



Empowered Communities
for a just and inclusive society

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Defenders of Human Rights and Civic
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DEFENDERS OF
HUMAN RIGHTS
AND CIVIC
EDUCATION GROUP

DHR - CEG

CIVIC EDUCATOR'S TRAINING MANUAL

Theme:

"From Civic Education to Civic Action"



"Haki Yangu, Wajibu Wangu"

Defenders of Human Rights and Civic Education Group

Defenders of Human Rights and Civic Education Group

1st COHORT CIVIC EDUCATORS TRAINING PROGRAM

	DATE: 22/09/2026		TIME: 8.00AM – 5:30PM		VENUE: ANGELICA SLOPES RESORTS
	TIME		SESSION/MODULE		FACILITATOR
	8.00AM - 9.00AM		Registration & Setting of norms		Evans Lumadede
	9.00AM - 9.30AM		Module 1: Organisation background, Definition of a civic Educator, Roles and responsibilities, code of conduct		Everlyne Ambani
	9.30AM - 10.00AM		Module 2: Human Rights - Definition & Bill of Rights (Ch. 4 COK)		Vincent Mahasi
	10.00AM - 10.45AM		Official Opening Ceremony by H.E Dr. Wilber K. Ottichilo, Governor, County Government of Vihiga		Vincent Mahasi
	10.45AM - 11.00AM		Health Break & Group Photo		All
	11.00AM - 12.15PM		Module 3: Land Rights & Succession - Art. 40, 47, 48. Title deed sample, land search sample, death certificate sample, chief's letter, filing procedure, forms.		County Government of Vihiga
	12.15PM - 1.30PM		Module 4: Public Participation - Art. 10, 118, 201, County Govt Act. Vihiga County Public Participation Act, constitutional articles summary		County Government of Vihiga
	1.30PM - 2.00PM		Lunch Break		All
	2.00PM - 3.30PM		Module 5: Voter Education - IEBC & Units. Sample ballot, posters, marking demo, voter, register		IEBC
	3.30PM - 4.00PM		Module 6: Facilitation Skills - Baraza conduct, intros, Do's/Don'ts		Alex Omari
	4.00PM - 5.00PM		Module 7: Reporting - Reporting Tools, Attendance Register, KPI's, Practical Assessment		Clementina Kedogo
	5.00PM - 5.30PM		Partnerships (County Government, Paralegals, IEBC & Other Development partners) & Closing Remarks.		Vincent Mahasi

Module 7: REPORTING (Part 2)

2. Attendance Register: Its an important accountability and verification document.

ATTENDANCE REGISTER TEMPLATE DHR-CEG CIVIC EDUCATION SESSION

Date: **Venue:**

Village:

Topic:

No.	Name	ID No.	Phone	Gender	Age Bracket			Village	Signature
					<35y	>36	pwd		
1.				M/F					
2.				M/F					
3.				M/F					
4.				M/F					
5.				M/F					
6.				M/F					
7.				M/F					
8.				M/F					
9.				M/F					
10.				M/F					

Total Male: **Total Female:** **Grand Total:**

3. KEY PERFORMANCE INDICATOR(KPI)

A KPI is a measurable indicator used to determine whether an activity or programme is achieving its intended results.

DHR-CEG CIVIC EDUCATOR KPI TRACKER

Indicator	Target	Achieved	Evidence	REMARKS
Community sessions / barazas			Session reports	
People reached			Attendance registers	
Male participants			Attendance registers	
Female participants			Attendance registers	
Villages / locations reached			Session reports	
Human rights sessions			Session reports	
Land rights sessions			Session reports	
Succession sessions			Session reports	
Public participation sessions			Session reports	
Voter education sessions			Session reports	
Questions / follow-up issues			Session reports / follow-up record	
Reports submitted			Submission record	

Module 7: REPORTING (Part 1)

Key Message:

RECORD IT. VERIFY IT. REPORT IT. FOLLOW IT

Introduction

- Reporting is the process of recording and communicating information about an activity that has been conducted.
- For a DHR-CEG civic educator, reporting means providing factual information about a civic education activity conducted in the community.
- A report should answer the basic questions:
 - WHO? Who conducted the activity?
 - WHAT? - What activity was conducted?
 - WHERE? - Where did the activity take place?
 - WHEN? - When did the activity take place?
 - WHO PARTICIPATED? - How many people attended?
 - WHAT WAS DISCUSSED? - Which civic education topic was covered?
 - WHAT HAPPENED? - What were the major issues, questions and observations?
 - WHAT WAS ACHIEVED? - What did participants learn or understand?
 - WHAT NEXT? - What follow-up action is required?

REPORTING TOOLS:

1. Civic Education Session Reporting Template

The DHR-CEG manual specifically identifies the following information for recording at every training:

Section	Key Fields
Basic information	Civic Educator • Coordinator • Date • County • Sub-County • Ward • Village • Venue
Topic	Human Rights • Land Rights • Succession • Public Participation • Voter Education • Other
Attendance	Male • Female • Total • PWDs/Youth where applicable • Total Participant
Session content	Main topics and key messages
Questions/issues	Question or issue • Response/action • Follow-up
Outcomes	Observations, lessons and immediate results
Follow-up	Issue • Action required • Responsible person • Timeline
Verification	Educator signature • Coordinator review • Date • Photos of the session

FOREWORD & CONTACT

Organization:

Defenders of Human Rights and Civic Education Group

About this Manual:

This manual equips DHR-CEG civic educators and volunteers with the knowledge, procedures and tools needed to deliver community trainings on human rights, land rights, land succession and voter education.

Our Vision

A society where all individuals are empowered, informed, and actively engaged in promoting human rights, dignity, and inclusive governance.

Our Mission

To promote compliance with human rights standards, civic engagement, and social justice for all.

Our Mandate

To empower communities in Vihiga, Kakamega, Nandi, Siaya & Kisumu on Human Rights, Land Rights, Land Succession and Voter Education.

Accreditation

The organization is fully accredited by IEBC as a Voter Education Provider.

Contact

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Module 6: FACILITATION SKILLS

What is Facilitation?

Facilitation is the process of guiding individuals or groups through a discussion, learning activity or community engagement process so that they can actively participate, share experiences, understand information and reach informed conclusions.

- A facilitator creates the conditions for learning rather than simply delivering information.
- In simple terms: A facilitator helps people learn, participate and find solutions together.
- The Civic Educator should therefore act as a guide, educator, listener and moderator.

The Role of a Civic Educator as a Facilitator.

- 1. Prepare adequately before the session.
- 2. Understand the topic being presented.
- 3. Know the audience and their needs.
- 4. Create a welcoming learning environment.
- 5. Encourage participation.
- 6. Explain information in simple language.
- 7. Give participants an opportunity to ask questions.
- 8. Listen carefully to participants.
- 9. Respect different opinions and experiences.
- 10. Remain neutral and non-partisan.
- 11. Correct misinformation respectfully.
- 12. Manage time effectively.
- 13. Encourage participation from women, youth, persons with disabilities and other groups.
- 14. Use practical examples relevant to the community.
- 15. Record important questions and issues raised.
- 16. Complete the required attendance and reporting documentation.

Facilitation DO'S & DON'TS

DO's

- Prepare before the session.
- Arrive on time.
- Dress appropriately.
- Introduce yourself and the organization.
- Use simple language.
- Encourage participation.
- Listen carefully.
- Respect different views.
- Use practical examples.
- Use appropriate visual aids.
- Keep accurate records.
- Encourage questions.
- Remain neutral.
- Follow the DHR-CEG Code of Conduct.

DON'TS

- Do not insult or embarrass participants.
- Do not dominate the discussion.
- Do not discriminate.
- Do not spread unverified information.
- Do not invent answers.
- Do not disclose confidential information unnecessarily.
- Do not turn civic education into political campaigning.
- Do not tell voters which candidate or party to support.
- Do not use political party colours or symbols while conducting civic education.
- Do not falsify attendance or reporting information.

Module 5: Voters Education (Part 2)

UNIT 5: ELECTORAL OFFENCES – ARTICLE 83, ELECTIONS ACT (CYCLE)

- Bribery, treating, intimidation and double registration are offences – bribery attracts a fine of up to Ksh 2 million or 6 years imprisonment.
- Activity: Roleplay – “What do you do if the Chief tells you who to vote for?”

UNIT 6: IEBC STRUCTURE (CYCLE)

- Chairperson plus 6 Commissioners
- Chief Executive Officer (CEO)
- Returning Officers at constituency level

UNIT 7: LEADERSHIP & INTEGRITY – CHAPTER 6, CONSTITUTION

- Qualities of a good leader: integrity and servant leadership.

UNIT 8: INCLUSION

- Youth participation
- The two-thirds gender rule for women
- Persons with Disabilities (PWDs)
- Marginalised and minority communities

Module 1: ORGANIZATIONAL BACKGROUND, DEFINITION OF A CIVIC EDUCATOR, ROLES & RESPONSIBILITIES, CODE OF CONDUCT

Organization name and office location: Defenders of Human Rights And Civic Education Group (DHR-CEG) Located in Maragoli plaza, First floor Door D2 Right wing-Kisumu Kakamega Highway

Objectives:

1. To strengthen the capacity of local Organisation, communities and individuals to understand their human rights and protect them.
2. To protect access to justice and redress of Victims of Human rights.
3. To Conduct Civic Education in identified areas.
4. To advocate for Policy Change and Good governance.
5. To network and collaborate with like mind Organisations.

Vision: A society where all individuals are empowered informed and actively engaged in promoting human Rights, dignity all Inclusive governance.

Mission: To promote Compliance with Human Rights Standards, Civic engagement and Social Justice for all.

WHO IS A CIVIC EDUCATOR?

A Civic Educator is a person who teaches/educates ordinary citizens about their rights, responsibilities and how government works - so that they can participate well in the life of the country.

Roles of a Voter Civic Educator

1. Awareness and Sensitization
2. Legal Empowerment & Rights Literacy
3. Community Mobilization.
4. Referral & Linkage to services
5. Advocacy & Policy Engagement.
6. Conflict Resolution & Mediation.
7. Monitoring & Documentation.
8. Capacity building of Community Structures

CODE OF CONDUCT

As a Volunteer Civic Educator accredited by DHR-CEG, I recognize that I am a role model in my village. My character is the message.

I Solemnly commit to:

1. Neutrality & Partnership
2. Accuracy & Truth
3. Confidentiality
4. Respect & Inclusivity
5. Integrity & No bribery
6. Accountability & Reporting
7. Peace & Do not Harm
8. Dress Code & Conduct

Reminder

A good civic educator is like a good mirror – clean, clear, neutral, and helps people see themselves and their rights clearly.

Module 2: HUMAN RIGHTS (Part 1)

1. Definition of Human Rights.

Human Rights are the basic freedoms and entitlements that belong to every human being simply because they are human – from birth to death. You don't have to buy them, you don't have to apply for them, and government does not give them to you – you are born with them.

2. Characteristics of Human Rights

1. Universal – Every person everywhere has them. A person in Vihiga and a person in Nairobi have the same rights.
2. Inherent – You are born with them. They are not given by a Chief, MP or President.
3. Inalienable – Cannot be taken away, even if you go to jail. You still have the right to dignity, food, and to not be tortured.
4. Indivisible & Interdependent – All rights are equal.

3. Two Categories

a) Civil & Political Rights: Right to Life (Art. 26), Right to vote (Art. 38), Freedom of assembly (Art. 37), Freedom from torture (Art. 25).

b) Economic, Social & Cultural Rights: Right to land (Art. 40), Right to housing, food, health (Art. 43), Right to education (Art. 53).

Reminder

"Haki Yangu, Wajibu Wangu"

Module 5: Voters Education (Part 1)

UNIT 1: IMPORTANCE OF ELECTIONS

Why vote?

- Representation
- Accountability

Types of elections in Kenya

- General election
- By-election
- Referendum

UNIT 2: VOTER REGISTRATION

- Qualifications: Kenyan citizen, 18 years or older, valid ID or Passport.
- Continuous voter registration is available at Huduma Centres.
- Transferring your polling station requires Form J.
- Check your voter registration status by dialling *303#.

UNIT 3: ELECTIVE POSITIONS (6 positions)

- President (Head of the Country)
- Member of National Assembly (MP) – (Represents Constituency in National Assembly)
- Senator (Represents county in senate)
- Woman Representative – (Women of the County in National Assembly)
- Governor – Head of the County
- Member of County Assembly (MCA) – (Represents Ward in County Assembly)

UNIT 4: ELECTORAL PROCESS (CYCLE)

- Pre-election: Registration, nomination, campaigns under the Electoral Code of Conduct.
- Election Day: One mark only, secret ballot, assistance given only to Persons with Disabilities (PWDs).
- Post-election: Counting at the polling station (Forms 34A, 34B), transmission, declaration of winners, and any petition must be filed within 28 days under Article 86.

Module 4: PUBLIC PARTICIPATION

Definition

Public participation is the process where government involves citizens (Wananchi) in decision-making before making laws, policies, budgets, or projects affecting their land, money, environment.

Laws:

- Art 10(2)(a) Constitution: National values include democracy and participation of the people.
- Article 118: Parliament must facilitate public participation.
- Article 196: County Assembly must facilitate public participation.
- Article 201(a): Public finance must have openness and participation.
- Article 69: Public participation on environment.
- County Governments Act Sec 87-92: County must involve citizens in development plans.
- Land Act Sec 121: Land allocation must have public participation.
- NLC Act Sec 112: NLC must do public participation before compulsory acquisition.

Supreme Court Test for Valid Public Participation – MUST teach educators:

(From British American Tobacco v Cabinet Secretary & Petition 5 of 2015 – Diani ELC and Kenya Human Rights Commission case)

- Notice: Was notice given in time? (at least 14 days)
- Information: Were documents shared in language people understand? (Kiswahili/Luhya, not only English)
- Venue: Was the meeting held where affected people live?
- Opportunity: Did people get a chance to give views orally/in writing?
- Feedback: Did government show how views were considered?

Important!

If ANY element is missing = Participation is FAKE and court can quash the project.

How to Document failed participation

Role Play:

County Government wants to build a market in Mbale. What steps must they follow?

Answer: Baraza Notice, Share Plan, Get Views, incorporate.

Module 2: HUMAN RIGHTS (Part 2)

Articles 26–51 of the 2010 Kenya Constitution

- Right to life
- Right to equality and freedom from discrimination
- Right to human dignity
- Right to freedom and security
- Right from slavery, servitude and forced labour
- Right to privacy
- Right to Freedom of conscience, religion, belief and opinion
- Right to Freedom of expression
- Right to Freedom of the media
- Right of access to information
- Right to Freedom of association
- Right to Freedom of assembly, demonstration, picketing and petition
- Political rights
- Right to Freedom of movement and residence
- Right to property
- Right to Labour relations rights
- Right to a clean and healthy environment
- Right to Economic and social rights
- Right to Language and culture rights
- Consumer rights
- Right to fair administrative action
- Right of access to justice
- Rights of arrested and detained persons
- Right to a fair hearing

Module 3: LAND RIGHTS AND LAND SUCCESSION (Part 1)

What is Succession?

What is Succession?

Succession is the transfer of property when the owner dies. In Kenya it is governed by the Law of Succession Act (Cap 160), the Constitution (Article 40), and the Land Act (2012).

Two Types of Succession

- Testate - With a Will. The deceased left a written will (rare in Vihiga). A valid will must be signed and witnessed by two witnesses.
- Intestate - Without a Will. Property is shared under Sections 35-42 of the Law of Succession Act.

INTESTATE SHARING FORMULA (No Will)

- If Husband dies, survived by wife and children: the wife gets a life interest in the whole property plus personal effects; children share equally after the wife's death (Sec. 35).
- If No spouse, only children: property is shared equally regardless of gender.

Important!

Tradition that denies widows and daughters their inheritance is UNCONSTITUTIONAL under Articles 27 and 60. Daughters must inherit equally - see Mombasa ELC Petition 12 of 2015: Katana v Katana.

STEP-BY-STEP PROCEDURE TO GET LAND TRANSFERRED

1. Get a Death Certificate - from a Huduma Centre or the Registry at the Deputy County Commissioner's Office.
2. Get a Letter from the Chief - introducing the survivors and witnesses.
3. File a Succession Cause - at the Magistrate's Court (land value under Ksh 10 million) or the High Court. Fill Form P&A 80.
4. Gazette Notice - a 30-day objection period follows publication.
5. Grant of Letters of Administration - the Court appoints an administrator.
6. Confirmation of Grant - after 6 months, the Court issues a Certificate of Confirmation. This is what the NLC requires!
7. Transfer at the Lands Office - use the Confirmed Grant plus the original title to transfer to heirs.

Timeline

6-8 months if there is no dispute.

Module 3: LAND RIGHTS AND LAND SUCCESSION (Part 2)

COMMON PROBLEMS & SOLUTIONS

1. Title held by grandfather who died in 1980; his sons are also deceased. -> File a single "chain succession" cause covering grandfather, son, grandchildren.
2. One family member sells land before succession is complete. -> That sale is void under Sec. 45 of the Law of Succession Act - no dealing is allowed before a Grant is issued.
3. A widow is being chased off the land by in-laws. -> File an urgent citation under Sec. 67, seek a protection order under the Protection Against Domestic Violence Act, and an ELC injunction.
4. Land is ancestral or unregistered community land. -> Use the Community Land Act, 2016 to register the community's claim with the County Government.

DOCUMENTS CHECKLIST FOR VOLUNTEERS HELPING FAMILIES FILE

- Death certificate(s)
- Original title deed / land search
- ID copies of all beneficiaries
- Chief's letter with family tree
- Affidavit of justification (Form P&A 5)

SAMPLE CHIEF'S LETTER TEMPLATE

CHIEF'S OFFICE, [LOCATION]

DATE: _____

TO: THE HONOURABLE COURT

RE: INTRODUCTION OF SURVIVORS OF THE LATE [NAME], ID No. _____

He/she died on _____ at _____. Survived by:

1. _____ - Wife/Husband, ID No. _____

2. _____ - Son/Daughter, ID No. _____

No objection is known.

Chief's Signature & Stamp: _____