and income* *iv. Reserve fund increased by at least 10% per annum*
Output 1.5: Advocacy on Civic Education in place at the national and county level.	*i. Increased funding and recognition of Civic Education by county and national governments.* *ii. Increased provision of Civic Education by national and county governments.* *iii. Increased demand by citizens for Civic Education.*
Outputs	**Indicators**
Output 2.1: Increased constitutionalism and adherence to the rule of law**.**	*i. The indicators that will confirm the delivery of this output include:* *ii. A diverse set of constituencies engaged on constitutionalism* *iii. An Uraia Civic Education Tool - box*[45] *on constitutionalism and the rule of law developed* *iv. Documentation of results of engagement initiatives by diverse constituencies*[46] *with regard to constitutionalism.* *v. Evidence of strengthened capacity of Implementors*[47] *in the area of constitutionalism.*

[44] This will involve recruiting members of the ecosystem and securing buy in.
[45] Comprising of a diverse set of materials include curricula, core materials, translations, ICE, strategies etc
[46] This includes on both the demand and supply side.
[47] This includes Implementing Partners, Civic Educators, Budget Facilitators, State Actors, Private Sector Actors, Media - individuals and organisations.

Output 2.2: Increased accountability in local and national level electoral processes	*i. A diverse set of constituencies engaged on local and national level electoral processes.* *ii. An Uraia Civic Education Tool - box on local and national level electoral processes* *iii. developed.* *iv. Documentation of results of engagement initiatives by diverse constituencies with regard to local and national level electoral processes.* *v. Evidence of strengthened capacity of Implementors in the area of local and national level electoral processes.*
Output 2.3: Increased citizen engagement in the provision of service delivery at national and county level	*I. A diverse set of constituencies engaged in the provision of service delivery at national and county level.* *II. An Uraia Civic Education Tool - box on the provision of service delivery at national and county level developed.* *III. Documentation of results of engagement initiatives by diverse constituencies with regard to the provision of service delivery at national and county level.* *IV. Evidence of strengthened capacity of Implementors in the area of the provision of service delivery at national and county level.*
Output 2.4: Increased accountability in public finances[48]	*i. A diverse set of constituencies engaged on increased accountability in public finances.* *ii. An Uraia Civic Education Tool - box on increased accountability in public finances developed.* *iii. Documentation of results of engagement initiatives by diverse constituencies with regard to increased accountability in public finances.* *iv. Evidence of strengthened capacity of Implementors in the area of increased accountability in public finances.*
Output	**Indicator**
Output 3.1: A national campaign on Utu sustained	*i. National conversations on the meaning of Utu.* *ii. National consensus on the culture of Utu in place.* *iii. National campaign on Utu in place.*

[48] Public finances as opposed to public finance to signify that this is about public resources which includes public money

Output 3.2: *A framework on the practice of Utu established*	*i. A Strategy on the practice of Utu developed.* *ii. A Framework on the practice of Utu developed.* i.
Output 3.3 Increased demand on the practice of Utu	*i. Increased usage of the concept of Utu in the public discourse,* *ii. Increased demand by citizens on the practice of Utu in public affairs.* *iii. Increased evidence of state responsiveness to demands for utu in the public sphere.*
Output *3.4*: Compliance with Utu values tracked (targeting both duty bearers and citizens)	*i. Tracking indicator on compliance developed.* *ii. Collection of data on the number of civic actions taken targeting non-compliance to Utu values.*

OUTPUTS, INDICATORS AND ACTIVITIES

Outcome 1: An effective ecosystem for continuous quality civic education and engagement.		
Outputs	Indicators	Activities
Output 1.1: The Uraia Trust Secretariat is an efficient and effective functional Hub that is innovative, technologically savvy and is driven by internal excellence.	i. Uraia's performance as a Secretariat rated as exemplary at all levels: staffing, governance, programs, the Advisory Council, supported by strong partners and systems that are technologically relevant. ii. Evidence that Uraia is a model corporate citizen[49]. iii. Uraia approaches are rated as	1.1.1 Develop a robust recruitment strategy 1.1.2 Undertake recruitment of highly qualified staff as per the institutional organogram 1.1.3 Develop/improve/ and implement performance management procedures (which include capacity building). 1.1.4 Review and implement board operation procedures 1.1.5 Institute a culture of responsiveness in Uraia 1.1.6 Develop and implement guidelines for the effective functioning of the Advisory Council. 1.1.7 Undertake 2 peer reviews on governance and systems within 2021 to 2025 1.1.8 Board and staff interactions (undertake semi-annual informal interaction sessions by staff and Board).

[49] Rights, responsibilities and values are all part of it.

	innovative and effective.	1.1.9 Implement audit and OCA review recommendations. 1.1.10 Monitor adherence to Uraia core values in the delivery of the strategy.
Output 1.2: A responsive knowledge management hub in place and recognized as the 'go-to' place on civic education and civic engagement	A functional, technologically driven and adaptive Resource Centre established.	1.2.1 Set up a department for undertaking research/partnership with research firms and think tanks 1.2.2 Establish and operationalise an ICT unit to enhance the use of new media and technology and digitisation of Uraia's process and materials. 1.2.3 Develop a knowledge management policy (including details of an internship policy to incubate and instil values) 1.2.4 Hold annual meetings to review the civic education and civic engagement research agenda 1.2.5 Undertake user-ability surveys and sensitization activities to enhance usage of Uraia's digital platforms and resources.
Output 1.3: An effective ecosystem for civic education and engagement established	*iii. The ecosystem established*[50] *iv. A three-year strategy for the ecosystem developed and operationalised*	1.3.1 Establish partnership with universities to train/develop curriculum focused on building capacity for civic education and civic engagement. 1.3.2 Develop a strategy for the establishment of an ecosystem for civic education and engagement 1.3.3 Enhance partnerships with Uraia stakeholders (national and county governments, private sector, international, regional, national Civic Education actors) to strengthen the ecosystem. 1.3.4 Conduct sustained and diversified public sensitization and campaigns on the ecosystem.
Output 1.4: Strategic, diversified and sustainable resource base in place.	*i. Resource mobilisation strategy developed and operationalised* *ii. Increased level of financial resource base to*	1.4.1 Develop and implement a robust resource mobilisation strategy 1.4.2 Institutionalize donor roundtable meetings. 1.4.3 Respond to multiple calls for proposals.

[50] This will involve recruiting members of the ecosystem and securing buy in.

	fund the strategic framework *iii. Diversified sources of resources and income* *iv. Reserve fund increased by at least 10% per annum*	
Output 1.5: Advocacy on Civic Education in place at the national and county level.	*iv. Increased funding and recognition of Civic Education by county and national governments.* *v. Increased provision of Civic Education by national and county governments.* *vi. Increased demand by citizens for Civic Education.*	1.5.1 Develop advocacy materials on civic education. 1.5.2 Undertake sustained advocacy targeting National and County Governments on funding and operationalising of civic education and public participation 1.5.3 Undertake an annual budgetary national and county tracking of Civic Education funding
Outcome 2: Increased responsiveness and accountability in Kenya's public spaces.		
Outputs	Indicators	Activities
Output 2.1: Increased constitutionalism and adherence to the rule of law	*The indicators that will confirm the delivery of this output include:* *i. A diverse set of constituencies engaged on constitutionalism* *ii. An Uraia Civic Education Tool - box*[51] *on constitutionalism*	2.1.1 Development of a Tool kit with IEC material on Civic education on constitutionalism and rule of law. 2.1.2 Capacity development (training, exposure) of implementers (CSOs, civic educator, budget facilitators etc) on constitutionalism and rule of law. 2.1.3 Facilitate (technical and financial support) county based CSOs to provide civic education.

[51] Comprising of a diverse set of materials include curricula, core materials, translations, ICE, strategies etc

	and the rule of law developed *iii. Documentation of results of engagement initiatives by diverse constituencies*[52] *with regard to constitutionalism.* *iv. Evidence of strengthened capacity of Implementors*[53] *in the area of constitutionalism.*	2.1.4 Work with county departments in charge of public participation and civic education to scale up provision of civic education. 2.1.5 Support CSOs to enhance inclusion of marginalized groups (women, youth, PWDS) in governance processes. 2.1.6 Development of knowledge products on constitutionalism and rule of law
Output 2.2: *Increased accountability in local and national level electoral processes*	*i. A diverse set of constituencies engaged on local and national level electoral processes.* *ii. An Uraia Civic Education Tool - box on local and national level electoral processes developed.* *iii. Documented results of engagement initiatives by diverse constituencies with regard to local and national level electoral processes.* *iv. Evidence of strengthened*	2.2.8 Development of a Tool kit with IEC material on *electoral processes.* 2.2.9 Capacity development (training, mentoring, exposure, exchange) of partners on electoral processes and issues. 2.2.10 Support implementing partners and civic educators to conduct voter education in all counties and engage in electoral processes. 2.2.11 Provide civic education to strengthen community-based electoral initiatives (schools, cooperatives, churches) as well as national level electoral processes. 2.2.12 Disseminate electoral related education materials. 2.2.13 Support citizens to observe and monitor electoral process at the local and national level. 2.2.14 Support initiatives for citizens to monitor the performance of leaders. 2.2.15 Support community vetting of electoral candidates for positions at local and national elections. 2.2.16 Support citizens' consultative meetings on electoral matters.

[52] This includes on both the demand and supply side.
[53] This includes Implementing Partners, Civic Educators, Budget Facilitators, State Actors, Private Sector, Media - individuals and organisations.

		capacity of Implementors in the area of local and national level electoral processes.	2.2.17 Facilitate Election Watch Series[54] at county and national levels. 2.2.18 Development of knowledge products on electoral accountability issues.
Output 2.3: Increased citizen engagement in the provision of service delivery at national and county level	*i.* *ii.* *iii.* *iv.*	*A diverse set of constituencies engaged in the provision of service delivery at national and county level.* *An Uraia Civic Education Tool - box on the provision of service delivery at national and county level developed.* *Documented results of engagement initiatives by diverse constituencies with regard to the provision of service delivery at national and county level.* *Evidence of strengthened capacity of Implementors in the area of the provision of service delivery at national and county level.*	2.3.1 Development/ Review of Toolkit on Participatory Performance monitoring. 2.3.2 Capacity development (training, mentoring, exposure, exchange) of implementers (CSO, budget facilitators, civic educator) on use of participatory performance monitoring tools to monitor service delivery. 2.3.3 Support civil society organisations and citizen groups (civic educator, budget facilitators, social accountability formations) to engage the county and national government and other independent institutions on service delivery. 2.3.4 Support citizen groups to participate in county and national government planning and budgeting processes. 2.3.5 Undertake/support participatory performance monitoring (community score card, PETs[55] and social audits) by citizen formations on service delivery by the county, national government and independent institutions. 2.3.6 Support CSOs to form/strengthen community-based accountability formations and CSO networks for engagement on service delivery. 2.3.7 Support CSOs to enhance inclusion of marginalized groups in service delivery initiatives. 2.3.8 Development of knowledge products on engagement in service delivery.

[54] Town hall engagement meetings where electoral stakeholders engage with citizens on various electoral issues
[55] PETS means Public Expenditure Tracking Surveys

Output 2.4: *Increased accountability in public finances*[56]	*i. A diverse set of constituencies engaged on increased accountability in public finances.* *ii. An Uraia Civic Education Tool - box on increased accountability in public finances developed.* *iii. Documented results of engagement initiatives by diverse constituencies with regard to increased accountability in public finances.* *iv. Evidence of strengthened capacity of Implementors in the area of increased accountability in public finances.*	2.4.1 Development of a Toolkit on Increasing Accountability in Public Finances. 2.4.2 Capacity development (training, mentoring, exposure, exchange) of implementers on public finances. 2.4.3 Support CSO and community groups to engage in demanding accountability on public finances. 2.4.4 Support CSOs to build a pool of public finance accountability advocates. 2.4.5 Support public petitions on allocation and use of public funds. 2.4.6 Development of knowledge products on accountability in public finance.

Outcome 3: The foundation for a national culture of Utu established.		
Outputs	Indicator	Activities
Output 3.1: A national campaign on Utu sustained	*i. National conversations on the meaning of Utu.*	*3.1.1 Support Regional and County based conversations on utu bringing together stakeholders from all 47 counties under the existing regional economic blocs. This will cover all 47 counties and will culminate to National level conversation.* ***Sub activities***

[56] Public finances as opposed to public finance to signify that this is about public resources which includes public money

	ii. National consensus on the culture of Utu in place. *iii. National campaign on Utu in place.*	*3.1.1.1 Support regional webinar conversations on utu targeting stakeholders in the Frontier Counties Development Council (FCDC)* *3.1.1.2 Support regional webinar conversations on utu targeting stakeholders in the North Rift Economic Bloc (NOREB)* *3.1.1.3 Support regional webinar conversations on utu targeting stakeholders in the Lake Region Economic Bloc (LREB)* *3.1.1.4 Support regional webinar conversations on utu targeting stakeholders in the Jumuia Ya Kaunti za Pwani* *3.1.1.5 Support regional webinar conversations on utu targeting stakeholders in the South Eastern Kenya Economic Bloc* *3.1.1.6 Support regional webinar conversations on utu targeting stakeholders in the Mt. Kenya and Aberdare's Region Economic Bloc* *3.1.2 Support a National level conversation Webinar on Utu to develop consensus on what utu is in the Kenyan Context. This will be informed by the regional level conversations* *3.1.3 Document Regional and National level conversations, findings & resolutions on Utu* *3.1.4 Develop a national Utu-based framework based on the collated discussions and agreement on what Utu is.* *3.1.5 Carry out a baseline survey to assess the existing gaps in the current national values (including school curriculum) to inform programming.* *3.1.6 Run a national campaign to promote (Utu) in our everyday practices (honesty, truthfulness. good deeds, kindness humanity dignity).*
Output 3.2: *A framework on the practice of Utu established*	*i. A Strategy on the practice of Utu developed.* *ii. A Framework on the practice of Utu developed.*	*3.2.1 Develop an utu plan of action informed by the national campaign and baseline survey* ***Sub Activities*** *3.2.1.1 Facilitate development of Utu Charters in Institutions* *3.2.1.2 Support creation of a Network of organizations working on Utu related issues* *3.2.1.3 Facilitate annual "utu" in governance and leadership experience sharing forums*
Output 3.3 Increased	*i. Increased usage of the concept of*	*3.3.1 Support Action Oriented Civic Education on utu principles targeting citizens and duty bearers*

demand on the practice of Utu		*Utu in the public discourse,*	*3.3.2* *Develop media and communication products that centre, celebrate and elevate Utu and utu principles* *3.3.3* *Support citizen formations to undertake civic actions on utu related issues* *3.3.4* *Develop and implement a recognition framework that honours people, organisations and institutions that have demonstrated a progressive culture of doing right.* *3.3.5* *Support annual public forums for organizations, institutions and duty bearers to showcase how far they have infused utu principles in their work and the accrued benefits* *3.3.6* *Carry out an utu Perception survey to measure the change in public perception on the state responsiveness to utu demands Carry out Action Oriented Civic education on utu principles*
	ii.	*Increased demand by citizens on the practice of Utu in public affairs.*	
	iii.	*Increased evidence of state responsiveness to demands for utu in the public sphere.*	
Output *3.4*: Compliance with Utu values tracked (targeting both duty bearers and citizens)	*i.*	*Tracking indicator on compliance developed.*	*3.4.1* *Develop a monitoring tracking system for 'Utu' based values on the framework developed.* *3.4.2* *Track and document civic actions on Utu related issues acted upon by duty bearers.* *3.4.3* *Undertake Annual national surveys on the compliance with Utu values for both the public sector and the general citizenry.* *3.4.4* *Undertake regular Media monitoring (social and Mainstream) and tracking on the use of utu values and principles by public. Develop the monitoring tracking system for 'Utu' based on the framework developed.*
	ii.	*Collection of data on the number of civic actions taken targeting non-compliance to Utu values.*	

6.2 Annex II: Projected Budget 2021-2025

KEY FOCUS AREAS/ OUTCOMES	2021 KSHS MILIONS	2022 KSHS MILIONS	2023 KSHS MILIONS	2024 KSHS MILIONS	2025 KSHS MILIONS	TOTAL
A sustainable, adaptive, innovative and effective ecosystem for continuous quality civic education and engagement	**267**	**306**	**301**	**319**	**336**	**1,529**
1.1 The Uraia Trust Secretariat is an efficient and effective functional Hub that is innovative, technologically savvy and is driven by internal excellence.	15	15	20	21	25	**96**
1.2 A responsive knowledge generation and dissemination hub in place and recognized as 'go-to' place for information.	12	15	13	12	15	**67**
1.3 Implementation capacity of the ecosystem strengthened.	25	30	35	45	50	**185**
1.4 Strategic, diversified and sustainable resource base in place.	100	120	95	90	80	**485**
1.5 Advocacy on resourcing and integration of civic education in place at the national and county level.	115	126	138	151	166	**696**

Increased responsiveness and accountability in public spaces		**250**	**390**	**235**	**200**	**190**	**1265**
2.1.	Increased awareness on rights and responsibilities.	100	120	80	80	80	**460**
2.2	Promote adherence to the rule of law.	100	120	80	80	80	**460**
2.3	Enhanced civic engagement in public affairs at county levels.	50	150	75	40	30	**345**
2.4	Enhanced civic engagement in public affairs at national level.	40	45	35	25	20	**165**
2.5	Increased accountability in local and national level electoral processes.	20	20	45	50	55	**190**
2.6	Increased number of vulnerable and marginalized groups participating in governance and political processes.	20	25	14	16	12	**87**
A national culture of Utu established		**90**	**112**	**87**	**75**	**75**	**439**
3.1	1) A national consensus on Utu developed.	80	89	55	20	15	**259**
3.2	2) Compliance with Utu values tracked/audited.	10	23	32	55	60	**180**
	TOTAL	607	808	623	594	601	**3,233**

6.3 Annex III: Uraia Future Scenarios, 2020-2030

Scenarios were developed to help Uraia identify strategic interventions and in particular, provide additional insights into Uraia's next path. The scenarios project envisioned five possibilities. These are elaborated below:

T**he proactive citizen** scenario is predicated on a reactive and proactive citizen. The citizens are actively engaged in political processes by the year 2030. The citizens' think independently and have a clear understanding of their freedoms and rights, actively demand justice, and uphold the rule of law. The citizens espouse values such equality and integrity, which the leadership also adopts. This is achieved, however, after a violent conflict over election results, and conflicts over unpayable public debt. Citizens emerge from the crisis and resolve to develop a democratic nation.

The **alienated citizen** scenario depicts many independent thinking citizens who publicly criticize leaders. However, there is no cohesion among them. The government responds to public criticism through ridicule, conspiracy, propaganda and intimidation. Apathy surges and many citizens withhold their participation because of fear and discontentment. Corruption, exclusion and inequality are on the increase. Those opposed to the government engage in uncoordinated political action. There is little transformation and a general absence of adherence to national values in the society.

The **compromised citizen** scenario has conformist citizens who are not critical and elect their leaders on the basis of ethnic cleavages. The economy and markets are engineered to benefit a select few. A majority of citizens suffer in silence as they cannot change the situation that has been imposed on them. Public resources are plundered by the powerful with no consequences for those involved. Citizenry lacks a strong political commitment to action. Leaders exploit this weakness.

The **passive citizen scenario** has disenfranchised citizens who are also passive. The citizens are not bothered about increased corruption, economic challenges, and poor governance. Civil society is helpless and previously vocal CSO leaders are equally silent. The citizenry is focused on survival and ignores its rights and responsibilities. Religion is used to maintain loyalty. By 2030, there is narrow adherence to values. The youth are influenced by false religious beliefs and illegally-obtained wealth.

The **pragmatic citizen** scenario places Kenya in survival mode in the year 2030. The government is responsive by organizing the economy to influence every sector. This is an effort to stay afloat as Kenya has gradually lost its regional influence. There is a poor adherence to national values and the actions of citizens are also based on selfish interests. Citizens do commit to their social responsibilities to vote. They only want to survive. Civil society does the same by aligning with groups that support their interests.

Uraia will seek to internalize these possible scenarios in strategic positioning. In addition, civic education and engagement will need to focus on the citizenry, who are at the centre of these scenarios.

6.4 Annex IV: Technology in the Delivery of the Strategy

Information and Communication Technology (ICT) has become an integral part of public life. It also provides important tools for solving social problems,and promoting economic development.[57] Digitization of Uraia's internal functions and procedures is a priority in the early years of this strategic framework. In this context, Uraia will work towards establishing an ICT infrastructure that facilitates the delivery of the strategy. The operational framework that will help in achieving this goal is as follows:

Review of the current ICT infrastructure
In the first year of this strategic framework, the following will be considered as key foundations to the process of fully integrating ICT in the organisation's work:

1. Establishment of an ICT department in Uraia. This department will attract carefully selected technology savvy personnel with diverse skills and who are up to date with modern technologies.
2. A baseline audit of Uraia's ICT infrastructure and the technologies to identify the organization's current technology status.
3. Design and Implementation of a modern ICT infrastructure in Uraia.
4. Embracing ICT research and development to keep abreast of new and emerging technologies.

Uraia ICT infrastructure needs
Uraia's website will be redesigned to meet modern standards and to allow the use of digital media and tools that advance the organisation's work. This process will involve developing the website to allow the hosting and dissemination of multimedia platforms and reports. The website will also have live feeds from useful social media platforms relevant to Uraia's work.

ICT infrastructure

1. Local Area Network: To ensure manageability of resources within Uraia, the local area network infrastructure will be reviewed to establish if it meets the standards expected of a modern network. This will involve reviewing the following aspects of the network:
    - The connection speeds
    - The security of the equipment and networks used
    - Functionality of network equipment
2. Collaboration tools: Uraia will evaluate and compare various collaboration tools to establish which are relevant and accessible to various target groups.
3. Cloud computing: Most ICT services are now offered online through the cloud-computing model. Uraia will consider acquiring cloud-based services for ease of management, efficiency and the value-for-money proposition that comes with pay per use models:
    - Email Service – Various options will be compared to determine the most strategic one but without ignoring the market leaders such as Microsoft 365 Suite and Google Workspace.
    - Website, databases and custom online applications developed by Uraia – to avoid and reduce the risk of website hacking and denial of service associated with the traditional shared platforms hosting, Uraia will migrate their databases, websites and platforms to Virtual Private Servers (VPS).

Managing ICT Systems – The Digital Resource Hub
Uraia will upgrade its resource centre and digitize some of the knowledge products and consolidate services the organization offers to one point to ensure coordination and smooth management of digital services.

[57] https://www.socialstudies.org/system/files/publications/articles/se_7207383.pdf

The resource centre will host digitised resources and produce digital resources that support internal services and Uraia's work. In addition to supporting the organization's digital needs, the centre will produce multimedia content for use in public campaigns, training and communication.

Content produced by the centre will be accessible to citizens via a digital platform connected to Uraia's website. Uraia will develop a system that supports storage and dissemination of multimedia content to aid this. Since most content is for public consumption, the system will be linked to various social media platforms and video streaming websites. Moreover, the centre will support the programmes teams by producing animated content for use on social media and video-streaming websites to advance Uraia's work through training and other interventions.

An agile ICT management approach will be adopted to give Uraia a versatile ICT infrastructure that helps the organisation to achieve its strategic objectives in the next five years. This approach allows for collaboration and communication among various functions in the organization while equipping team members with the tools needed for speedy responses to changes and for faster work completion. The methodology will also allow for automation of most, if not all, of the organizational functions.

6.5 Annex V: Communication Framework

Effective communication helps management in maintaining good relations with workers, customers, suppliers, shareholders, government and community at large.[58] The need to improve the Communications Function of Uraia Trust has been identified as an area of growth in the mid-term review of the 2016-2020 Strategic Plan[59]. In order to ensure the effective communication is undertaken by Uraia Trust there will be need to;

1. Undertake a comprehensive needs assessment of Uraia's communication requirements vis a vis the Strategic Framework.
2. Development of a comprehensive communications strategy.
   This will entail the development of a comprehensive communications strategy to improve both internal and external communication of Uraia Trust. The communications strategy will be an integral part of the delivery of this Strategic Framework. The communication strategy will require both adequate staffing and financial resourcing in order to enhance the delivery of this Strategic Framework.
3. Adequate resourcing of the communications strategy from a human, technological and financial perspective.

[58] https://www.yourarticlelibrary.com/management/communication/importance-of-communication-in-management-13-importances/64033
[59] Page 26 – Uraia Trust 2019 Midterm Strategic Plan Review