



THE OPEN SOCIETY INITIATIVE   
FOR EASTERN AFRICA

# SURVEY REPORT

REPORT ON VIEWS OF YOUNG PEOPLE IN KENYA AGED  
BETWEEN 18  
AND 35 YEARS REGARDING CIVIC AND POLITICAL  
PARTICIPATION

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## Presented To

INUKA KENYA NI SISI LIMITED OFF  
WOOD AVENUE, KILIMANI  
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## Presented By

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## List of Acronyms

KIIs	Key Informant Interviews
FGDs	Focus Group Discussions
COK	Constitution of Kenya
CSOs	Civil Society Organizations
CBOs	Community-Based Organizations
ICT	Information, Communication and
Technology	Statistical Packages for Social
SPSS	Sciences
TORs	Terms of References
MS	Micro-soft

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Special mention goes to all the respondents in all the sites visited in Kisumu, Mombasa, and Nairobi, as well as to those interviewed as key informants and focus group discussions and questionnaires by our research assistants for their patience and participation in enquiry dialogue and the associated issues.

Tribute goes to the 15 research assistants who collected data from individual young persons across the target counties. They worked collectively to ensure the survey obtained the required data per the objectives.

The survey report summarises the state of affairs revealed and understood during the survey process. All citations illustrate the perceptions and understanding of the context concerning young persons aged 18 – 35 years. The findings and recommendations are designed to provide the basis for the Civic Voice project's future planning and implementation process. Suggested ideas for facilitating future thinking and innovation have been incorporated with valued insights from field experiences and secondary data to enhance project creativity.

With deep appreciation for the privilege of working together,

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## Executive Summary

Young people have shown increasing apathy towards civic and political participation in recent years. This trend has been worsened by the country's social and economic struggles, including the slow recovery from Covid 19 and poor resource management. Since the promulgation of the Constitution of Kenya (COK) 2010, all levels of government have failed to fully support public participation as outlined in the constitution. Young people, in particular, face significant structural barriers that hinder their involvement, as highlighted by various studies on democracy, governance, and public participation.

A major issue is the absence of a national legal framework to guide and facilitate public participation. Although some county governments have attempted to create policies and guidelines, implementation remains a significant challenge, which will be detailed in this report.

This survey captures the perspectives of young people on civic and public participation in the counties of Kisumu, Mombasa, and Nairobi, showcasing the progress made in these areas. The report is presented below.

The first section covers the demographic information of respondents from the three counties. The survey achieved a gender balance among participants. It revealed that most young people are unemployed, with others being students. Additionally, there is a shallow understanding of rights among the younger age group (18-25) compared to the older age group (31-35).

The second section highlights key themes related to civic life and participation. It includes a triangulated analysis of young people's views across the target groups and regions. The findings show that 65% of young people have not participated in community civic activities. This lack of participation extends to political involvement, where young people generally do not engage in political parties or related activities aside from voting.

The final section discusses the conclusions drawn from the gathered information. It lays the groundwork for the report's recommendations to enhance and promote civic and political participation among Kenyan youth. The specific recommendations are outlined in the following report sections.

This study highlights key factors affecting youth engagement in development initiatives across the three targeted counties. A significant factor impacting participation is the socio-economic status of young people.

- To address this, the report recommends implementing comprehensive policy measures to empower youth and remove structural barriers. These include addressing economic disparities, minimising barriers to participation, and enhancing institutional engagement by implementing quotas in decision-making processes and simplifying procedures for civil society organisations (CSOs) and community-based organisations (CBOs).
- Additionally, it is crucial to enhance young people's civic and political participation skills

through various learning processes, including curriculum reforms. County governments should invest in digital platforms to improve communication and information sharing with young people, utilising youth-friendly mediums like YouTube, Facebook, and Instagram, which aligns with the County Government Act.

- Public forums should be scheduled to consider social and cultural contexts, ensuring meaningful youth participation. CSOs should strengthen their oversight role and advocate for the inclusion of young people in policy formulation and implementation. Policies should be responsive to the diverse needs of different youth age groups.
- Facilitating local government forums through youth ministries can provide networking opportunities and foster collaboration. Youth engagement interventions should consider individual factors such as age, location, education, and independence. Programmes should be tailored to the youth's unique characteristics and needs, including language preferences and activity diversity.
- In conclusion, addressing youth engagement challenges requires a collaborative effort among policymakers, county governments, CSOs, and young people. Implementing these strategies can create a more inclusive and empowering environment for youth participation in development processes.

We hope this report informs decision-making, programming, and interventions to address youth apathy towards civic and political participation. A holistic approach involving like-minded organisations working together is needed to counter these challenges.

## **1.0 Introduction**

### **1.1 About Inuka Kenya**

Inuka Kenya Ni Sisi! is a Kenyan grassroots social movement organisation founded in 2009 and registered/incorporated as a Company Limited by Guarantee in 2012. It envisions a peaceful, united, and well-governed Kenya with equal economic and social opportunity for all citizens. The organisation exists to empower Kenyan citizens to improve their lives and demand good governance to achieve socio-economic growth and equality of opportunity among all Kenyans. It aims to curate a social movement (the Ni Sisi! Movement) that will seek to unite Kenyans to forge a collective identity, drive transformation in leadership and improve the well-being of all Kenyans. To this end, Inuka Kenya supports community groups/organisations and collaborates with initiatives at the local, national and regional levels to build capacity and linkages for effective collective action. Inuka Kenya's philosophy is underpinned by the concept of "dignity before development," that is, each individual's inherent dignity must be upheld at all levels of interaction.

### **1.2 The Civic Voice Project**

The Civic Voice project is a response to Kenya's August 2022 elections, which saw lower youth participation and the lowest voter turnout in 15 years. This low turnout was mainly due to voter apathy among the 18-35 age group. The project aims to foster a culture of active citizenship and increase youth civic and political participation through research,

capacity building, grassroots mobilisation, content creation for media platforms, and advocacy. The project's goal is non-partisan, and it refrains from engaging in advocacy against specific political entities or legislations.

The project's primary objective is to mobilise youth participation and leadership by leveraging their most active spaces. The project will use popular artistic expressions, culture, and diverse media platforms, including digital and mainstream outlets, to reach young individuals and promote civic and political awareness. The project will work with religious and influential youth leaders to empower young people to actively engage in democratic processes, exercise their rights, and contribute to the development and advancement of their communities. Through innovative approaches, the project envisions creating a vibrant and inclusive civic landscape where African youth play a pivotal role in shaping a more equitable and participatory society.

### **1.3 Context on Youth Participation**

Participation as a concept has a great history; however, in Kenya, it stems from the Constitution of Kenya 2010. Article 1 asserts that sovereign power belongs to the people. Article 10 provides that the country's national values are, among other things, patriotism, national unity, sharing and devolution of power, the rule of law, democracy and participation of the people<sup>1</sup>. According to Shereen Kandil, Public participation is defined as "any process that engages the public in decision-making and gives full consideration to the public in making that decision. It is equally a set of processes and not a one-off event<sup>2</sup>. *Political* participation involves the voluntary activities that the general public undertakes to influence public policy, either by directly impacting it or by affecting the selection of individuals who create policies. Examples of these activities include voting in elections, assisting political campaigns, donating money to a candidate or cause, contacting officials, petitioning, protesting, and collaborating with others on issues. These activities can be grouped into different modes of participation.

Due to the absence of specific laws guiding public participation in our region, we have adopted insights from Judge Ngcobo's opinion in the South African Case of *Doctors for Life International v Speaker of National Assembly and others*<sup>3</sup> He highlighted the role of public participation in promoting the vitality of liberal democracy. Judge Ngcobo argued that public participation fosters a spirit of accommodation, leading to widely accepted and effective laws, and enhances the legitimacy of laws in the eyes of the public. Public scrutiny also serves as a counterweight to secret lobbying and corruption. Therefore, our constitution incorporates the principle of participatory democracy as a crucial part of democratic governance, emphasising a combination of representation and participation, accountability, responsiveness, transparency, and providing for public involvement in the legislative processes.

It is crucial to understand that just because people participate in a process does not mean their opinions will always prevail. If the views of the public directly conflict with the government's policies, as established in the case of *Merafong Demarcation Forum & Others v*

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<sup>1</sup> Article 10 Constitution of Kenya, 2010.

<sup>2</sup> <https://www.epa.gov/international-cooperation/public-participation-guide-introduction-public-participation>

<sup>3</sup> (OCT 12/05) [2006] ZACC 11: 2006 (12) BCLR 1399 (CC): 2006 (6) SA 416 (CC).



*Republic of South Africa and others*<sup>4</sup> , their views can be set aside. In the case of *Nairobi Metropolitan PSV Saccos Union Limited and 25 Others v County of Nairobi Government & 3 others*<sup>5</sup> , the court ruled that the method of public participation is not as important as the fact that the public was given a reasonable opportunity to participate in the law-making process. Additionally, Judge Odunga (as he then was), in the case of *Robert Gakuru & Others v Governor Kiambu County & 3 others*,<sup>6</sup> emphasised that public participation should be genuine and not just a formality to fulfil the constitutional requirements. Simply taking a few members of the public to a closed meeting or posting a tweet does not satisfy the criteria for public participation.

Numerous studies have examined the different levels of political and civic involvement among people. These studies have been shaped by a range of social, political, economic, and cultural factors. Demographic aspects like age, gender, education, religion, social status, and ethnicity have consistently emerged as key indicators of political engagement.<sup>7</sup> It is important to understand meaningful youth participation as a series of processes in which young people have an active opportunity to express their needs and concerns and contribute to decision-making on issues<sup>8</sup>

Age consistently emerges as a strong indicator of political engagement, with younger individuals being less likely to vote or participate in civic activities than older generations.<sup>9</sup> This trend is observable in democracies globally, including African democracies.<sup>10</sup> The category of 'youth' is classified based on different disciplines. In sociology, youth represent the transitional phase between childhood and adulthood.<sup>11</sup> In the legal and policy context, males and females aged between 18 and 25 are included in the definition of youth according to the Constitution of Kenya 2010 and the Kenya Youth Development Policy (2019).<sup>12</sup>

To engage young people meaningfully, they must be actively involved in activities that go beyond their own interests. This includes collaborating with programme developers and managers in various policy cycle stages, such as agenda setting, design, policy implementation, monitoring, and evaluation<sup>13</sup>. As a result, young people are involved in

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<sup>4</sup> (CCT 41/07) [2008] ZACC 10; 2008 (5) SA 71 (CC); 2008 (10) BCLR 908 (CC)).

<sup>5</sup> *Nairobi Metropolitan PSV Saccos Union Limited and 25 Others v County of Nairobi Government & 3 others* [eKLR, 2013].

<sup>6</sup> *Robert Gakuru & Others v Governor Kiambu County & 3 others* [2014] eKLR

<sup>7</sup> Chatora, A. (March, 2012) Encouraging Political Participation in Africa: The Potentials of Social Media Platforms. In: Africa Portal. Retrieved March 12, 2018 from <https://www.africaportal.org/publications/en-couraging-political-participation-in-africa-the-potential-of-social-media-platforms/>; Isaksson, A. (2014) Political participation in Africa: The role of individual resources, *Electoral Studies*, 34, 244–260

<sup>8</sup> Farthing R. Why youth participation? Some justifications and critiques of youth participation using New Labour's youth policies as a case study. *Youth & policy*. 2012;109(109):71-97.

<sup>9</sup> Cross & Young 2008; Gallego 2007, 2009; Grasso 2013; Henn et al. 2005; Norris 2003).

<sup>10</sup> Bratton 1999; Bratton et al. 2006; García-Peñalosa & Konte 2013; Isaksson 2014; Kuenzi & Lambright 2010; Resnick & Casale 2011, 2014).

<sup>11</sup> Chigunta F. Youth entrepreneurship: Meeting the key policy challenges: Education Development Center Waltham, MA; 2002

<sup>12</sup> GoK. Kenya Youth Development Policy. Nairobi: Government Printers; 2019.; Kenya LO. The Constitution of Kenya: 2010: Chief Registrar of the Judiciary; 2013

<sup>13</sup> Jannemiek E. Position Paper: Meaningful Youth Participation; 2018. Available: [https://share-netinternational.org/wp-content/uploads/2022/01/SNI\\_Meaningful\\_Youth\\_Participation.pdf](https://share-netinternational.org/wp-content/uploads/2022/01/SNI_Meaningful_Youth_Participation.pdf)

interventions that directly impact them and their communities.<sup>14</sup> In addition, meaningful participation, according to Willis, Girdler, Thompson, Rosenberg, Reid & Elliott,<sup>15</sup> has the advantage of fostering positive and engaging experiences. Van Reeuwijk<sup>16</sup>, on the other hand, contends that genuine engagement occurs with an abundance of information, inclusion in leadership, and having an input in the decision-making process.

Oduor & Muriu<sup>17</sup> argue that the introduction of devolved governments under the new constitutional dispensation was presented as the solution for more youth engagement. However, studies have not thoroughly examined the nature of youth engagement under the new constitutional order and the factors influencing its extent and sustainability<sup>18</sup>. In *Martin Nyagah Wambora v County Assembly of Embu & 37 others*<sup>19</sup> eKLR Civil Appeal NO. 194 of 2015, it was emphasised that the principle of public participation is a cornerstone of policymaking, including in the removal of a governor. In particular, Article 196(1)b of the Constitution makes it an obligation of the county government to facilitate public participation in the business of the county assembly and its committees. At the same time, Section 91 of the County Governments Act 2012 obligates a county government to establish structures for information communication using technology platforms, town hall meetings, notice boards, or announcements in the public interest, and the establishment of public fora for public participation.

Chambers<sup>20</sup> suggests that when citizens feel unable to influence government decisions, they often react through public participation. This involvement is crucial for policymaking, project execution, and attracting initiatives. Opondo<sup>21</sup> points out that the consultative nature required for public participation varies across different levels of authority and communities. Mutisya (2018)<sup>22</sup> observes that public participation often faces challenges, such as a lack of support from administrative and political entities and a sense of fear among participants.

Several scholars have examined gender as a factor influencing participation. Gender inequality significantly shapes political involvement, often seen as male-dominated.<sup>23</sup> However, the impact of gender on political engagement varies in different contexts. Some studies indicate that gender has a more substantial effect on political activities among young

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<sup>14</sup> Iwasaki Y, Dashora P, McHugh TL, McLaughlin AM, Springett J. Reflections on the opportunities and challenges of youth engagement: Youth and professional perspectives. *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning*. 2015;1(2). Available: <https://doi.org/10.15402/esj.v1i2.111>

<sup>15</sup> Willis C, Girdler S, Thompson M, Rosenberg M, Reid S, Elliott C. Elements contributing to meaningful participation for children and youth with disabilities: a scoping review. *Disability and Rehabilitation*. 2017;39(17):1771-1784.

<sup>16</sup> Van Reeuwijk M. Meaningful Youth participation as a way to achieving success. *Canadian Journal of Children's Rights/Revue canadienne des droits des enfants*. 2018;5(1):200-222. Available: <https://doi.org/10.22215/cjcr.v5i1.1301>

<sup>17</sup> Oduor C, Muriu A. Opportunities for youth to engage in devolved governance and economic development in Kenya. *The Futures Bulletin*, Institute of Economic Affairs (IEA); 2013;

<sup>18</sup> UNDP K. Kenya National Human Development Report 2009: youth and human development: tapping the untapped resource. Nairobi: UNDP Kenya; 2010

<sup>19</sup> *Martin Nyagah Wambora v County Assembly of Embu & 37 others* [2015] eKLR

<sup>20</sup> Chambers, R. (2017). *Whose Reality Counts? Putting the first last*. London: Intermediate Technology Publications

<sup>21</sup> Opondo, W. (2017). *People's Participation in County Budgeting Process: A Case of Nairobi County*. Unpublished Masters Thesis, University of Nairobi.

<sup>22</sup> Mutisya, M. (2018). *The Impact of Public Participation on Makeni County's Development Programs - A Case Study- A Case Study of Ivingon/Nzambani Ward, Kibwezi East Constituency*, Unpublished Masters Thesis, University of Nairobi.

<sup>23</sup> Grasso 2013; Inglehart & Norris 2000; Kenworthy & Malami 1999; Lijphart 1997; Logan & Bratton 2006; Roberts et al. 2012.

men compared to women<sup>24</sup>. Nonetheless, there are conflicting findings regarding the relationship between gender and political participation, especially in Europe and Africa<sup>25</sup>. Because males and females often have different roles and obligations, gender can affect how young people get involved in development initiatives. Despite progress in addressing gender issues, there is still a tendency to see gender only concerning women, even in situations where men face similar challenges<sup>26</sup>. A "role" is seen as the expected behaviour associated with a particular status. In contrast, a "gender role" encompasses the accepted behaviours, attitudes, and values deemed appropriate for one's gender status, as dictated by social norms. These norms shape people's conduct in various situations and determine the responsibilities and privileges associated with their status.<sup>27</sup>

Education plays a crucial role in determining political participation, as higher levels of education are linked to increased engagement in politics<sup>28</sup>. However, the impact of education on political participation may vary across countries, and there are conflicting findings regarding its influence, as seen in the case of Zambia.<sup>29</sup> Nevertheless, higher levels of education have a positive impact on youth political activism, especially in protest activities, although the correlation with youth voter turnout in sub-Saharan Africa remains unclear.<sup>30</sup>

Wealth and income play a role in influencing political participation. Typically, privileged social groups are more actively involved in politics due to the associated costs of participation. However, it is important to note that this relationship may not hold true in all contexts. Studies have shown an inverse relationship between income and voter turnout in sub-Saharan Africa.<sup>31</sup>

Religious practices have been researched as potential factors influencing political participation. Individuals involved in religious groups are more likely to engage in political activities.<sup>32</sup> Religious attachment and participation in religious organisations are linked to greater political engagement, particularly among young people.<sup>33</sup> Culture and religion shape

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<sup>24</sup> Henn M, Foard N (2014) Social differentiation in young people's political participation: the impact of social and educational factors on youth political engagement in Britain. *Journal of Youth Studies* 17: 360–380.

<sup>25</sup> Resnick, D. & Casale, D. (2014) Young populations in young democracies: generational voting behaviour in sub-Saharan Africa, *Democratization*, 21 (6): 1172-1194.

<sup>26</sup> Lindsey LL. *Gender roles: A sociological perspective*: Routledge; 2015

<sup>27</sup> Ibid.

<sup>28</sup> Armingeon & Schädel 2015; Bynner & Ashford 1994; Gallego 2007, 2009; Kuenzi & Lambright 2010; Quintelier 2007; Stolle & Hooghe 2011).

<sup>29</sup> Bratton, M. (1999) Political Participation in a New Democracy: Institutional Considerations from Zambia, *Comparative Political Studies*, 32:5, 549-588.

<sup>30</sup> Resnick, D. & Casale, D. (2011) The political participation of Africa's youth: Turnout, partisanship, and protest, Working paper // World Institute for Development Economics Research, No. 2011, 56.

<sup>31</sup> Bratton, M. (1999) Political Participation in a New Democracy: Institutional Considerations from Zambia, *Comparative Political Studies*, 32:5, 549-588; Isaksson, A. (2014) Political participation in Africa: The role of individual resources, *Electoral Studies*, 34, 244–260.

<sup>32</sup> Esser, F. & de Vreese, C.H. (2007) Comparing Young Voters' Political Engagement in the United States and Europe, *American Behavioral Scientist*, 50:9, 1195-1213.; Teney, C. & Hanquinet, L. (2012) High political participation, high social capital? A relational analysis of youth social capital and political participation, *Social Science Research*, 41, 1213–1226.

<sup>33</sup> Teney, C. & Hanquinet, L. (2012) High political participation, high social capital? A relational analysis of youth social capital and political participation, *Social Science Research*, 41, 1213–1226.

our identity by combining ancestry, language, beliefs, values, traditions, and social institutions. Woodward (1997) suggests that identity serves as a focal point for understanding individual perspectives within societal and cultural contexts. The youth play a significant role in the emergence of new religious movements across the continent<sup>34</sup>

## **2.0 Methodology**

### **2.1 Survey Approach**

The survey used both quantitative and qualitative methods to collect and analyse primary and secondary data. This approach was chosen to verify and cross-check the data using multiple sources of evidence. Quantitative data involved numerical information, while qualitative data provided in-depth insights from rich data. Qualitative methods, such as interviews, observations, and open-ended surveys, were used to explore nuances, motivations, and underlying meanings behind behaviours or attitudes.<sup>35</sup> Researchers used quantitative and qualitative methods to understand statistical trends better. While the quantitative data provided the "what" of the findings, the qualitative data helped uncover the "how" and "why" behind these trends. Qualitative data enhanced the interpretation and comprehension of the quantitative results by delving into the social, cultural, and contextual influences on participants' experiences.<sup>36</sup>

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Quantitative data was collected from young people between the ages of 18 and 35 years across the three targeted counties using questionnaires distributed through a combination of virtual and in-person interviews. Quantitative methods allow for precise statistical measurement and data analysis, providing numerical data that can be statistically analysed to identify patterns, correlations, and trends. This precision helps in drawing robust conclusions and making accurate predictions. In addition, quantitative data often enables researchers to generalise findings to a larger population. By collecting data from a representative sample, researchers can make inferences about the broader population, enhancing the study's external validity.

We collected qualitative data through Key Informant Interviews (KIIs) and Focus Group Discussions (FGDs) in Nairobi, Kisumu, and Mombasa Counties. We also used qualitative data collection methods to gather secondary data, including a literature review of internal documents and external sources such as published documents and legal frameworks related to young people's civic and political participation.

### **2.2 Sampling Techniques and Sample Size**

The study used simple random sampling to select respondents for quantitative data collection. Simple random sampling ensures that every member of the population has an equal chance of being selected for the sample, which makes the sample representative of the entire population. This representative sample accurately reflects the population's

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<sup>34</sup> Argenti, N. (2002). "Youth in Africa: A Major Resource for Change." In *Young Africa: Realising the Rights of Children and Youth*. A de Waal and N. Argenti (eds). (Trenton: Africa World Press),123-153.

<sup>35</sup> Ugwu, Chinyere & Eze, Val. (2023). *Qualitative Research*. 8. 20-35.

<sup>36</sup> Hammarberg, Karin & Kirkman, Maggie & de Lacey, Sheryl. (2016). *Qualitative research methods: When to use them and how to judge them*. Human reproduction (Oxford, England). 31. 10.1093/humrep/dev334.

characteristics, leading to findings that are more likely to apply to the whole population and improve the study's credibility.<sup>37</sup> Simple random sampling also helps to minimise bias in the selection process. This is because each member of the population has an equal chance of being included in the sample, which means there is no systematic bias favouring or excluding certain individuals or groups.<sup>38</sup> This reduces the risk of introducing selection bias, ensuring that the sample is as unbiased and fair as possible. As a result, the validity and reliability of the study's results are strengthened.

The study used purposive sampling to select key informants and individuals with specific expertise or knowledge relevant to the research, including those from government and non-governmental organisations working with young people. Purposive sampling was chosen because it allows researchers to select participants with the specific characteristics, traits, or experiences most relevant to the research question or objectives (Targeted Representation).<sup>39</sup> By deliberately targeting individuals who are knowledgeable, experienced, or have unique perspectives on the topic of interest, researchers can ensure that the sample provides rich and detailed insights into the phenomenon under study. This targeted approach improves the depth and quality of the data collected, making it especially valuable for studies requiring specific expertise or diverse perspectives.<sup>40</sup> In addition, purposive sampling can be more efficient and cost-effective than random sampling methods, especially in situations where the population of interest is small, specialised, or difficult to access. By focusing resources on recruiting participants who meet the desired criteria, researchers can streamline the sampling process and minimise the wastage of resources.<sup>41</sup> Additionally, purposive sampling enables researchers to quickly identify and recruit participants who can provide the most valuable insights, saving time and effort compared to more extensive sampling methods.<sup>42</sup> A total of 1,535 young people were reached via a survey questionnaire through focus group discussions and key informant interviews. The process was guided by the overall objectives of the exercise specified in the Terms of Reference.

### 2.3 Tools Development and Data Collection

Where applicable, data collection tools were developed for each indicator using a mixed method (qualitative and quantitative). Indicators were measured using multiple methods to aid triangulation. The tools were pre-tested and then shared with the Inuka Kenya team for review and approval before being implemented.

**Desk Review:** The consultants collected secondary data relevant to the project objectives from reports, journals and policy documents on youth participation and inclusion. They also

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<sup>37</sup> Noor, Shagofah & Tajik, Omid & Golzar, Jawad. (2022). Simple Random Sampling. 1. 78-82. 10.22034/ijels.2022.162982.

<sup>38</sup> Casteel, Alex & Bridier, Nancy. (2021). Describing Populations and Samples in Doctoral Student Research. *International Journal of Doctoral Studies*. 16. 339-362. 10.28945/4766.

<sup>39</sup> Prior, Sarah & Campbell, Steve & Greenwood, Melanie & Shearer, Toniele & Walker, Kim & Young, Sarah. (2020). Purposive sampling: complex or simple? Research case examples. *Journal of Research in Nursing*. 25. 10.1177/1744987120927206.

<sup>40</sup> Ibid.

<sup>41</sup> Etikan, Ilker. (2016). Comparison of Convenience Sampling and Purposive Sampling. *American Journal of Theoretical and Applied Statistics*. 5. 1. 10.11648/j.ajtas.20160501.11.

<sup>42</sup> Ibid.

reviewed other secondary sources, including publications, common law case laws, and legal frameworks at the county and national levels that address critical aspects of the project, such as public participation. A desk review is essential for cost-effectiveness and time efficiency.

**Questionnaires:** The evaluators administered questionnaires virtually to 1,535 young people.

**Key Informant Interviews:** The consultants conducted Key Informant Interviews using open questions targeting key informants at the county government, civil society groups, and community-based organisations.

**Focus Group Discussions:** The consultants conducted focus group discussions with selected young people in groups of seven to ten participants.

## **2.4 Data Analysis and Presentation**

### **2.4 1 Primary and Secondary Data analysis**

The qualitative data, including audio and written narratives, was analysed using thematic analysis, which involved six steps: (i) familiarisation with the data, (ii) developing codes, (iii) searching for themes, (iv) reviewing themes, (v) analysing themes and (vi) presenting results.

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The consultants began the process with an inductive, exploratory approach to identify unique themes in the data. They then review the data deductively according to the themes and trends in line with framework indicators. Quantitative analysis was based on descriptive statistics. The consultants organised and interpreted the data using tables and charts, through which they identified themes, patterns, exceptions and emerging questions or gaps. They used multiple data sources to address these questions. The findings were presented using various formats, including graphs, charts, maps, infographics, and narrative text. Verbatim quotations were also used to illustrate findings.

## 2.5 Data Quality Management

We used simple Google Forms for data collection aimed at young people and implemented several measures to ensure the data's validity and reliability:

- I. **Reviewing Survey Tools:** We reviewed the survey tools thoroughly.
  
- II. **Training and Standard Operating Procedures:** We recruited fifteen research assistants to assist with data collection. They received virtual training on ethical considerations, best practices in data collection, and proper translation into local or generally understandable languages when needed. During the training, they familiarised themselves with the data collection tools and identified any validity issues.
  
- III. **Data Quality Assurance:** We established a data quality assurance framework with predefined quality metrics, thresholds, and checkpoints to monitor and evaluate data quality throughout the data lifecycle. This included regular quality assessments, audits, and validations to ensure the data met accuracy, reliability, and integrity standards. We used digital recorders during FGDs and KIIs to avoid losing valuable information. We ensured accurate data entry by using codes developed in the online data collection system (Google Forms for in-person collections).
  
- IV. **Documentation and Metadata Management:** We maintained detailed documentation and metadata describing the data collection process, including information on sampling procedures, data collection instruments, variable definitions, and coding schemes. This documentation ensures data transparency, reproducibility, and traceability and facilitates data sharing and secondary analysis. We used MS Excel with Power Query for data cleaning and dealing with duplicates, outliers, and missing values. Thematic coding and entry were used for KIIs and FGDs to ensure all information was adequately included for analysis.
  
- V. **Data Security and Confidentiality:** We implemented robust data security and confidentiality measures to protect the privacy of respondents' information. This included securing data storage and transmission systems, restricting access to **authorised** personnel, and **anonymising** or de-identifying sensitive information to prevent **unauthorised** disclosure or misuse. We cross-checked the completed tools on-site for accuracy, correctness, consistency, and completeness.

## 2.6 Ethical Considerations

Pera and Van Tonder (1996)<sup>43</sup> describe ethics as guidelines for proper conduct. It is crucial for

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<sup>43</sup> Pera Sa & Van Tonder, S 1996: *Etiëk in die Vespleegpraktyk*. Cape Town: Jut

researchers to understand research ethics, which means recognising their responsibilities and protecting the rights of participants. Throughout the survey, we implemented a thorough ethical framework that included:

- I. **Informed Consent:** We ensured participants were fully informed about the survey's purpose and their right to withdraw at any time.
- II. **Voluntary Participation:** Participation was entirely voluntary.
- III. **Right to Withdraw:** Participants were informed that they could opt out whenever they wished.

During interviews and focus group discussions, we explained the survey's purpose in detail and emphasised participants' right to opt out. We documented consent using Inuka Kenya's attendance registers for compliance and transparency. Consultants prioritised confidentiality and established strict protocols to prevent unauthorised disclosure. Additionally, data collectors received thorough training on ethical standards to maintain these protocols during data collection.

### **3.0 Survey Findings and Discussions**

#### **3.1 Response Rate**

A total of 1,535 young people between the ages of 15 and 35 responded to the survey, exceeding the target of 1,500. The survey was conducted in the three counties, Mombasa, Kisumu, and Nairobi, proportional to each county's youth population.

- **Mombasa:** 519 respondents from Changamwe, Jomvu, Kisauni, Likoni, and Nyali.
- **Kisumu:** 507 respondents from Kisumu East, Kisumu West, Kisumu Central, Seme, and Nyando.
- **Nairobi:** 509 respondents from Kibra, Starehe, Embakasi East, Embakasi West, Embakasi South, Embakasi North, Mathare, Kasarani, Langata, Eastleigh, Westlands, Dagoretti, and Ruaraka.

See Figure 1 below



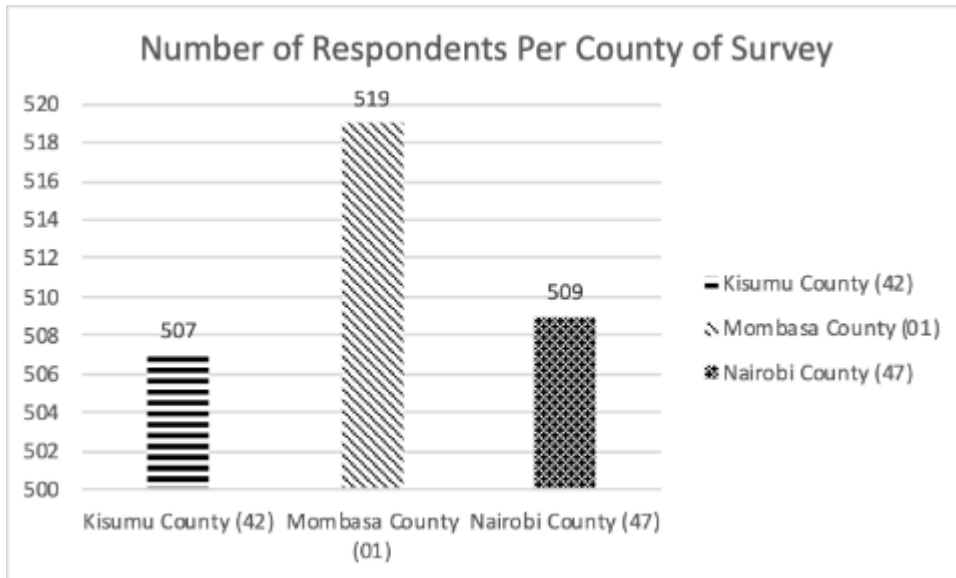


Figure 1: Number of respondents across the three counties.

### 3.2 Socio-Demographic Characteristics of the Respondents

The survey aimed to gather information about the socio-demographic characteristics of the respondents. This involved collecting data on age, gender, occupation, and the length of time they have lived in their current location. The goal was to better understand the intersectionality and perspectives of specific target groups within their respective geographical regions.

#### 3.2.1 Age

The age cohort distribution for each county is as follows:

- Kisumu County:**
  - 192 respondents aged 18-25
  - 201 respondents aged 26-30
  - 114 respondents aged 31-35
- Mombasa County:**
  - 214 respondents aged 18-25
  - 222 respondents aged 26-30
  - 83 respondents aged 31-35
- Nairobi County:**
  - 246 respondents aged 18-25
  - 198 respondents aged 26-30
  - 65 respondents aged 31-35

Refer to Table 1 below for more details.

Age Distribution Per County	
Count	
	What's your County

		Kisumu County (42)	Mombasa County (01)	Nairobi County (47)
Age	18 - 25	192	214	246
	26 - 30	201	222	198
	31 - 35	114	83	65

Table 1: Age Distribution per County

### 3.2.2 Gender

The results on gender showed an almost equal representation of males and females, with 49% each. The remaining respondents were gender non-conforming, transgender, or chose not to respond to the gender question, as illustrated in Figure 2 below.

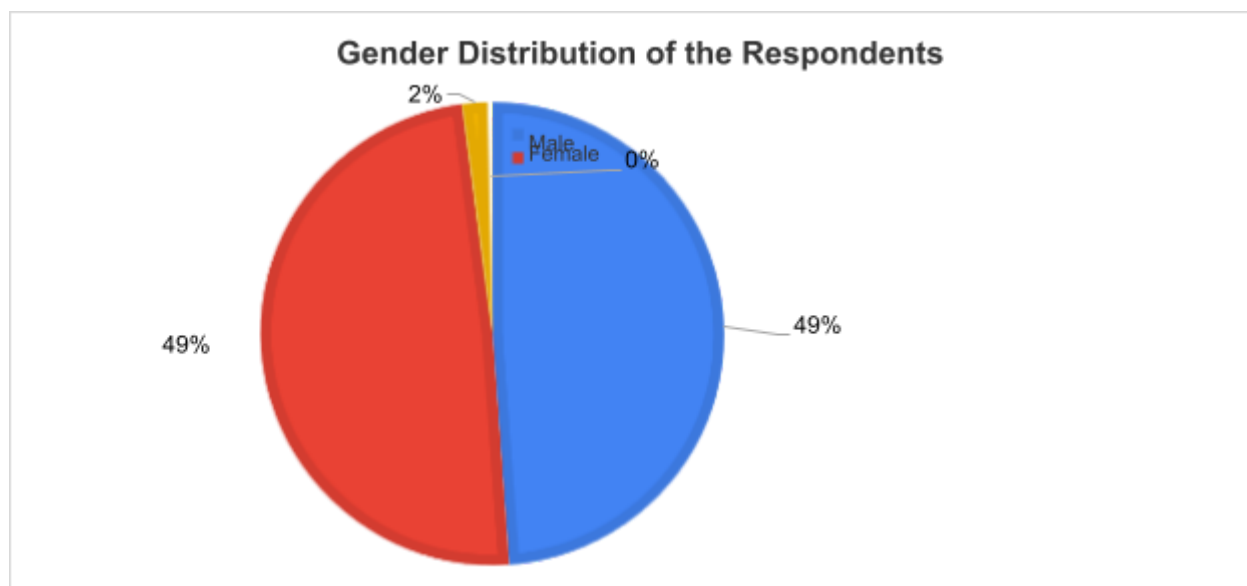


Figure 2: Gender Distribution of the Respondents

### 3.2.3 Occupation

**3.2.4** Young people's livelihoods are a crucial indicator of their socio-economic status and political independence. Being able to connect their participation to their opportunities for employment and a supportive policy framework is important. Results from the survey indicate that most young people are either students, interns, volunteers, or unemployed. In Nairobi County, the number of employed youths is higher than in Mombasa and Kisumu, where most respondents reported being unemployed. These survey results align with the trend of high youth unemployment nationwide. Figure 3 below provides a detailed breakdown of the percentages in the respective counties.

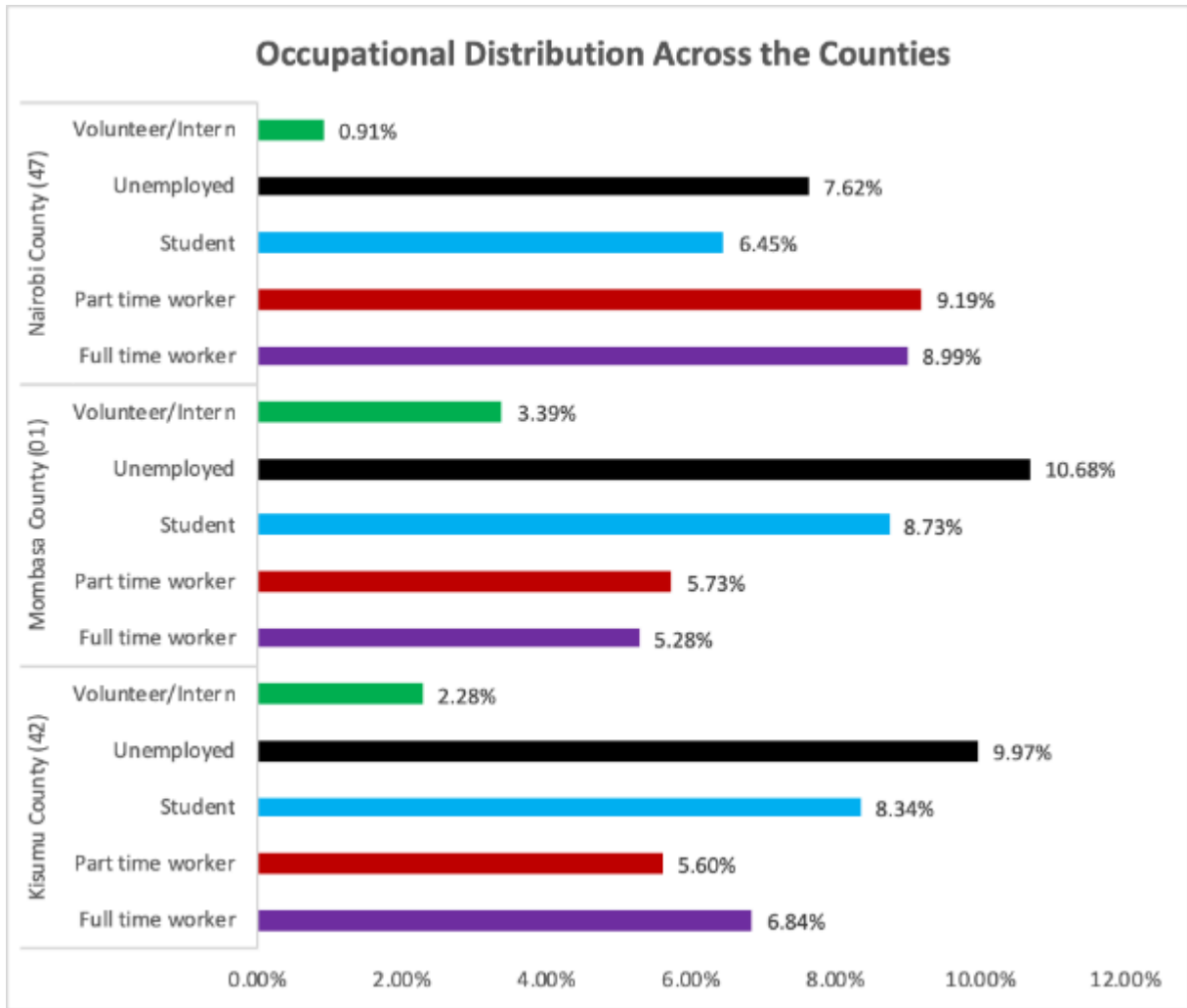


Figure 3: Occupation of the Respondents Across the Counties

The occupation of the respondents is crucial in understanding the socio-economic factors affecting their involvement in civic and political participation. The survey also examined the respondents' occupations in relation to their age groups to better understand their characteristics, as shown in Figure 4 below. One notable trend is the decreasing number of students as age groups progress. The 26-30 age group tends to be more involved in full-time or part-time employment.

The income of young people influences their Independence in decision-making in Kenyan politics. The practice of tokenism has affected political activities, with young people being paid to participate, both positively and negatively. In all three counties, young people expressed that they are motivated by money to attend and participate in civic and political activities. When invited to a meeting, the first question they ask is, "Kuna kakitu?" which directly translates to "Is there something for us?" referring to some form of payment or transport reimbursement. This means that the involvement of young people is often driven by financial incentives rather than having clear objectives.

Figure 4: Occupation Distribution vs Age of Respondents



Based on the analysis of the demographic data, it is evident that young people's age and socio-economic status significantly impact their interest in participating in civic and political affairs within their community. As one moves across the age groups from 18- 35, one gets a sense that the young people understand the importance of participation in civic and political affairs as it directly links to their well-being. Therefore, it is crucial to establish better opportunities for young people to encourage their participation in civic and political activities in their respective regions.

### **3.3 Knowledge of Political and Civic Participation**

The survey aimed to assess young people's understanding of democracy and public participation as stated in the constitution. The results show that 81.04% of young people across the three counties are aware that our democracy is based on public participation

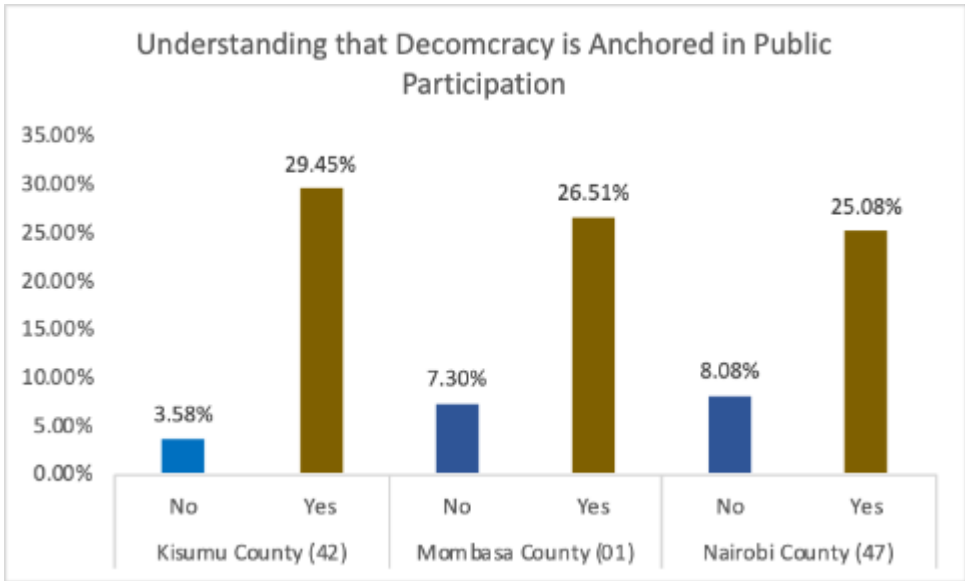


Figure 5: Knowledge of Public Participation Across Counties

### 3.3.1 Understanding of Political and Civic Rights

It is important to understand how democracy relates to civic and political rights and responsibilities. Our findings show that young people aged 18-25 do not fully understand this connection. This may be due to a lack of proper civic and political education as outlined in the Constitution of Kenya 2010. As a result, they might not be active and informed citizens. Many young people are unsure how their political and civic rights affect their participation, as shown in Figure 6.

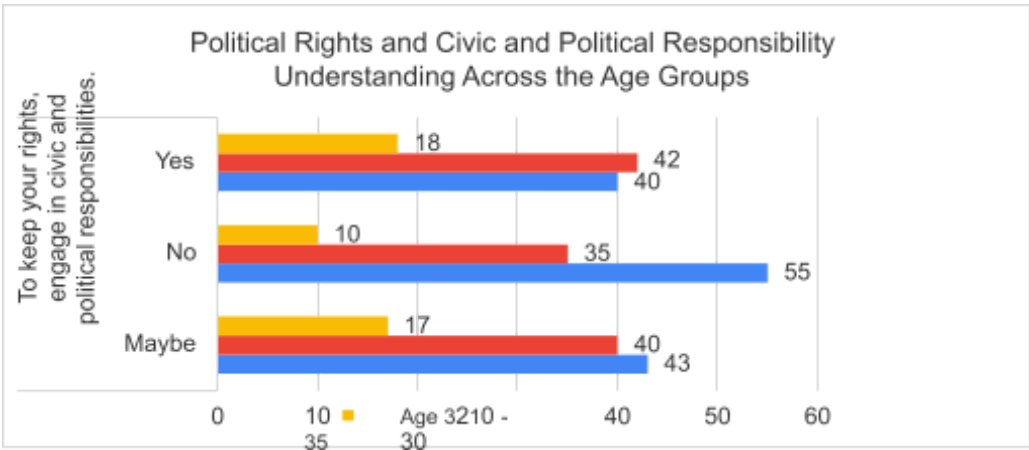


Figure 6: Understanding of Political and Civil Rights Across Ages

The results show that when voter and civic education is ignored until the end of the election cycle, young people and the general population lack an understanding of political decision-making. This issue is also present in civic forums, where participants must quickly understand complex documents like budgets or bills to contribute effectively. As shown in the figure below, young people aged 18-25 and 26-30 have only moderate knowledge of how these rights are connected. This limited knowledge restricts their involvement in civic and political affairs in their communities.

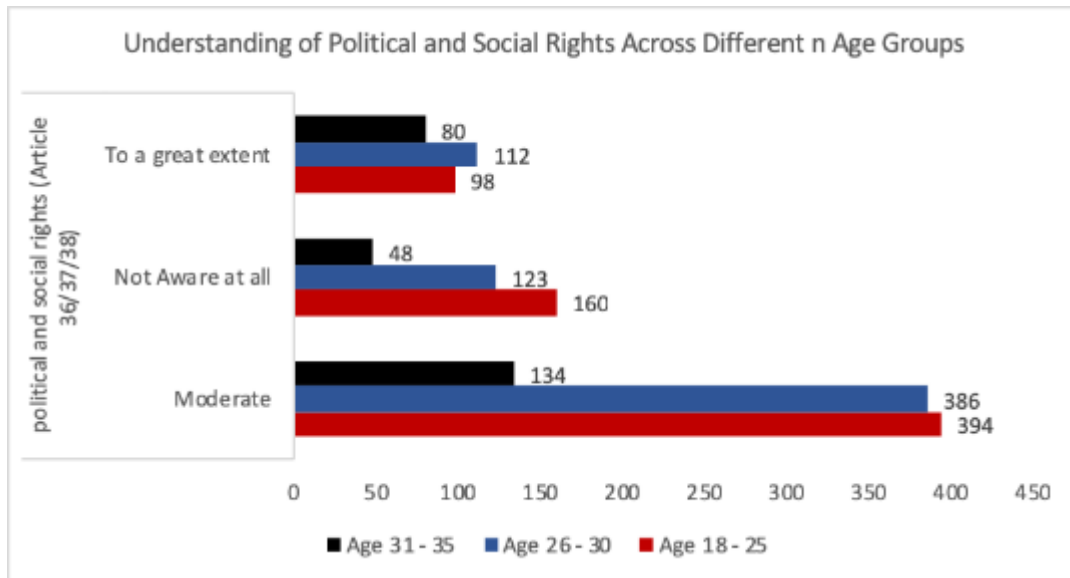


Figure 7: Understanding or Art 36/37/38 Across Age Cohorts

### 3.3.2 Confidence in Participation in Civic and Political Activities

Young people's confidence in participating in civic and political activities is closely linked to their knowledge of civic and political rights and their understanding of democracy. According to the survey, 30.6% of young people have the highest level of confidence, 41.7% feel somewhat confident, and 27.7% lack confidence altogether.

During focus group discussions, young people mentioned that the technical language used in forums, especially in budget-making processes, hindered their participation. They also felt unprepared to review large documents and bills and submit memorandums and petitions. These factors contribute to the varying levels of confidence among the youth.

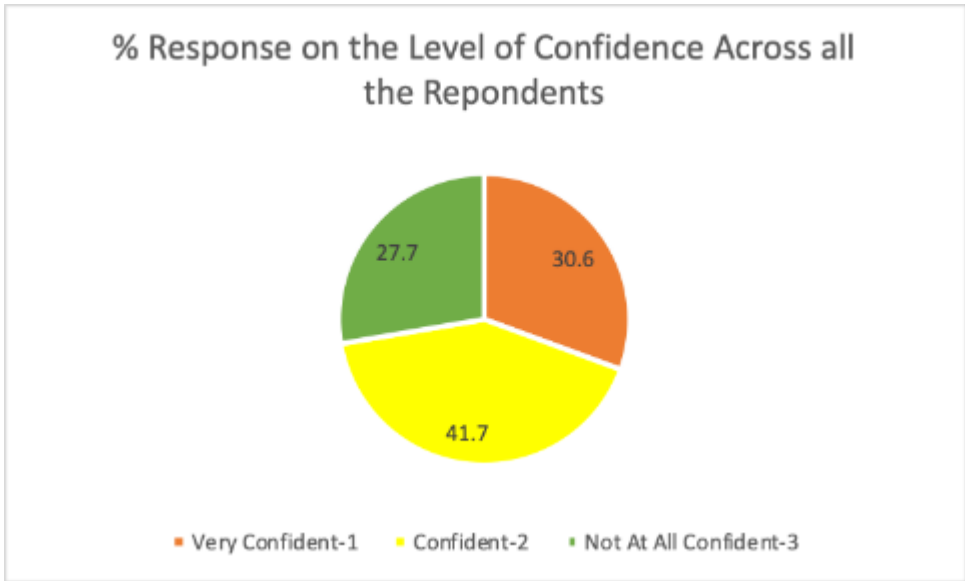


Figure 8: Level of Confidence Participating in Civic and Political Activities

In Mombasa County, young people mentioned that a language barrier, which they referred to as "kizungu mingi" (meaning 'too much English'), lowers their confidence. They find some words and their meanings unfamiliar. In Kisumu, young people face dismissive responses like "Wewe ni mchanga unajua nini" (meaning 'you're too young to know anything'). This attitude discourages them from participating, as they feel they should let older people handle discussions. As shown in the figure below, these factors contribute to lower confidence levels among young people.

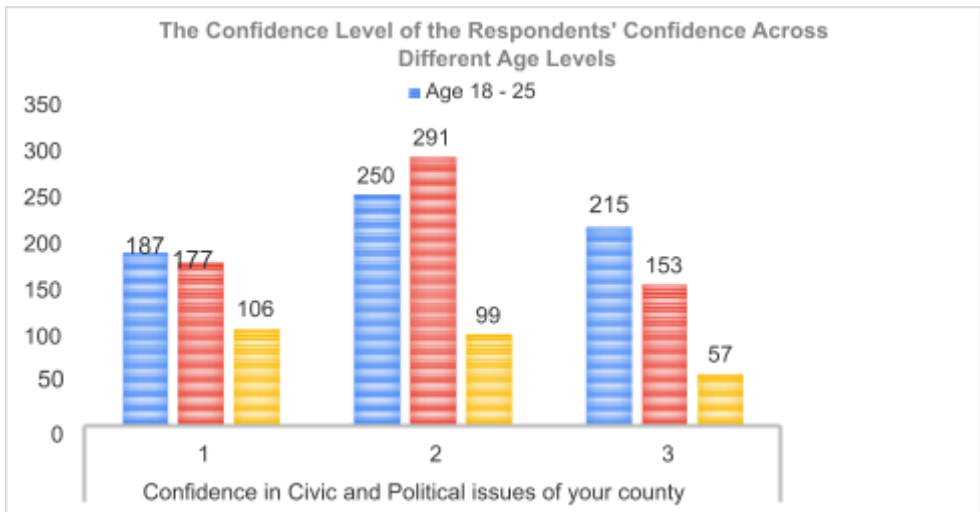


Figure 9: Distribution of the Level of confidence Across the Age Groups

The pivot chart below further gives a detailed distribution of the different age cohorts in the three counties.

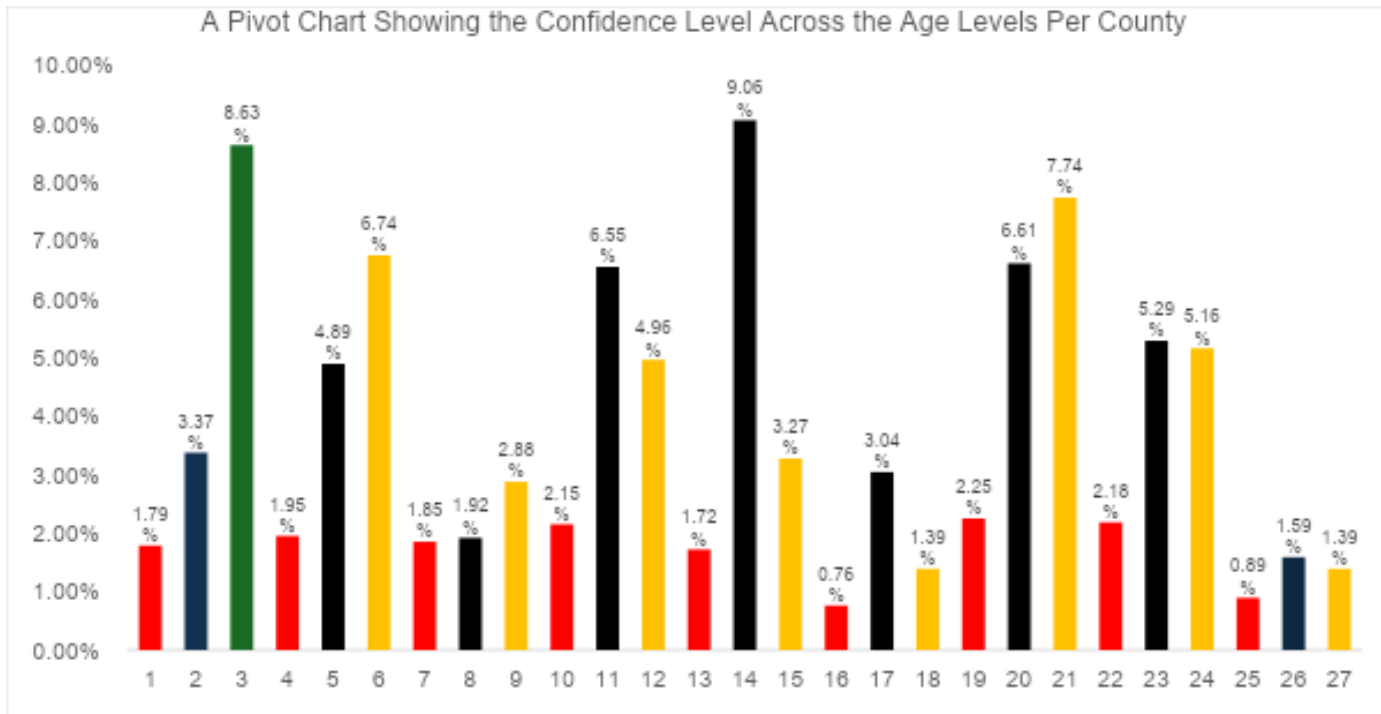


Figure 10: Confidence Level Across Age Groups in the Counties

### 3.4 Civic Participation



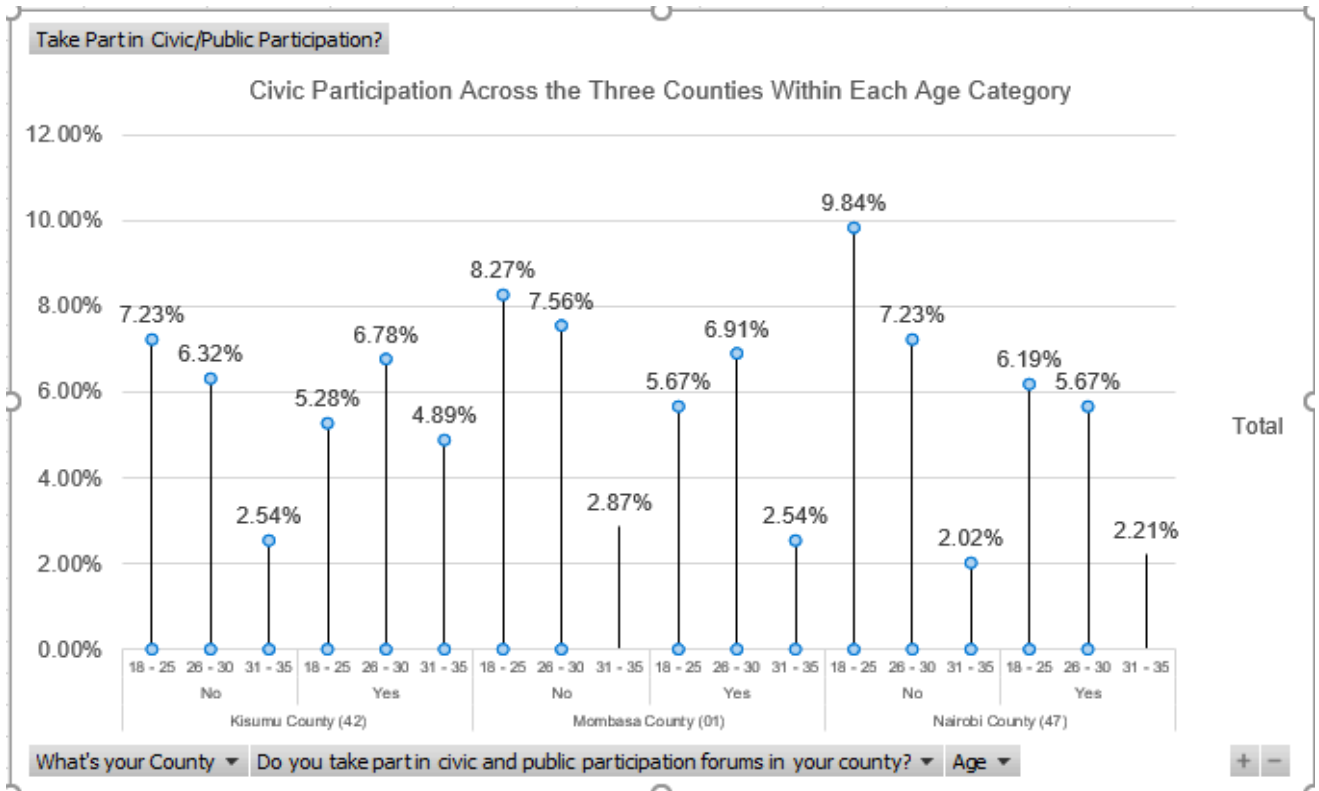


Figure 11: Lollipop Chart showing participation in each county.

The survey investigated the participation of young people in civic forums within their counties over the past year. The results showed that 65.5% of young people across the counties did not attend any civic forums, raising questions about their interest in civic participation. 14.9% of the young people participated in budget-making forums, 14.7% in county planning forums, 11.7% in policy formulation forums, and 21.5% in citizen/resident association forums. In Mombasa, Key Informants 2, 6, and 8, who were from civil society, emphasised the critical role of public participation in fostering democracy.

A key informant in Changamwe used the Swahili term "*Ni nguzo kuu*" (meaning, 'it is an important pillar') to describe the importance of public participation. However, they raised concerns about the timing and scheduling of the forums, stating that notices were often sent late on Thursdays, limiting access, and that holding forums on Fridays, a Muslim prayer day, affected engagement quality and contravened principles of adequate notice and administrative fairness.

Which of the following civic forums have you participated in the discussion on County Developments and priorities? (Last one year)

1,535 responses

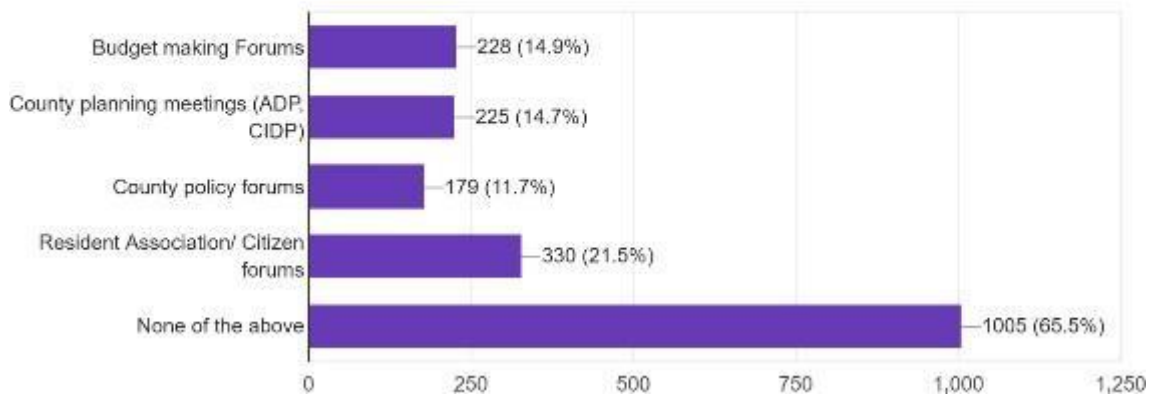


Figure 12: Showing the frequency of Civic forum Attendance by Young People

### 3.4.1 Issues Being Raised and Discussed by Young People During Civic Engagements

The survey aimed to gather insights on the civic engagement issues raised by young people and their level of interest in participating. The top issue, with 24.04% of responses, was insecurity, followed by youth empowerment at 17.21%. The governance and transparency of the county government ranked third at 16.62%, while infrastructure issues were closely followed at 14.54%. Interestingly, public participation and civic engagement among young people scored the lowest, indicating a lack of enthusiasm for participation. The barriers to public participation and civic engagement were attributed to factors such as public awareness and sensitisation. For instance, key informants in Kisumu, Mombasa, and Nairobi highlighted that civic education programmes mainly focus on elections, with little emphasis on post-election activities.

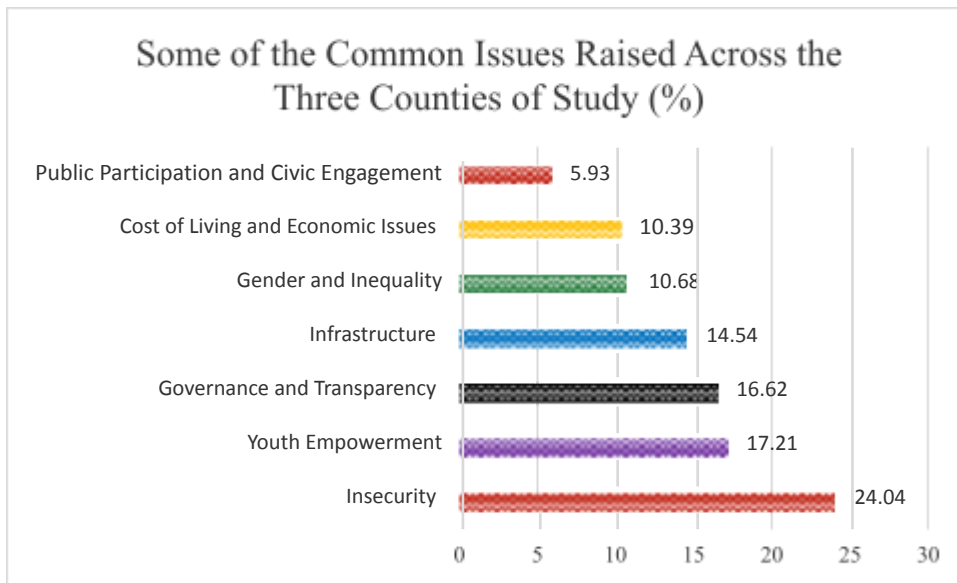


Figure 13: Common Issues Raised During Civic Meetings Across the Counties

### 3.4.2 Online Engagement in Civic Matters

In the era of digital transformation, young people are the highest consumers of digital or online content and are keen to engage through various social platforms. A survey was conducted to determine if young people engage in civic matters online. The findings show that a greater number of young people, especially those between the ages of 18-25, are highly engaged online compared to their peers aged 26-30 and 31-35. This trend is consistent across different counties, indicating similar preferences among young people of different age groups.

During discussions with county leaders, it was clear that there is a strong interest in embracing the digital age to engage with young people and the rest of the population. For instance, in Kisumu County, there are plans to enact an ICT bill that will outline how the county will provide services and goods digitally. Similarly, Nairobi and Mombasa counties are utilising digital platforms to create awareness and reach out to constituents, particularly the youth. While some counties have used websites to publish materials and raise awareness, there is a general lack of feedback mechanisms on these websites across all counties.

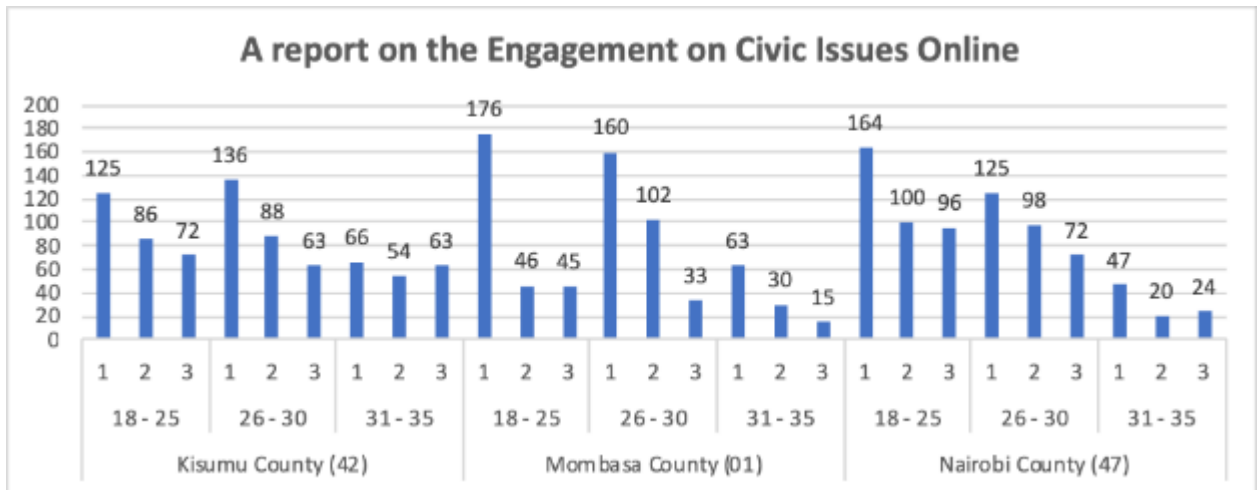


Figure 14: Engagement of Young People on Civic Issues Online.

### 3.4.3 Inclusion of Young People's Voices in Decision Making

When asked whether the young people feel that their voices are heard and their ideas and issues are captured for decision-making processes, they felt that their respective county governments only partially listen to the young people. The figure below illustrates the responses across counties. These responses reflect a general feeling of scepticism among young people in engaging in civic activities, as well as a lack of trust between them and the authorities and a sense that their respective governments do not take them or their suggestions seriously. This feeling of being unheard is prominent in all counties, as illustrated by the figure below.

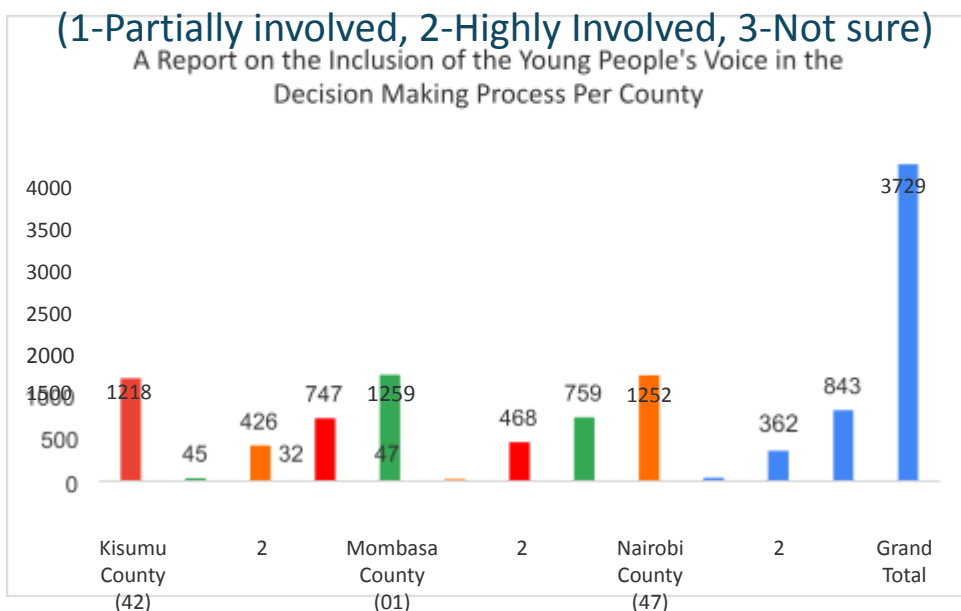


Figure 15: Voices Consideration in Decision Making across counties.

### 3.4.4 Knowledge of County Government Initiatives and Services

It is concerning that many young people are not well-informed about their county government's initiatives and services. According to the County Government Act, Sections 94, 95, and 96, counties are required to establish mechanisms to ensure that citizens can access information through widely reaching media channels.<sup>44</sup> However, most young people in the three counties report that they lack information about county activities. Many rely on informal platforms such as friends and social media groups for information, which are not the mandated media channels as required by the County Government Act. Additionally, the bureaucratic process of securing space on media platforms for advertising hinders timely information sharing. This leads to messages being shared only a few days or a week before public participation forums, or in some cases, activities occur without prior public information provision.

(1-Very Informed, 2-Informed, 3-Not Informed)

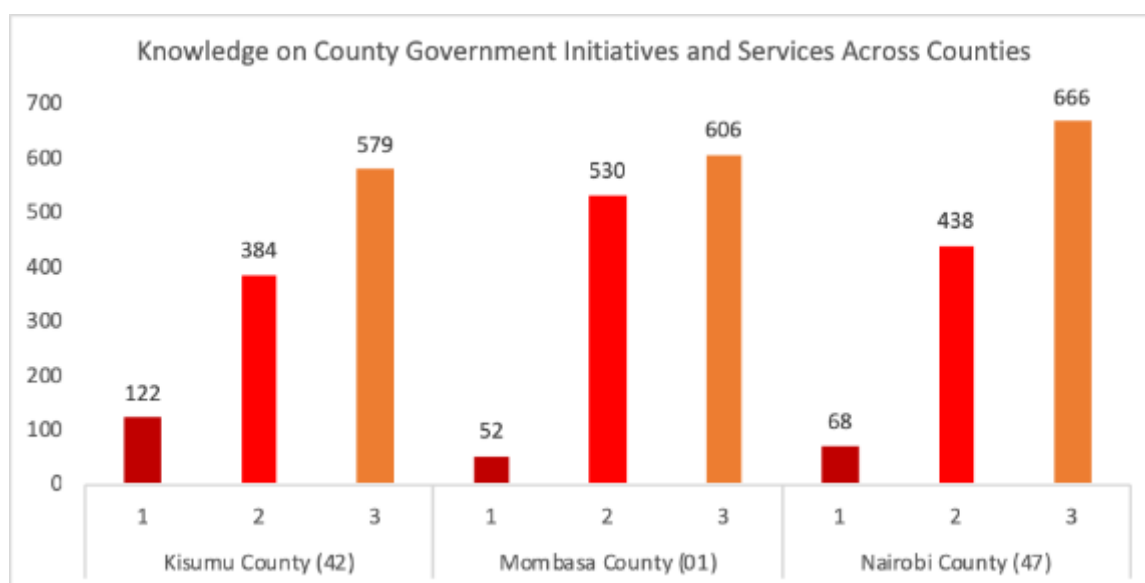


Figure 16: Knowledge of County Government Initiatives and Services

### 3.4.5 Barriers to Civic Engagement for Young People

The findings regarding the young people's knowledge of county government activities are alarming, especially considering the other structural barriers they face in trying to get involved. The main barrier identified is a breakdown in communication between the county government and the young people. This supports the feedback from the survey participants, who express that the county governments are not effectively keeping their constituents, particularly young people, informed about their activities and planned events. The figure below illustrates the barriers that young people encounter in civic engagement.

<sup>44</sup> Government of Kenya (2012a) *County Government Act 2012*. Nairobi: Government Printer.

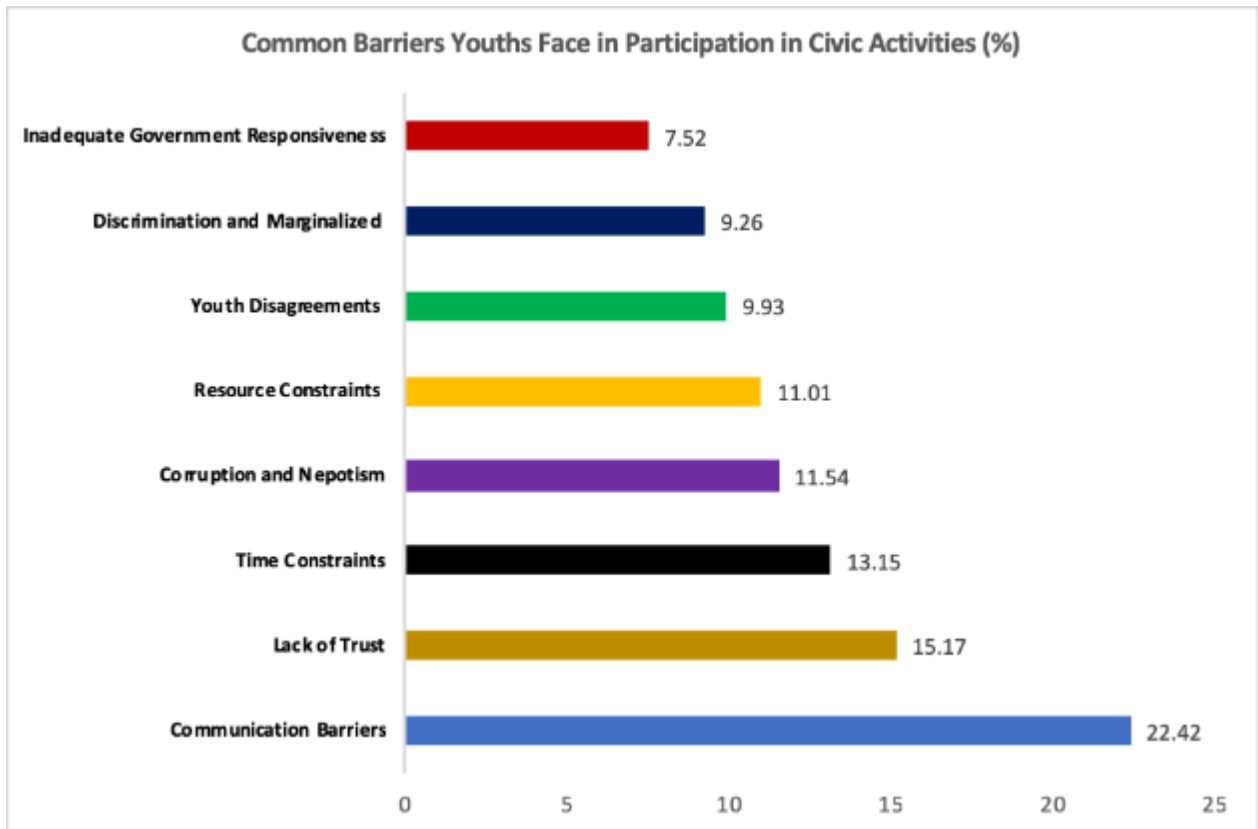


Figure 17: Common Barriers Young People Face while participating in Civic activities.

### 3.4.6. The Role of Technology in Civic Participation

Several studies have shown that young people in Kenya rely heavily on technology for their livelihood, entertainment, education, and communication. They get information about civic participation from both traditional and new media, and they also create content using technology. In focus group discussions, they mentioned using technology, such as social media, to get news and mobilise people for civic actions.

According to the survey, 16.35 % of the respondents indicated that technology plays a key role in information sharing. 14.62% stated that it is important for creating awareness, while 11.09% highlighted that technology serves as a platform for youth engagement. During the discussion, the young people expressed their preference for the county government and other partners to adopt technology, which reduces bureaucracy and makes services accessible at the touch of a button. The figure below illustrates additional perspectives from young people regarding the role of technology in civic participation.

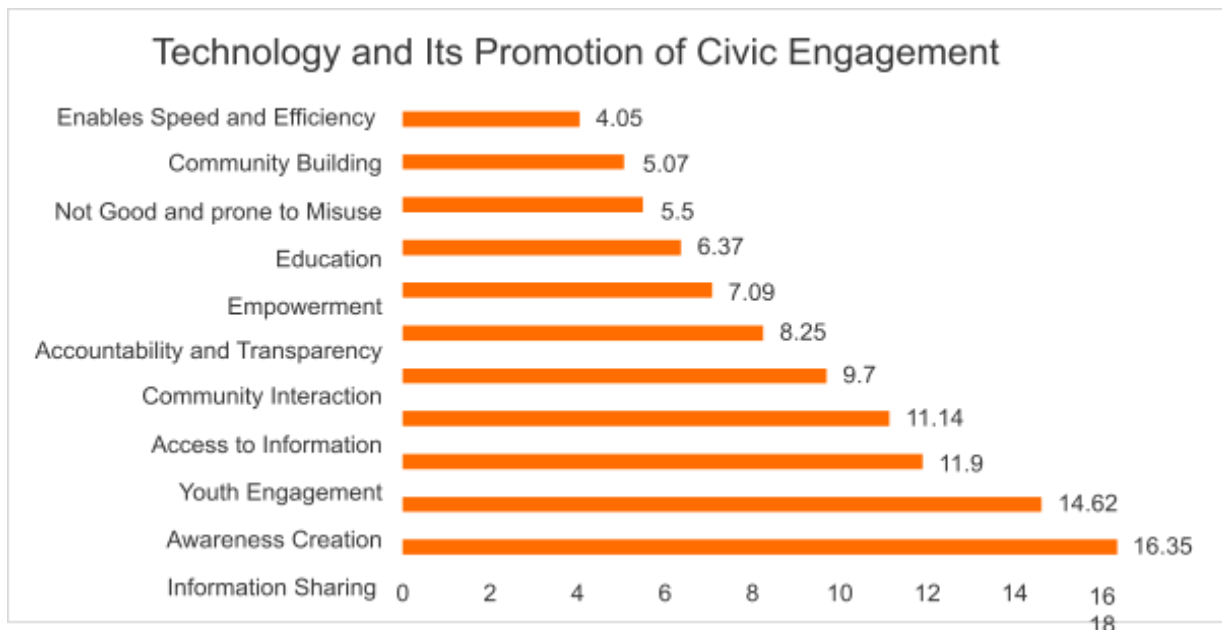


Figure 18: The Role of Technology in Enhancing Civic Participation

### 3.5 Political Participation

Political participation is the hallmark of representative democracy. Political spaces, processes, and systems can be considered conventional arenas for young people to participate in decision-making and policymaking. However, in Kenya, political participation is influenced by power dynamics and hindered by various structural obstacles that discourage young people from participating. In the three targeted counties, the involvement of young people in politics suggests that they have the economic, social, and cultural support needed to overcome these obstacles.

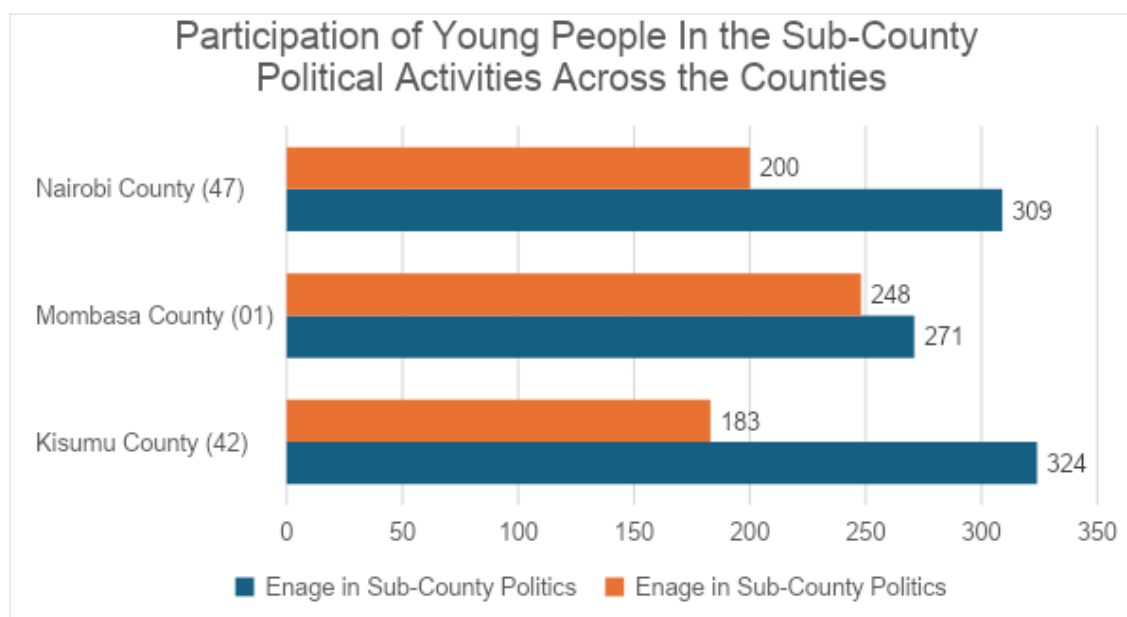


Figure 19: Young People's Participation in Political Activities

The survey results show that a lower percentage of young people are participating in political activities in the respective counties. In Nairobi, out of 509 young people, 200 indicated participating in political activities. In Mombasa, 248 out of 519 participate, while in Kisumu, only 183 out of 507 are involved in political activities.

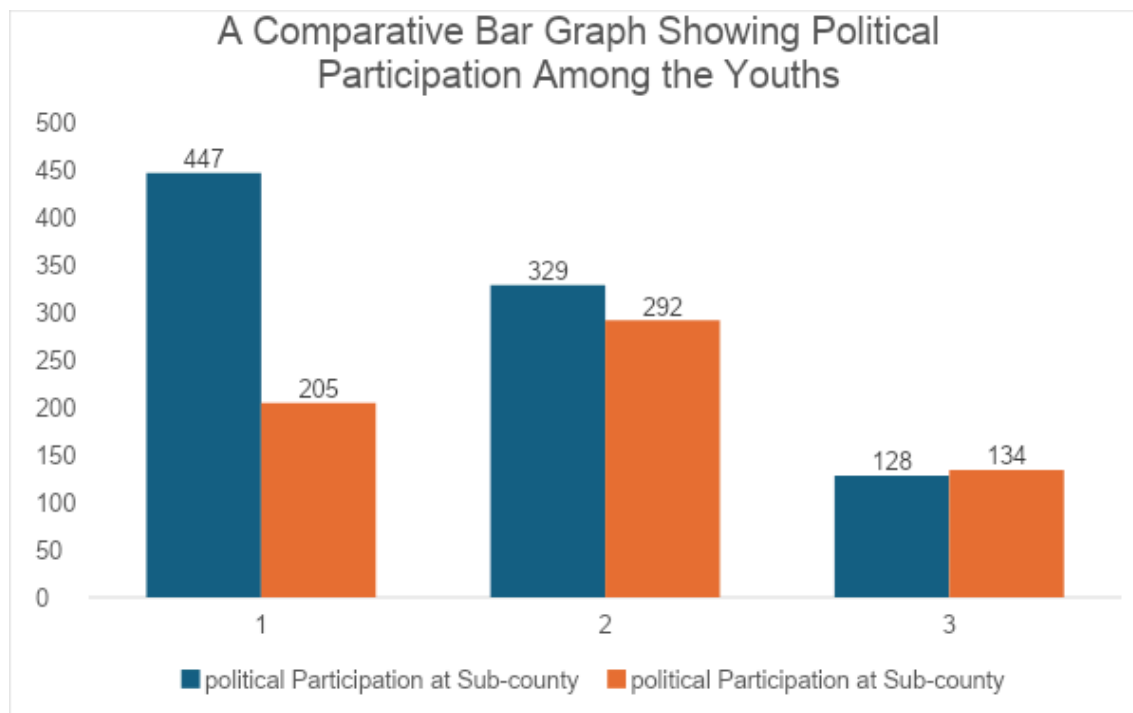


Figure 20: Participation Across Age

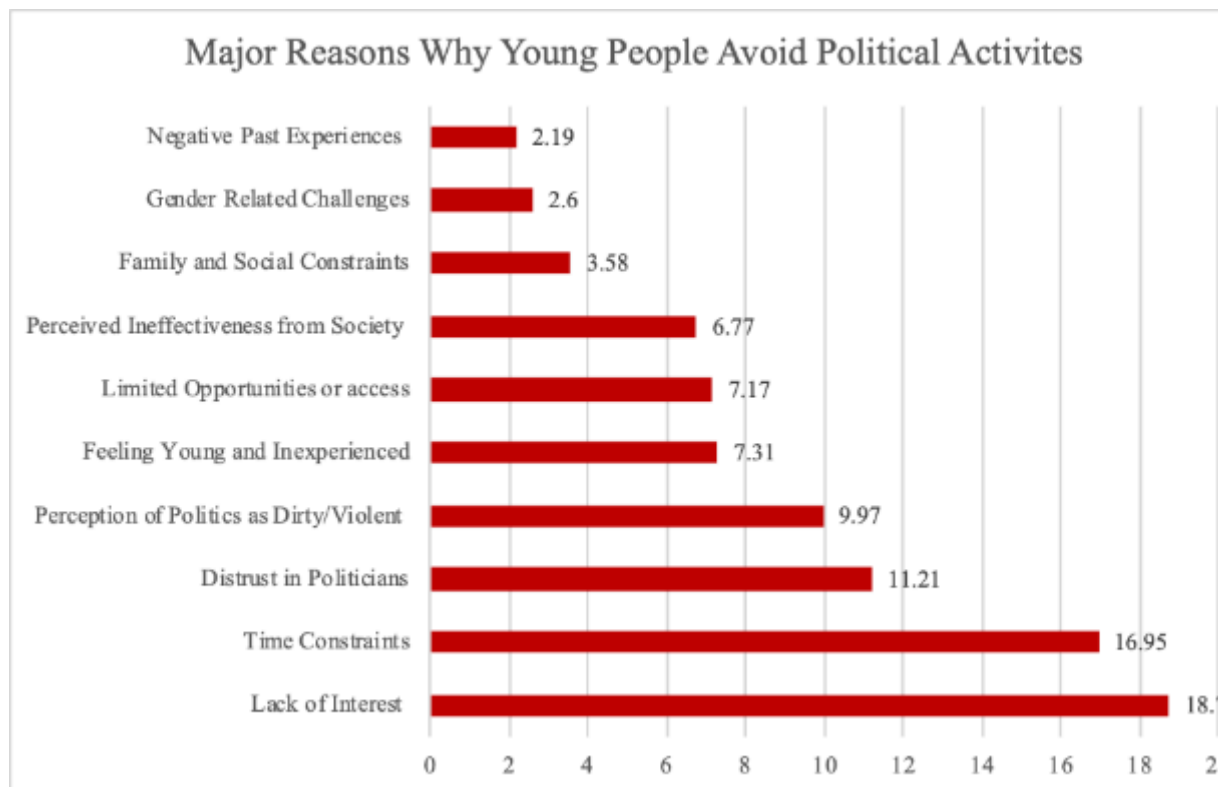
A comparative analysis of different age groups found that younger cohorts aged 18 to 25 and 26 to 30 are not interested in participating in politics. When asked why during focus group discussions, some mentioned that they find politics boring and think it was for older people. Others mentioned that politics is associated with violence and negative energy, as it often leads to division among young people along ethnic lines.



In Kisumu, young people mentioned that to participate in politics, you need to be endorsed by "Baba."<sup>45</sup> If Baba agrees, then you can participate in politics. However, they mentioned that gaining "Baba's" approval is a challenging task. Instead, they would rather focus their time and energy on other important activities. In Mombasa, they expressed that politics is primarily for a specific group ('*wanathi*', meaning local Indigenous community). If you belong to other groups ('*wabara*' meaning settlers from the upcountry), your involvement is limited to mobilising support. This discourages young people from engaging in politics. In Nairobi County, politics is perceived as being closely associated with wealth. They believe that without substantial financial resources, engaging in politics is pointless. Upon further examination, the feedback from the young people reflects the structural barriers that hinder youth participation in politics across the country.

### 3.5.1 Hindrances for Young People in Political Participation

Figure 21: Reasons why young People Avoid Political Activities



### 3.5.2 Membership in Political Parties among the Young People

According to the survey, 981 out of 1535 young people surveyed are not affiliated with any political party. This suggests a lack of interest among young people in joining political parties as a means of democratic representation or participation. When broken down by age groups, the 18-25 age bracket shows the highest number of individuals uninterested in political party involvement.

<sup>45</sup> Raila Amolo Odinga, Leader of the opposition party Orange Democratic Movement (ODM)

During the data collection phase, the leading political parties made logistical arrangements to mobilise for party nominations. We asked respondents if they would engage in these activities. Most of the young people stated that they would not. However, they also mentioned that there was a scheme to register them without their consent. Those who had voted before mentioned that during the last election, they found their details listed as members of different political parties, which caused security issues for some in hotspot regions.

Another reason the young people mentioned for their unwillingness to join political parties is that they believe these parties mainly serve the interests of a few individuals seeking political seats. They are only active during elections, with their branch offices usually closed at other times. In Mombasa's Jomvu sub-county, young people reported visiting party offices to seek support in securing "Kazi Mtaani"<sup>46</sup> jobs but found the offices closed most of the time.

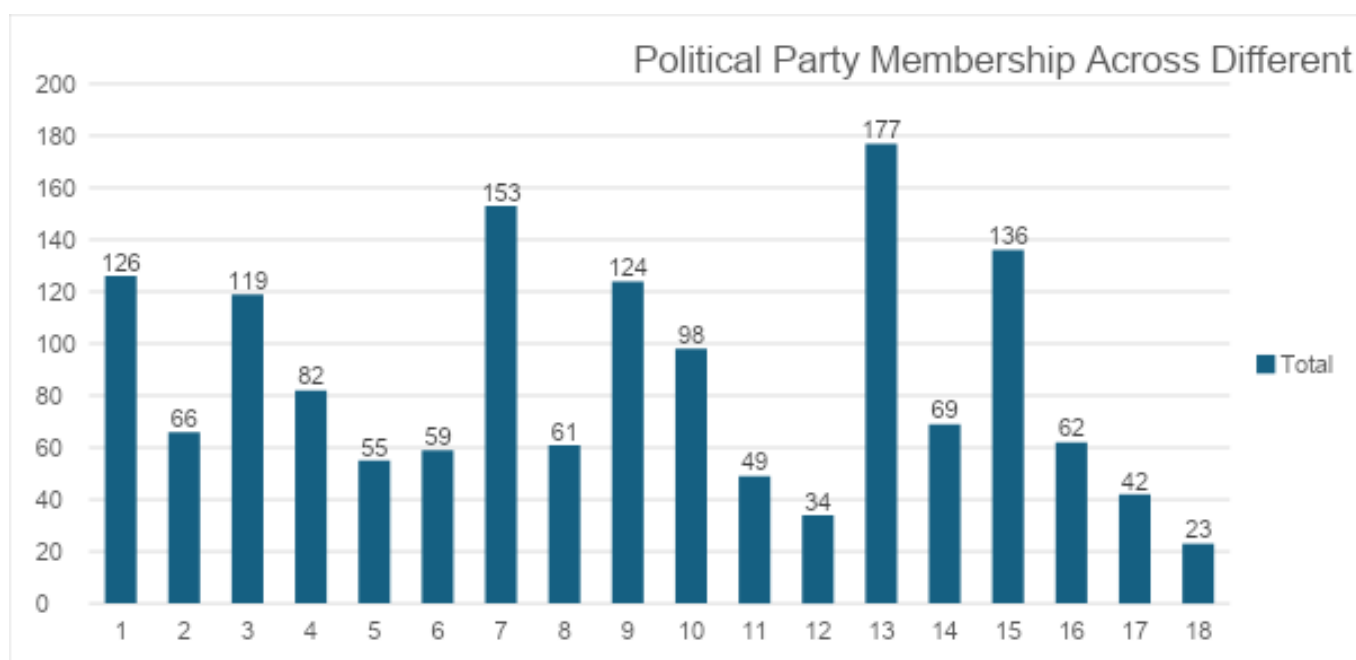


Figure 22: Political Party Membership Across Age Cohorts.

### 3.5.3. Facilitation of Young People to Engage in Politics

In the survey, young people who identified as members of a political party were asked how often their parties encouraged their participation. The results are as follows: 64.4% said their parties do not facilitate their participation at all, 19% reported rare facilitation, 9.3% reported frequent facilitation, and only 7.3% indicated very frequent facilitation.

<sup>46</sup> The Kazi Mtaani Programme is a national initiative created to protect the most vulnerable but able-bodied citizens residing in informal settlements.

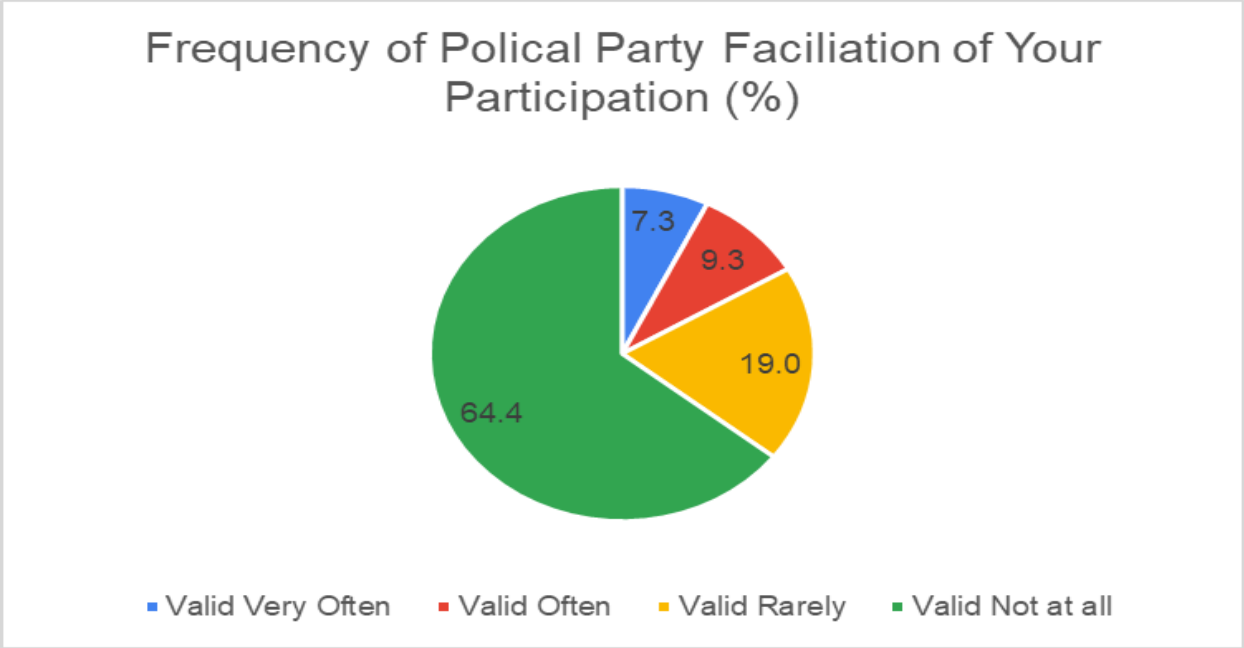


Figure 23: Showing Young People Facilitation in Political Participation by their Parties.

### 3.5.4 Political Engagement Besides Voting

The survey sought to know what other activities young people engage in apart from voting during elections. A majority (78.2%) indicated they did not participate in any other activity besides voting, while 21.8% stated that they engaged in other political activities. During a focus group discussion, we sought to gather what other activities they engaged in apart from voting. Some of the young people indicated that they took part in *maandamano* (protests) called by the opposition Azimio coalition. Others stated that they have been involved in voter mobilisation. Others said that politics offers employment opportunities for them as agents and security personnel for the leaders vying for politics. Some young people stated that they made money by printing and running social media campaigns for those seeking political offices.

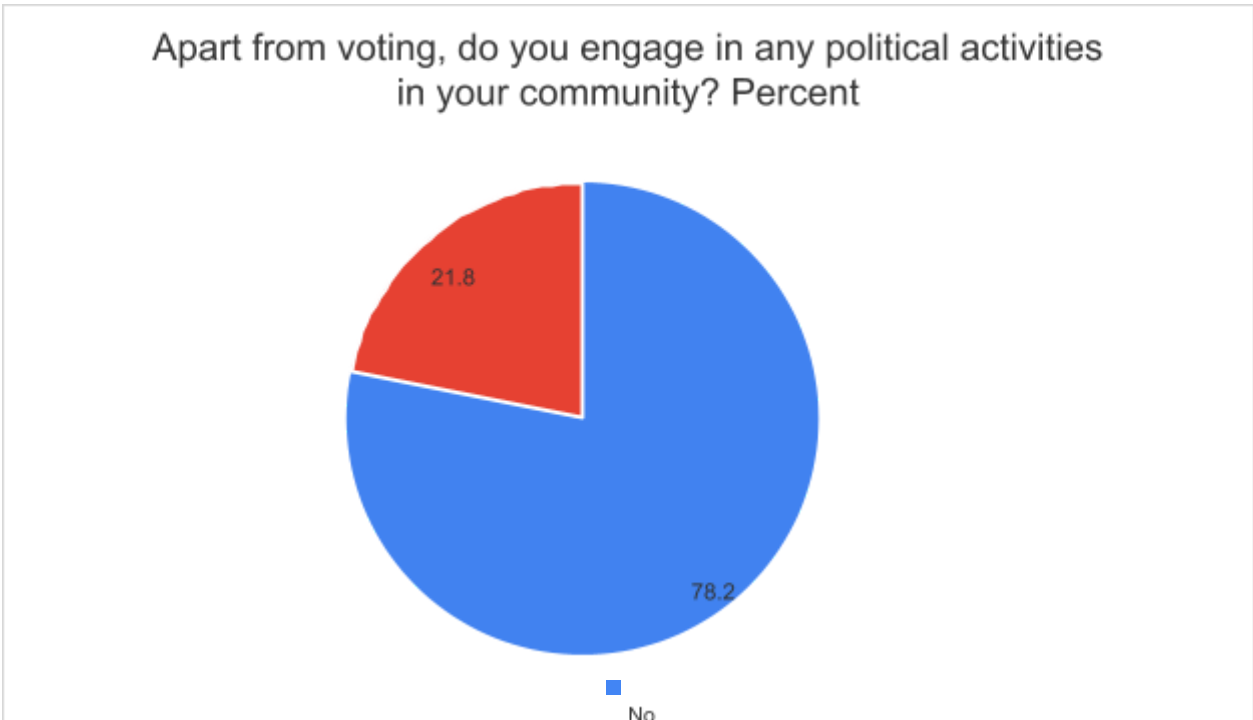


Figure 24: Showing Voting vs Other Political Activities

**3.5.5 Youth Wings in Political Parties**

According to the survey results, only 21.4% of political party members stated that their parties have a structured youth wing. 26.5% mentioned that their parties do not have a youth wing, and the majority of the respondents (52.1%) indicated that they are unaware of whether their parties have a youth wing. This analysis suggests that while some political parties have formalised structures for youth inclusion, many do not, and these structures may only become active during election periods. Key informant interviews revealed that some political parties are controlled by a small group to mobilise support and secure nominations by forming coalitions with larger parties. Additionally, many of these parties do not benefit from the political party's funds, which are distributed based on the number of seats won in a general election.

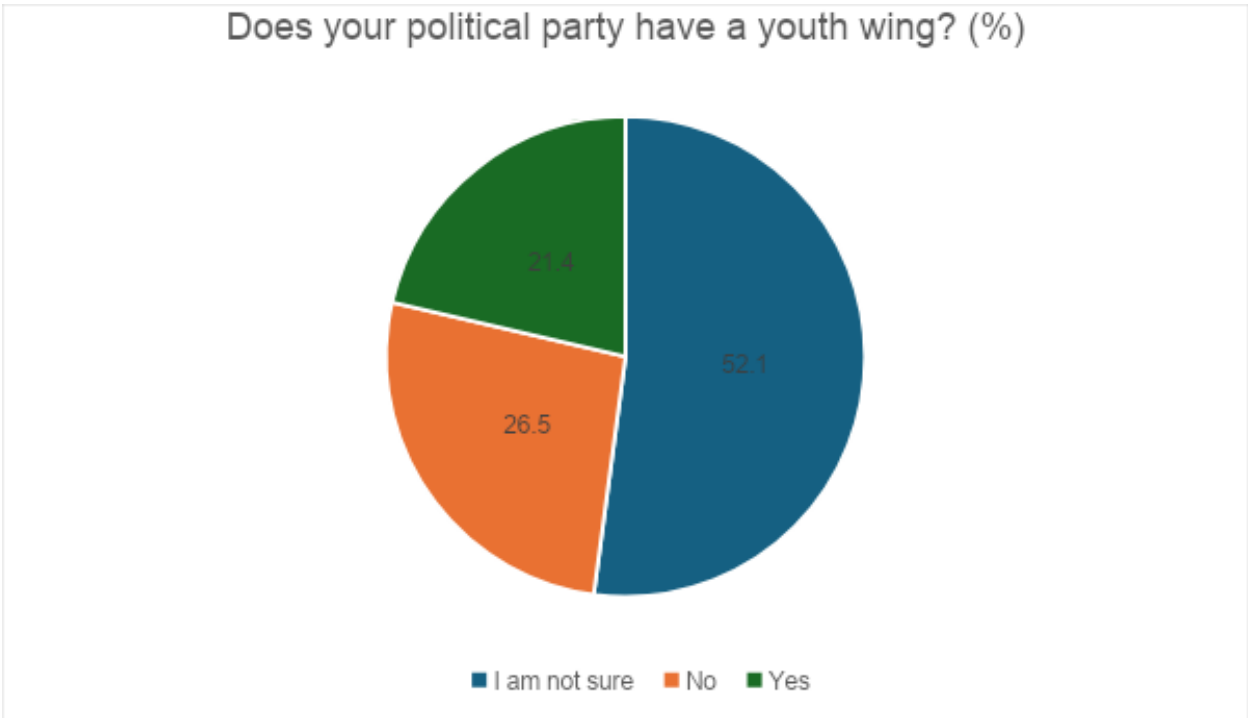


Figure 25: Showing Responses on Whether Political Parties Have Functional Youth Wings

**3.5.6 Youth Consideration in Elective Positions**

We inquired whether young people are being considered for elective positions and receiving full support. The majority of young individuals responded negatively.

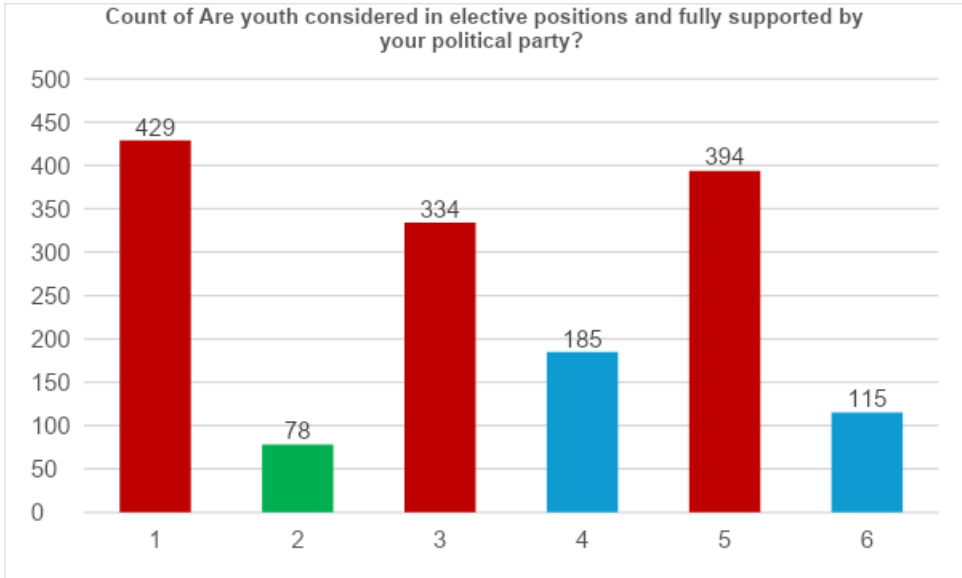


Figure 26: Youth Consideration in Elective Positions

### 3.5.7 Common Support Offered to Young People in Elective Positions

Some of the common support given to the young people engaged in politics are listed in the table below. Financial support is rated highest at 34.17%, while mentorship and guidance come second with 16.25%.

Support	Percentage of the Respondents
Financial Support	34.17
Mentorship and Guidance	16.25
Empowerment Opportunities	13.33
Material Support	9.92
Nomination Opportunities	8.33

Table 2: Types of Support young People are Offered as Support to Elective Positions

## 4.0 Conclusion

After analysing the survey data, we found the exercise valuable due to the insights gained. The survey report presents the perspectives of young people in civic and political participation in Kisumu, Mombasa, and Nairobi. It highlights opportunities for civil society organisations to address gaps in executing the Civic Voice project by working with relevant stakeholders. Here are the key conclusions:

- i. **Awareness vs. Action:** Young people are aware of their democratic rights, but translating this awareness into action is challenging. The 18-25 age group has limited knowledge of civic and political issues. Training and knowledge exchange on these topics are lacking and are provided mainly by donor-dependent Civil Society Organizations (CSOs). County governments have not actively engaged in civic and political education despite having public participation frameworks.
- ii. **Social-Economic vs. Civic Rights:** Respondents showed more interest in socio-economic rights (poverty, employment, education, health) than in civic and political rights. The project needs to link these rights more effectively.
- iii. **Group Organization vs. Civic Engagement:** Young people are organised in community groups and self-help entities but participate less in civic engagements. Bridging this gap is crucial for the Civic Voice project.
- iv. **Sources of Information:** Young people get information about civic and political issues from peers, family, and friends rather than from media sources, especially digital and social media. This suggests that responsible agencies and offices have not effectively reached out through digital platforms.
- v. **Interest in Politics:** Young people show little interest in politics. As they age, interest in political participation increases. This lack of interest hinders their representation in democratic processes. A focused analysis is needed to understand the barriers

limiting their participation.

## 5.0 Recommendations

### 5.1 General Recommendation

The survey highlighted the correlation between the socio-economic status of young people across the three counties studied and their civic and political participation. We recommend policy initiatives to address this gap, as empowering young people on participation alone would be insufficient.

**Reduce Structural Barriers:** Increase young people's institutional participation by introducing quotas in governmental decision-making processes and simplifying bureaucratic procedures for establishing and running CSOs and CBOs.

**Empower Competence:** Enhance young people's civic and political participation skills through formal, non-formal, and informal learning and incorporate these skills into the school curriculum.

### 5.2 Specifics Recommendation

#### 5.2.1 County Governments

- I. The County governments should invest in digital technology to share information and engage young people in public debates. They should create youth-friendly platforms with visual content on platforms such as YouTube, Facebook and Instagram, as most young people prefer visual media. This aligns with Sections 94, 95, and 96 of The County Government Act, which calls for mechanisms to ensure public access to information.
- II. The governments should ensure adequate funding for civic and political activities to enhance public participation. Agencies like the IEBC and the registrar of political parties should earmark funds for civic and voter education.
- III. The county governments should adjust the scheduling and process of public forums to consider constituents' social and cultural aspects. They should avoid scheduling forums on days with religious significance to the constituents to allow for meaningful participation.

#### 5.2.2. Civil Society Organisations

- I. **Support Legislative Efforts:** Inuka Kenya and other CSOs, under the banner of the Civic Voice project, should engage with Senator Esther Okenyuri, who is sponsoring "The County Civic Education Bill 2024," to contribute to the Bill, particularly in enhancing youth participation. The Bill seeks to establish a legal framework for promoting civic education.
- II. **Advocate for Public Participation Law:** Civil society should continuously advocate for a

comprehensive public participation law merging existing bills in both houses to ensure inclusivity and feedback mechanisms.

- III. **Enhance Oversight:** CSOs should monitor county government policies to include young people in decision-making processes. There needs to be a shift from youth-friendly to being responsive to the specific needs of different age groups.
- IV. **Develop Civic and Political Education Curriculum:** CSOs should create curricula targeting various age groups of young people, ensuring a continuous transfer of knowledge and skills. They should review the existing curricula and incorporate new suggestions from young people.
- V. **Create Networking Forums:** Civil Society Organizations should establish forums for youth working in county governments to network and tackle participation barriers. These can be facilitated through the youth ministry.
- VI. **Empower Local Communities:** CSOs should bring together local actors and communities to implement collective activities, for example, around young people's responsive policies. This strengthens social cohesion among young people and inclusivity in local governance structures.

### 5.2.3 Young People

- I. **Get Organised:** The rallying call to the young people is to actively engage in civic and political affairs. The CSOs and CBOs run by young people should lead efforts to ensure their inclusion and representation in civic and political matters at all levels.
- II. **Embrace Peer-to-Peer Learning:** Young people should organise and join peer-led sessions on topics like budgeting and policies. These sessions are often available online and facilitated by youth-led organisations like Siasa Place, Badili, Tribeless Youth, Inuka, Stretcher's Youth Organisation, among others.
- III. **Consider Personal Factors:** Young people should recognise how personal factors like age, location, educational levels, and independence greatly impact their involvement in development initiatives. These factors should be taken into account when creating interventions to ensure fairness. The civic voice project initiatives and activities should be tailored to suit these specific traits, using language that resonates with young people, particularly during training sessions or when engaging on social media platforms. For example, in Mombasa, young people prefer the use of Kiswahili, while in Nairobi and Kisumu, the English language is preferred.
- IV. **Increase Youth Involvement:** To tackle the issue of low youth involvement, this study proposes a shift in programme priorities to encourage youth participation in diverse activities. By offering a variety of activities, projects can compensate for any developmental gaps and broaden engagement opportunities.



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# Survey Data Collection Tools

## Tool 001 Survey Questionnaire

### Introduction

Hello. My name is \_\_\_\_\_ Thank you for taking your time out of your schedule to participate in this interview. We are undertaking a survey on youth participation in civic and political in three Counties of Mombasa, Kisumu and Nairobi. The overall objective of the survey is to establish the extent to which they are involved in political and civic participation in order to inform a project geared to enhancing their participation going forward. We hope that through this interaction we shall capture your experiences and perspective as a youth, which will inform learning and ideation of the proposed civic voices project.

### Confidentiality

If you agree to participate, I will ask you a series of questions. There is no right or wrong answer. We welcome all opinions because they are important. We estimate that the discussion will take about 15 minutes at most. We will protect the information about you and your part in this Assessment to the best of our ability. You will not be named in any reports. The information you are giving will only be used to assess the participation of youth in political and civic lives within your county.

### Leaving the Assessment

You may opt to leave the interview at any time. If you choose to take part, you can change your mind at any time and withdraw. If you have any questions about the interview or the entire exercises as I have described please feel free to ask.

Thank you for consenting to participate in this survey. Your insights are valuable for understanding the civic and political participation of the youth as well as challenges, opportunities for future programming. Please provide accurate and detailed information to help achieve the objectives of this survey.

### Section 1: Demographic information

County \_\_\_\_\_

Sub-County \_\_\_\_\_

- 1) Gender
- 2) Female ()
- 3) Male ()
- 4) I Do not wish to disclose ()
- 5) Others () \_\_\_\_\_
  - Age
  - Below 18 - 25 () 26- 30 () 31 -35
  - How long have you lived in this County?

- 0 – 4 years ( ) 5- 10 Years ( ) 11- 15 years ( ) 16- 20 ( ) Over 20 years ( )
- Occupation?
  - Student ( ) Volunteer/Intern ( ) Part -time worker ( ) Full time Worker ( ) Unemployed ( )

**Section 2: Knowledge in Civic and Political Participation**

- 1) Do you understand that Kenyan democracy under the 2010 constitution is anchored in public participation?  
Yes ( ) No ( )
- 2) Do you know that your rights to actively participate are anchored in the constitution under the Bill of rights Chapter 4 and other subsequent chapters?  
  
Yes ( ) NO ( )
- 3) To what extent are you knowledgeable on your political and social rights (Article 36/37/38)  
To a great extent ( ) Moderate ( ) Not Aware at all ( )
- 4) Do you understanding that for you to continue benefiting from your rights, you also have to practice your responsibilities through active Civic and political participation?  
Yes. ( ) No ( )
- 5) Which source do usually acquire your information about political and civic issues?  
TV ( ) Radio ( ) social media (FB, IG, X, Tiktok, Snapchat) (.) Newspapers (.) Friends and Families ( ) Others (.)
- 6) How confident are you in yourself in your ability to participate in Civic and Political issues of your county?  
Very Confident ( ) Confident ( ) Not at all confident ( )

**Section 3: Civic Participation:**

- 1) Do you take part in civic and public participation forums in your county?  
  
Yes ( ) No ( )  
  
If no, why \_\_\_\_\_
- 2) In the past one year have you received any request to take part in any civic issue?  
  
Yes ( ) No ( )  
  
If yes what was the issue? \_\_\_\_\_  
  
Who made this request? \_\_\_\_\_
- 3) Which of the following civic forums have you participated in the discussion on County Developments and priorities? (Last one year) \_\_\_\_\_
  - a) Budget making Forums
  - b) County planning meetings (ADP, CIDP)

c) County policy forums

- 4) What are some of the concerns/issues that you have contributed to during civic/public participation debates? \_\_\_\_\_
- 5) Do you think that your concerns/Issues are being taken into consideration in your county?  
Never ( ) Rarely ( ) Sometimes ( ) Very Often ( ) Always ( )
- 6) How often have you engaged on a civic issue in an online platform in the last one week?  
None ( ) Once ( ) Twice ( ) more than twice ( )
- 7) To what extent do you feel that your voice is heard in local community decision-making processes?  
a). Partially involved b), Highly involved, c). Not sure
- 8) Have you ever participated in volunteer activities aimed at improving your local community?  
Yes ( ) No ( )  
If yes, what motivated you to participate? \_\_\_\_\_
- 9) How informed do you feel about local government initiatives and services available in your community?  
Very Informed ( ) Informed ( ) Not Informed ( )
- 10) What barriers, if any, do you face in actively engaging in civic activities within your community?
- 11) What role do you think technology and social media play in promoting civic engagement among young people?
- 12) What do you think could be done by the county government or any other player to encourage more youth to participate actively in civic/public participation in your community?

**Section 3: Political Participation:**

- 1) Do you engage in political participation in your (sub) county?  
Yes ( ) No ( ).  
If no why? \_\_\_\_\_
- 2) What role do you take in the political participation? \_\_\_\_\_
- 3) Are you a member of a political party? Yes ( ) No ( )  
If no why? \_\_\_\_\_
- 4) To what extent does your political party facilitate your participation in political causes?  
Very often ( ) Often ( ) Rarely ( ) Not at All ( )
- 5) Apart from voting, do you engage in any political activities in your community?  
Yes ( ) No ( )  
If yes, can you name some of the political activities you've participated in? \_\_\_\_\_
- 6) In the past one year have you received an invitation to support a political cause/ campaign?  
Yes ( ) No ( )  
If yes what was the cause/campaign? \_\_\_\_\_

Who invited you? \_\_\_\_\_

7) Does your political party have a youth wing?

Yes ( ) No ( )

If yes, is the position institutionalised (Have an office?)

8) Are youth considered in elective positions and fully supported by your political party?

Yes ( ) No ( )

If yes what kind of support do, they receive? \_\_\_\_\_

### **Tool 002 Focus Group Discussions Guide (FGDs Youth)**

- 1) Do you feel that the youth are well facilitated to engage in public discussion and decision making on issues happening in their communities?
- 2) How best can we better the engagement and understanding of the youth on issues of public participation, Accountability and Transparency in their communities.
- 3) Have you ever registered to vote in national or local elections? If yes, what motivated you to register? Besides voting. During the past 12 months, please tell us if you have supported a candidate, political party, or political issue by: Attending a meeting, rally, speech or dinner?
- 4) How interested are you in participating in political processes such as voting, attending rallies, or joining organisations?
- 5) Kindly share some suggestions to improve youth participation in civic and political issues in your communities?
- 6) Are you engaged in any community group or organisation where you live? Which one and what are some of the issues and concerns that you respond to as youth?
- 7) What are some of the activities that you've done within this last 12 months which are related to decision making in civic and political life?
- 8) Has your engagement on civic and political issues in your communities translated to improving the level of knowledge How?
- 9) What factors influence your decision to support a particular political candidate or party?
- 10) Do you believe that young people's voices are adequately represented in political decision-making processes in Kenya?
- 11) Have you ever faced any challenges or obstacles in exercising your right to participate in political activities? If yes, please elaborate.
- 12) What role do you think social media platforms play in shaping political opinions and mobilizing mobilising young voters?
- 13) Are there any specific issues or policies that you believe are important for young people in Kenya, and how do you think they should be addressed by political leaders?

**Thank you!**

### **Tool 003 Key Informant Interview - KII County Government Officials**

#### **Section 1: General Information**

Date: \_\_\_\_\_ County \_\_\_\_\_



Name of Key Informant (Optional): \_\_\_\_\_

2. Designation: \_\_\_\_\_

3. Contact Information: \_\_\_\_\_

**Section 2: About Civic and Political Participation of youth:**

- 1) Tell us more about your position in relation to youth participation in civic and political issues in your county?
- 2) What is your role in supporting youth in civic and political participation on county government processes? Do you run any youth specific project/programs in your county? Can you tell us more of how the youth are engaged?
- 3) Do you think the involvement of the youth in county government activities has enabled them to contribute to discussions around development that affect them? What is the level of engagement?
- 4) Do you think there are elaborate mechanisms in place to ensure that the voices and perspectives of young people are heard and considered in county government discussions and planning?
- 5) What do you think on the effectiveness of existing youth-focused projects or programs in promoting civic and political participation? Are there any notable successes or challenges?
- 6) In your opinion, what role do traditional and community leaders play in facilitating or hindering youth participation in civic and political activities within the county?
- 7) Do you think the county government within its powers has empowered youth with accurate information on county projects? (In what ways? *Probe further*) What aspect of empowerment do you think could be improved in future? To enable youth, take an active role in civic and political issues?
- 8) Do you think the county government prioritises youth participation in decision-making processes related to civic and political affairs? Are there innovative approaches or best practices employed by your county government to empower and mobilise youth for civic and political participation? If yes, can you identify any?
- 9) Are there mechanisms to address issues of gender equality and inclusion? If YES, how does the county government address issues of gender equality and inclusion in its efforts to engage youth in civic and political processes?
- 10) Looking ahead, what strategies or initiatives do you envision implementing to further enhance youth involvement in shaping the county's development agenda and decision-making processes?

**Thank you!**

**Tool 004 Key Informant Interview - KII CSOs leaders working with Youth**

**Section 1:**

**1. General Information**

- Date : \_\_\_\_\_
- County : \_\_\_\_\_
- Name of the organisation: \_\_\_\_\_
- Name of Key Informant (Optional): \_\_\_\_\_
- 2. Designation : \_\_\_\_\_
- 3. Contact Information : \_\_\_\_\_

**Section 2: About youth participation in civic and political issue:**

- 1) Tell us a little bit about your organisation, it's mandate in relation to youth participation and your role?
- 2) What is your role in supporting youth in civic and political participation processes? Do you run any youth specific project/programmes in your organisation? Can you tell us more of how the youth are engaged?
- 3) Do you think the involvement of the youth in civic and political activities has enabled them to contribute to discussions around development that affect them? What is the level of engagement?
- 4) What aspect of empowerment do you think could be improved in future? To enable youth, take an active role in civic and political issues? Are there any success stories or examples of youth-led initiatives or campaigns that have had a significant impact on local governance or political discourse in your county?
- 5) What do you consider are the challenges or hinderances of youth participation in civic and political issues in your county?
- 6) What kind of support does the youth in your county require to actively participate in the affairs of the county government? Is there any plan to ensure they're met?
- 7) Do you think there is interest among young people in Kenya aged 18-35 regarding civic and political participation? How do you asses the current level of interest?
- 8) Do you think there any notable trends or patterns in the engagement of young people in civic and political activities in your county? If yes, what have you observed?
- 9) Do you think there are any strategies or initiatives that your organisation found to be most effective in encouraging youth participation in civic and political processes? If yes. What are they?
- 10) Do you think your organisation's efforts in promoting youth engagement in civic and political issues has been a success?
- 11) Does technology and social media play in increasing youth participation in civic and political matters? If yes, what are the patterns?
- 12) Does your organisation collaborate with local government authorities or other stakeholders to enhance youth involvement in decision-making processes? If yes, who are these stakeholders?
- 13) How do you ensure inclusivity and representation of marginalised or underprivileged youth groups in your organisation's activities related to civic and political participation?
- 14) As a leader what do you envision as key priorities or areas of focus for improving youth engagement in civic and political processes in Kenya?

Thank you!

**Tool 005 Key Informant Interview - KII Youth Leaders in political parties**

**Section 1:**

**1. General Information**

- Date : \_\_\_\_\_
- County : \_\_\_\_\_
- Name of political party : \_\_\_\_\_
- Name of Key Informant (Optional) : \_\_\_\_\_
2. Designation : \_\_\_\_\_
3. Contact Information : \_\_\_\_\_

**Section 2**

**: About civic and political participation**

- 1) Tell us a bit about your political party, the role you play in relation to youth participation?
- 2) Tell us how your political party engages with young people who may not align with your party's ideology or have differing political views?
- 3) What is your role in supporting youth in civic and political participation processes? Do you run any youth specific project/programs in your county? Can you tell us more of how the youth are engaged?
- 4) Do you think the involvement of the youth in civic and political activities has enabled them to contribute to discussions around development that affect them? What is the level of engagement?
- 5) Does your party encourage youth leadership and representation within its ranks and decision-making processes? If Yes, In what ways?
- 6) What other specific challenges or hinderances of youth participation in political issues in your county?
- 7) Have you encountered any specific cultural or societal barriers that hinder youth participation in politics in your county? If so, how does your party address these challenges?
- 8) Are there any initiatives or campaigns led by your political party aimed at educating young people about their rights, responsibilities, and the political process?
- 9) Do you think your political party has empowered youth with accurate information on political participation in their communities? (In what ways? *Probe further*) What aspect of empowerment do you think could be improved in future? To enable youth, take an active role in civic and political issues?
- 10) Is there transparency and accountability in its engagement with young members and supporters? If Yes or No. What measures does your party take to ensure transparency and accountability in its engagement with young members and supporters?
- 11) In the last elections were there concerns about political apathy or disillusionment among young people in your county? If yes. How does your party address those concerns?
- 12) Do you think there are strategies or initiatives in place to further enhance youth participation and empowerment in civic and political processes? If yes, what are they?

**Thank you!**