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Introduction

The report seeks to provide an account of the discussions and outcomes of the Eastern African Civic Education Forum 2017. The Forum brought together 15 of the most influential, young and innovative Eastern and Southern African civic education organisations as well as organisations from Germany and Tunisia representing a European and an Arab Civic Education Network respectively. The report will shortly outline the background and the objectives of the workshop as well as the methodological approach that has been used. It will then summarize the three days of the workshop, highlighting the main issues raised and the outcomes of the discussions.

Background

The Forum was organised by the Robert Bosch Stiftung in collaboration with the Foundation for Human Rights Initiative, who hosted the participants in Uganda at the Imperial Golf View Hotel in Entebbe. The idea was to test whether events of such nature bring an added value to participants.

Robert Bosch Stiftung is one of Europe’s largest foundations associated with a private company. One of its areas of engagement for the past 20 years has been civic education. With projects such as Networking European Citizenship Education and Networking Arab Civic Education it contributes to creating knowledge hubs and platforms for interaction between various stakeholders in the sector including practitioners, policy makers and innovators. The Robert Bosch Stiftung believes that cross-border knowledge sharing can inspire professionals of all walks of life to overcome challenges by discovering new solutions or by finding new partners in other countries.

The Foundation for Human Rights Initiative (FHRI) is an independent, non-governmental, non-partisan and not-for-profit human rights organization established in December 1991. FHRI’s mission is to enhance respect and observance of human rights practices and civic values, promote basic practices through training, education, research, advocacy, ICTs, and strategic partnerships. The renowned organization is one of the region’s largest

I firmly believe that a strong regional network of personalities and associations active in the field will greatly benefit your cause.

- H.E. Petra Kochendörfer, German Deputy Ambassador to Uganda

The programme of the workshop was shaped by the participants as their ideas were taken into account when designing it. A pre-workshop survey conducted amongst all participants enabled the organisers to address the participants areas of interest and most urgent issues.
Moreover, the pre-workshop survey was undertaken with an aim of understanding the amount of experience and expertise the different actors have in civic education. The process equally solicited for the participant’s thoughts and opinions about civic education as well as their lessons and challenges from their interventions. Several of the mentioned issues were striking and shaped the outcome of the workshop. The noted positive aspects, challenges and achievements in contemporary civic education will be outlined briefly below to give an overview of the starting point of the workshop. The detailed overview of the pre-workshop survey results are attached to this document.

Positive Aspects:

- The existence of legal frameworks and policies within which civic education actors operate.
- Improved statistics of women and youth sensitized in civic education and their direct participation in issues of governance like electoral processes, political discussions is noted.
- The introduction and strengthening of civic education in school curricula is on course.
- The provision of voluntary services is steadily growing and becoming acceptable.

Challenges:

- The shrinking democratic space and political instability affects civic education programmes.
- The competing interests/needs (poverty, unemployment etc) affect people’s commitment towards civic education programmes which in turn distorts the realisation of the desired impact.
- The duplication and lack of innovation in the implementation of civic education programmes.
- Inadequate skills to mobilise and empower communities and the youth to sustain civic engagements beyond civic education.
- Overdependence on donor funds, limited funding and donor fatigue affects the realisation of civic education programmes.

Achievements:

- Using the community dialogue approach is effective in civic education.
- Working with volunteers boosts the human resource in conducting civic education and election monitoring.

Objectives

The objectives of the meeting were:

- To map current challenges and best practices in civic education;
- To provide an opportunity for networking and knowledge sharing among participants and;
- To explore interest in and ideas for possible future collaborations.

Methodology

The OPEN SPACE methodology was used during the workshop, creating an interactive, flexible environment which allowed for an adjustable workshop. It was positively received and extensively used by the participants.
**What it is:** It is a self-organizing practice of inner discipline and collective activity which releases the inherent creativity and leadership in people.

By inviting people to take responsibility for what they care about, Open Space establishes a marketplace of inquiry, reflection and learning, bringing out the best in both individuals and the whole.

**Preparation:** Select a focusing statement or question for your gathering.

*It should*

- frame the higher purpose and widest context for your discussion in a positive way
- be a real business issue that people care about, that it is something worth talking about
- have a real sense of urgency, meaning the time for decisions and action was "yesterday"

**Implementation:** here are some principles for open spaces

1. **Whoever comes is the right people** ...reminds participants that they don't need the CEO and 100 other people to get something done, you need people who care. And, without the direction or control exerted in a traditional meeting, that's who shows up in the various breakout sessions of an Open Space meeting.
2. **Whenever it starts is the right time** ...reminds participants that "spirit and creativity do not run on the clock."
3. **Wherever it is, is the right place** ...reminds participants that space is opening everywhere all the time. Please be conscious and aware. – Tahrir Square is one famous example. (Wherever is the new one, just added.
4. **Whatever happens is the only thing that could have, be prepared to be surprised!** ...reminds participants that once something has happened, it's done—and no amount of fretting, complaining or otherwise rehashing can change that. Move on. The second part reminds us that it is all good.
5. **When it's over, it's over (within this session)** ...reminds participants that we never know how long it will take to resolve an issue, once raised, but that whenever the issue or work or conversation is finished, move on to the next thing. Don't keep rehashing just because there's 30 minutes left in the session. Do the work, not the time.

"**Law of two feet**": If at any time during our time together you find yourself in any situation where you are neither learning nor contributing, use your two feet, go someplace else!

https://en.wikipedia.org/wiki/Open_Space_Technology
DAY I

I. Opening remarks

The participants were welcomed by the organisers, namely Karoline Caesar representing the Robert Bosch Stiftung and Dr Livingstone Sewanyana, Executive Director of the Foundation for Human Rights Initiative.

The guest of honour, German Deputy Ambassador H.E. Petra Kochendörfer, explained the philanthropic impact of Robert Bosch going back for more than 100 years. She emphasized, however, that with his work, Robert Bosch never intended to replace other peoples’ efforts by his own. His philosophy was rather based on the idea to empower others to use their abilities and capacities to face challenges of their time. The German Deputy Ambassador underlined the significance of civic education as it is empowering people through education and motivates them to play an active part in the political life of their country. However, she also addressed the shrinking political space in Uganda and many other Sub-Saharan African countries, highlighting the necessity of networking between the various players in the field. Madame Kochendörfer pointed out that bringing different people and perspectives together, sharing experiences and coordinating efforts for a common cause, make an association more resilient against challenges from outside.

The keynote speaker, Hon. Dr Abdullah Makame (East African Legislative Assembly), reminded the audience of the importance of cooperation, especially in the East African Community (EAC). Since the borders were made by the colonial powers, the East African countries share common values, languages, characteristics and cultures in border communities. He continued by elaborating the East African regional integration process. He addressed the Forum, saying that Civil Society is essential in decision making on national and regional levels. He also reminded the participants that many of the available avenues within the EAC are not used by many non-state actors. Hon. Dr Makame highlighted the failure of the EAC to conclude the protocol on good governance. Since it includes presidential term limits, several countries fail to agree as they have removed the term limits from their national constitutions to allow the president to stay in power. As the decisions within the EAC are made by consensus, the dissent blocks the adoption of the protocol.

II. Open Space sessions

The session was informed by the summary of the pre–workshop survey that was undertaken by the participants to establish ideas the workshop would consider as priority areas for discussion during the 3 days forum. A participant-led approach was used to develop the forum programme which generated content that mainly focused on the following:

- Sharing of experiences and best practices from organisations and individuals conducting civic education programmes at local, regional and international levels.
- Issues affecting the sustainability and realisation of results from the ongoing civic education initiatives without compromising nationalism.
- The involvement and engagement of the growing youth population using new, effective approaches and dimensions of civic education to reach a wider target audience.
- Using a user-centric approach for the inclusion and participation of the various and diverse segments of society into the promotion of holistic civic education initiatives.
- The fear of politicizing the civic education initiatives especially in atmospheres that are marred with conflict and poor socio-economic status quo.

“"If you want to go fast, go alone. If you want to go far, go together."" - African proverb
Thirteen (13) themes emerged from the generated content from the pre-workshop survey and deeper discussions with maximum thought were held amongst the members in different groups. These were ranging from one to five participants led by the sponsors of the various themes, the following issues were flagged in the discussions as here below:

**Outcome of the Open Space discussions**

<table>
<thead>
<tr>
<th>Theme.</th>
<th>Issues raised from theme discussions.</th>
<th>Common issues merged.</th>
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</thead>
</table>
| 1. **Political versus civic education: change people’s attitudes and behaviours fostering nationhood (Ms Grace Maingi, Kenya).** | • Civic education should deconstruct the political, social and economic realities of the people in order to be effective and relevant.  
• There must be a focus shift from public awareness to political action and education to facilitate the above.  
• There is need for innovation to improve civic education in a fragmented society.  
• There is a need for reflection on the methodological approach to address challenges faced by society like poverty.  
• Clear distinction should be made between civic and voter education to improve on the understanding of the expectations and deliverables. | **Innovation:**  
• There is need for innovation to address civic education in a fragmented society.  
• Research and user centred design unlocks effectiveness of civic education.  
• Civic education needs to change its form to involve young people.  
• How to use the internet-enthusiasm of the youth to make an impact offline?  
• Need to speak the language of the young people and connect to them in a way that is understandable.  
• Involve user created content (Social Media).  
• Partner with Social Media “celebrities”, Vloggers/professional PR-Agencies  

**Inclusion and participation of the youth:**  
• Need intensive civic education for youth starting with primary education - to what extent should the government include civic education across the board to target school going children and not.  
• Basic level knowledge of who-does-what provides a starting point for someone who is inclined... |
| **What comes first, economic or political development? (Mr Godefroid Manirambona, Burundi)** | • Liberation of the political space is the starting point of development in any country. This is attainable through:  
  o fighting corruption,  
  o promoting good governance and leadership at all levels,  
  o protecting human rights and social cohesion,  
  o free and fair, transparent and peaceful elections,  
  o a rule of law that presupposes the separation of powers,  
  o Promotion of peace, security and stability which are the main pillars of economic development  
• Where there is political development, economic development is assured. | **Innovation:**  
• There is need for innovation to address civic education in a fragmented society.  
• Research and user centred design unlocks effectiveness of civic education.  
• Civic education needs to change its form to involve young people.  
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| **Youth participation in decision/law making – case study Rwanda (Hon. Dr Abdullah Makame, Tanzania).** | • Civic education needs to review its approach and target audience to enable the involvement of young people (of the “post-post”-genocide generation).  
• Decision-making happens in a variety of places: Lobbying should not be limited to parliament, but should also include Local Councils and Local Governments. Also, parliament takes up ideas from other platforms like CSO and educational institutions that can be influenced.  
• Level of tolerance for dissenting opinions is decreasing. Especially online, insulting is... | **Innovation:**  
• There is need for innovation to address civic education in a fragmented society.  
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**Inclusion and participation of the youth:**  
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• Basic level knowledge of who-does-what provides a starting point for someone who is inclined... |
| 4. | Civic education for real participation in decision making: civil society’s collaboration for a holistic civic education (Ms Mira Dutschke, South Africa). | - Establish means of engaging young people in democratic processes in a professional way – e.g. experience in Tunisia: developed a yearlong training program to empower young people to take civic education outside of where NGOs can reach.  
- Need to connect with organizations which are working on the same/similar topics but in different ways. For example, some are good at getting the voices of young people and their opinions. Other people are good at campaigning and creating mass movements. Other people are good at facilitating public participation. Need to map out who is doing what/identify gaps and expertise/identify our common issues for collaboration. That is the easiest way to take the voices of the youth from events to decision making forums.  
- Identify with the young people to understand their language to allow for effective and accessible communication to them. |
| 5. | How to strengthen a culture of peace in East Africa (Mr Patrice Kabahizi, Rwanda). | - Intensive civic education should be integrated in all stages of learning starting with primary education.  
- Use civic education programmes to engage and empower communities, especially the youth, for the promotion of democratic consolidation, community development and a culture of peace.  
- Strengthen peace initiatives using education and advocacy programmes through forums, media including ICTs like social media and networking.  
- Deepen the use of heritage, dialogue and contemporary creativity as tools for building peace.  
- Introduce systematic platforms that promote traditional values and generous practices that enrich the culture of peace with a special focus on women and young people. |
| 6. | Positive learnings that associations can draw out of challenging socio- | - Use experiences of the past conflict situations and the prolonged violence to avoid what went wrong and establish a peaceful way forward. |
| **political situations such as prolonged violence (Mr Fernand Mugisha, Burundi)**. | • Burundians during the 2015 crisis had despite many setbacks managed to apply some of the lessons learned during the civil war and thus remained more non-violent than previously. | places – not just in parliament.  
• Build strong institutions to smoothly and continuously carryout civic education. |
| --- | --- | --- |
| **7. Sustainability of civic education initiatives in the region (Dr Livingstone Sewanyana, Uganda).** | • Incorporate civic education into the school curricula to start education at a young age and promote critical and active citizens in the long term. This creates sustainable civic education.  
• To what extent should the government include civic education in the school curricula? School alone is not enough, but a good starting point.  
• Basic level knowledge of who-does-what in a democracy provides a starting point or an entry point for someone who is inclined to be more interested in politics and democracy to dig deeper.  
• Can civic education play a role in societies that are not relying on democracy? | **Sustainability:**  
Establish affordable civic education programmes that are strong, relevant and viable.  
• Encourage voluntarism to increase the involvement and awareness of civic education among the people. |
| **8. How to sustain civic education work and remain a relevant organisation for long (Mr Israel Ilunde, Tanzania).** | • Organise affordable and low cost civic education programmes  
• Invest in volunteers and alumnae.  
• Train the trainers as community facilitators.  
• Build strong institutions to smoothly and continuously carryout civic education.  
• Build /strengthen partnerships with state and non-state actors and mobilise local resources.  
• Combine civic education with economic empowerment programmes to address the challenges brought about by the poor social-economic status. | |
| **9. Unlocking young people interests in civic engagement using research, innovation and design of programmes (Mr Paul Ekuru, Kenya).** | • Innovation, research and user centred design unlocks effectiveness of civic education.  
• Segmentation of the target audience is key in programme design and dissemination of content.  
• Study the inhibiting factors and find means of overcoming them in order to be effective and relevant:  
  o Monitor the environment of the youth at all times to ensure you are moving with them as their attention keeps shifting – trigger attention by using their interests. | |
<table>
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<tr>
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<th>Working with volunteers and voluntary mobilized groups in advancing transparency and accountability (Mr Ollen Mwalubunju, Malawi).</th>
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| 10. |   | - Equip volunteers with knowledge and training skills so that they can train others and acquire skills that also help them in finding a job, being recognised by their communities and improving their own lives.  
- Be innovative in motivating the volunteers – e.g. arrange reward packages, create networks for them to access further (job) opportunities.  
- Explain the cause of the work to arouse and trigger a spirit of voluntarism.  
- Explore possibilities of involving non-conventional actors in the promotion of civic education programmes. E.g.: business leaders for funding or community and faith based organisation leaders as they have a many followers/wide purview. |

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<th>11.</th>
<th>Sharing most effective learning methods for young people (Ms Pauline Lemarron, Kenya).</th>
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|   |   | - How to use the internet-enthusiasm of the youth to make an impact offline:  
- Involve user created content.  
- Partner with social media celebrities, Vloggers.  
- Use professional PR-agencies.  
- Engage and involve people that the youth identify with and recognise – their role models (to make an event attractive). |

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<th>12.</th>
<th>Inclusion and participation of women and girls with disabilities (Ms Brenda Kayitesi, Rwanda).</th>
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|   |   | - To ensure that there is representation of women with disabilities in leadership structures and decision-making platforms at all levels.  
- Civic educators should consider inclusion of issues for women with disabilities in their programme content and execution – the group is left out and does not contribute, because they are not aware of what they can and should do.  
- There is no mobilisation of this specific group in campaigns, elections, community discussions etc. |

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<tr>
<th>13.</th>
<th>NECE (Networking European Civic Education) NACE (Networking Arab Civic Education and Eastern Africa (Ms Petra Grüne,</th>
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</table>
|   |   | - A proposal to establish East African Civic Education forum.  
- Promote solidarity among civic education actors (and their sponsors) at all levels; national, regional and international.  
- Enhancement of the south to south exchange of ideals and experiences on civic |
| Germany and Mr Ali Moez, Tunisia. | education to allow sharing of desired views in the policy formulation processes.  
- Provides for synergies and avoidance of duplication of actions by the member in the same location.  
- Networks provide for mutual support in form of peer review, learning, measuring of impact of the actions undertaken and collective advocacy and bargain.  
- Establish a network between NECE, NACE and civic education actors in the Eastern and Southern Africa region to allow structural exchange and advancement of civic education programmes.  
- Finding ways to access political framework of bodies such as EU, EAC, Arab League, OECD and join forces for the sake of civic education. |
I. In-depth development of overlapping main topics

The second day of the workshop offered space for in depth discussions. Recalling the conversations of the previous day, the participants categorized the issues that came up and, in doing so, agreed on three main topics for further development. The participants, according to their interests and specialization, each picked one of the general topics, namely

- a. Sustainability,
- b. Innovation and
- c. Networking

The formed groups went on to develop concrete steps on how to improve civic education in the given subject area based on the rough ideas of the previous day. The following abstracts will summarize the outcomes, highlighting the key components.

1. Sustainability

The open space discussions taking place on the first day showed that many of the participants were interested in ideas on how to make civic education more sustainable. Especially the sustainable work with volunteers and the incorporation of civic education into the school curriculum was a matter of interest.

The group pointed out the need to design low cost and affordable civic education programmes that yield maximum impact. They underlined the importance of experience sharing with other actors, who have already done impactful work in that field, in order to facilitate low cost and relevant learning sessions.

Furthermore, the idea of advocating public media institutions to provide programs of civic education was brought up.

The key issues, mentioned alongside, address the sustainability of organisations in general as well as sustainability through volunteerism and the integration of civic education in the school curricula.

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**Key issues**

a. Strengthen the administrative and technical structures of the civic education organizations through continual learning strategies for long term sustainability.

b. Establish a range of partnerships from policy formulation to grassroot level actors including the private sector among others to provide for collective efforts and support towards the common good from civic education programmes.

c. Mapping of the different target audiences and design interventions convincing enough to increase interest in the civic education programmes.

d. Promote local philanthropy for civic education programmes which would also shift people’s mindset and reduce dependence from external support.

e. Mapping different civic education actors with the same competences, expertise and mechanisms to enrich the civic education programmes.

f. Inculcate the spirit of volunteerism to sustain the workforce.

g. Inclusion of civic education subjects in all school curricula ranging from primary education to tertiary institutions and continually update them to fit the realities.

h. Promotion of Community civic educators and create programmes for youth mentorship.

i. Combine civic education alongside entrepreneurial programmes for the youth.

j. Work with the governments and other stakeholders to identify the gaps in civic education and collectively find solutions to strengthen civic education programmes across the board with a range of institutions like the police, military, media, faith based organisations etc.
2. Innovation

The second group focused on innovative strategies for civic education. The discussions of the first day showed that one of the major issues in that field is how to appeal to the youth and the informal sector.

The approach of the team is based on the idea of user segmentation. Hence, always having the target group in mind and putting them at the centre of everything. When designing a civic education programme, it has to be tailored for the potential user. Therefore, the starting point is to identify where to begin with the specific person or group of people. In order to do so, the group described three target groups to be considered. Firstly, the people that have ignored civic education and that are in a condition of apathy. Second, there is a group of people constantly questioning civic education or that have even given up on it. This mindset is summarized as rejection. The last group is subscribing to civic education and adopting it. The different groups require different approaches. For instance, a user might already be aware of certain contents but rejects it. A programme to raise awareness would, therefore, be ineffective.

The group further introduced the method of formative research to learn about the context and environment of the target group.

Besides creating the right and adjusted content in accordance to the user’s needs, another point was raised, namely the necessity and importance to involve the user. Again, placing the participant at the centre of everything. As contemporary civic education lectures people without integrating them, it often leads to automatic rejection. Thus, the reception of the programme depends on how much the user is involved. The participant should have ownership of the ideas developed within the programme. The interests of the user can work as adoption triggers by linking it to civic engagement. Also, one should be mindful of the realities of the target group, including existing challenges like poverty and unemployment, to address the users interests and needs. Integrating the peer-to-peer approach further increases the acceptance, especially of the youth, as it allows for a dialogue in their language and ensures that their ideas are taken into account.

A concern that came up several times within discussions, was the challenge to use online tools to make an offline impact. In particular, taking advantage of the internet-enthusiasm of the youth to make an impact offline was seen as a challenge by many. In this regard, the use of hashtags to create awareness and make the youth take actions was mentioned as a positive example. For instance, spreading the hashtag “#HoldYourLeaderAccountable” can be a tool to instigate people to use the available legal and democratic instruments in that regard.

User at the centre – User segmentation – Peer to Peer approach – Investigation: Formative research – User interest as adoption triggers – Testing and iteration – Co-creation and participation – Creation of user touch points (ownership)
3. Networking

Convinced by the fruitfulness of the workshop, the networking group came up with a specific proposal. In order to keep up the civic education networking and the exchange of experiences and ideas, they proposed to establish a permanent network. The idea was received favourably by all workshop participants and finally resulted in the adoption of a resolution, starting the Civic Education Network for Eastern and Southern Africa (CENESA). The network should consist of members from Eastern and Southern Africa. However, it should be shaped by an open border policy.

As stated in the resolution, the network was established to:

- Increase South-South dialogue on civic education.
- Build and strengthen partnerships.
- Promote solidarity, both regionally and internationally.
- Access and join forces with regional blocks such as EU, Arab League, EAC, OECD.
- Collect, collaborate and share resources (including skills, expertise, materials, ideas, tools and innovations).
- Build the capacity of civic educators.
- Share best practices and learning platforms.

To reach these goals, the participants agreed on a road map, defining the next steps.

- **Online meeting:** Questions and answers (follow-up meetings)
- **Physical meeting:** Vision, Mission, Goals; action plan and timeline
- **Legal incorporation** (last step)

The Eastern African Civic Education Forum was determined as the starting point of the network. The participants agreed to have the first meeting online before the end of 2017, using Google Docs as an online exchange platform. It will be used to ask important questions and provide possible answers. Furthermore, country specific focal points have to be identified as well as possible sources for funding. The online process will be an ongoing development.

The group suggested a first physical meeting around the end of March 2018. It will be used to formalize the ideas that were developed online and create and action plan as well as a timeline. Moreover, a strategy for the legal incorporation of the network will be developed.

The follow-up discussion revealed several challenges:

- It is important for the participating organisations to establish trust between each other.
- It is vital to identify the strengths and weaknesses of the organisations to create a network benefitting everyone.
- Outwardly, a label of quality needs to be created.
- An engagement with the East African Community should be considered.
II. Panel Discussion: Sustainability and continuity of civic education in the region

The presentations of the working groups were followed by a panel discussion about Sustainability and continuity of civic education. The panel consisted of experienced and competent civic educators:

- Mrs Margaret Sekaggya, Human Rights Centre Uganda
- Dr Don Rukare, Freedom House, US
- Mr Crispy Praise Kaheru, Citizen Coalition for Electoral Democracy in Uganda
- Ms Joanine Nanyange, Human Rights Awareness and Promotion Forum
- Mr Thomas Kamusiime, EU Delegation Uganda

The diversity in ages and backgrounds allowed for a discussion that reflected the challenges and approaches developed earlier during the workshop.

Mrs Sekaggya spoke from her broad experience, highlighting that civic educators are not working for one side or the other, but for the greater good. She emphasized that civic education starts from our homes, with our own families and neighbours. If we can get to our communities and our own countries, we can go beyond to the region. She pointed out the enormous importance of local and religious leaders in this regard. Business leaders can also play a role in funding civic education but also bringing people together, as happened in the recent MTN Marathon. Madame Sekaggya also reminded the audience that the government is the first implementer of anything as they have the most resources. Therefore, it is a challenge for civic educators to make the government distribute the resources to the right area, giving civic education a sufficient budget. Finally, Mrs Sekaggya underlined the significance of new technologies for civic education, as especially the youth find films and photographs more interesting than lectures.

Ms Joanine Nanyange, a representative of the young generation of human rights defenders and civic educators, confirmed this and further elaborated the benefits of shifting from books to more contemporary spaces like Facebook and Twitter. She explained the huge impact that was made and especially the number of young people that was reached when the hashtag “togikwatako” (do not touch) went viral during the age limit debate in Uganda. Regarding sustainability, Madame Nanyange explained that inclusion is of utmost importance for sustainable civic education. She illustrated that young Ugandans born in 2000 are going to be able to vote in the upcoming elections. However, they are not sufficiently involved in civic education and need to be brought on board to be part of the conversation. Pointing out that civic education is not limited to certain groups but must address all citizens, she called on the civic educators to also involve marginalized groups like sex-workers and the LGBT-community. Finally, Ms Nanyange urged civic educators to humanize civic education programmes, in breaking down concepts for everyone to understand in order to counter apathy.

Dr Donald Rukare started his elaborations by putting the civic education efforts into the regional context. In doing so, he mentioned the 2017 Social Progress Index: Uganda, Tanzania, Rwanda, Kenya and Ethiopia score low on tolerance and inclusion, whereas Uganda, Tanzania, Rwanda and Kenya score high on access to basic knowledge. The Freedom House report on freedom in the world puts Uganda, Burundi and Rwanda as not free, while Kenya and Tanzania are considered partly free. Finally, the Fragile State Index 2017 places many East African countries within the most fragile countries worldwide.

Having the regional context displayed, Dr Rukare explained the significance to draw a line between Civil Society activism and civic education, as it will have an impact on the push back of the state. He mentioned the problem of funding as states are often not willing to fund civic education programmes, since they regularly challenge what the

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1 https://www.socialprogressindex.com/
3 http://fundforpeace.org/fsi/ - South Sudan (1st), Sudan (5th) DRC (7th), Ethiopia (15th) Kenya (22nd), Uganda (24th), Rwanda (34th) and Tanzania (65th).
government is doing. In that regard Dr Rukare emphasized the role of new technologies being less expensive than traditional means. Besides that, it is important to use means that appeal to the majority of Ugandans. It is, therefore, essential to collaborate with institutions and persons that can reach many people, radio jockeys being one example. Civic educators must not just talk to themselves. Dr Rukare also reminded the participants that being innovative also means to allow for failures and mistakes.

Mr Thomas Kamusiime started by explaining the European Union’s engagement in civic education in the region. He went on by warning that civic education can also be misused for the interest of special groups in society and for political propaganda. This would usually result in tensions in the electoral campaigns contributing to violent eruptions. Furthermore, Mr Kamusiime elaborated that civic education, including voter education, should be carried out periodically and should cover the entire country. This would ensure constant awareness of the society of current issues and enable them to exercise their rights as free people. He explained that the target of civic education should be citizens who are conscious political players in their countries’ governance.

Mr Crispy Praise Kaheru criticized the lack of a civic education framework in Uganda bringing state and non-state actors together. As a positive example in that regard he described the Ghanaian framework. Ghana created a liberalized space for actors of civic education. The National Council for Civic Education ensures ongoing effort in civic education, e.g. in schools, religious institutions and the media. It further ensures that business integrate civic education within their efforts, e.g. within a corporate social responsibility programme. Uganda has no such institution. Mr Kaheru continued by calling for a shift of approach from lectures to more entertaining means, especially for the youth. As a positive example for an innovative and impactful programme, he presented several videos that CCEDU created within their “Votability” campaign⁴.

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⁴ https://www.youtube.com/watch?v=_1h8nmsyQL8; https://www.youtube.com/watch?v=Qsm7GAm1V1k
The third day started with a recap of the previous day. This lead to further discussions as the question was raised, if the developed concepts to involve the youth need reconsideration. Involving Radio DJs, Social Media celebrities or Vloggers would draw a picture of a youth that does not want to be serious. However, experiences were shared of young people that do want to be taken seriously and seen as a participating part of the community.

Responding to this concern, it was added for consideration that even if the methods might not always be serious, the thought behind the action and the outcome of it would always be. If partnering with Radio jockeys leads to a high voter turnout, the outcome of the campaign is a serious success. Furthermore, it was pointed out that what one considers serious always varies on individual basis. Accordingly, the youth has a different understanding of seriousness than many of the participants might have. It is, therefore, essential to promote the understanding between different generations and especially to involve the youth into the process of civic education. Besides involving them as participants of the programme, they also need to be hired to work within the teams of civic educators.

The way forward

Finally, starting the journey forward, the participants agreed on a resolution, which was then adopted. The Foundation for Human Rights Initiative (FHRI) was chosen as the host and coordinator and an interim steering committee was appointed, consisting of representatives of 7 countries:

Interim Steering Committee, CENESA
from left to right:
- Mira Dutschke (South Africa)
- Ollen Mwalubunju (Malawi)
- Israel Ilunde (Tanzania)
- Godefroid Manirambona (Burundi)
- Grace Maingi (Kenya)
- Sheila Muwanga (Uganda)
- Grace Ubaruta (Rwanda)
Closing remarks

The workshop closed on Friday 24 November 2017, after Karoline Caesar (Robert Bosch Stiftung), Dr Livingstone Sewanyana (FHRI) and Mr Akampa Rugaba Tanbull (participants’ representative) expressed their satisfaction with the experience and the outcome of the Forum. Everyone further reiterated their commitment to move along with the established CENESA and make it a success story.
ANNEX I

CENESA Resolution

Establishment of a Regional network
Resolution taken at the EACEF2017
22 – 24th of November Uganda, Entebbe

1. Name of the Network:
Civic Education Network for Eastern and Southern Africa (CENESA)

2. Role of the network
South-South Dialogue on civic education
Build and strengthen partnerships
Promote solidarity regionally and internationally
Access and join forces with regional block such as EU, Arab league, EAC, OECD
Collect, collaborate and share resources including skills, expertise, materials, ideas, tools and innovations.
Build the capacity of civic educators
Share best practices and learning platforms

3. Values of the network
Quality
Expertise
Volunteering
Based on the common interest of people
Inclusiveness
Teamwork
Solidarity
Trust
Respect
Human rights observance
Impartiality
Love

4. Objective of the network
Knowledge sharing
Mutual support
Fundraising Synergies
Improvement of programs
Improving civic education
Experience sharing from civic education delivery
Best practice identification
Peer learning and review
Sharing of resources
Advocacy

5. Membership of the Network (in addition of the founders)
Open boarder policy
Members from Eastern and Southern Africa
Civil society organizations, Non-governmental organizations
Researchers
Academia
Funding organizations
Civil society organized youth structures
Individuals and government organizations are not members but partners as long as they follow the values of the network and there is agreement by members.

6. **Interim Steering Committee**
Malawi (Ollen Mwalubunju) Uganda
(Sheila Muwanga)
South Africa (Mira Dutschke)
Kenya (Grace Maingi) Rwanda
(Grace Ubaruta)
Burundi (Godefroid Manirambona)
Tanzania (Israel Ilunde)

7. **Commitment of the next steps on the road map**
Identifying country specific focal points
Validation of the decision-making process
Identifying possible sources of funding
Set a review meeting in March and November 2018
Develop an online exchange platform (googledocs) before the end of 2017
Set follow up online meeting possibly in one or two month intervals.
Formulate, adopt, formalize the vision, mission, objectives and goals
Establish an MoU and a network structure
Develop an action plan with time lines
Develop a strategy for legal incorporation of the network

Name __________________________________________

Date ________________ Place ___________________

Organization ___________________________________
## List of Participants

**Eastern African Civic Education Forum 2017**  
22 - 24 November 2017, Imperial Golf View Hotel, Entebbe, Uganda

### Delegates Contact Details

<table>
<thead>
<tr>
<th>No.</th>
<th>Name</th>
<th>Country</th>
<th>Organisation</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
ANNEX III

Workshop programme

3. PROGRAM

21 NOVEMBER 2017

Arrival of delegates
Dinner at leisure

22 NOVEMBER 2017

08.30 Registration

09.00 Welcome Note and Opening

Introduction
Dr. Livingstone Sewanyana, Foundation for Human Rights Initiative, FHRI
Karoline Caesar, Robert Bosch Stiftung GmbH

H.E Petra Kochendörfer, Charge d’ Affaires, German Embassy, Uganda

Key-Note-Address
Hon. Dr. Abdullah Makame, East African Legislative Assembly, Tanzania.

10.00 Coffee and Tea Break

10.30 Participants’ introductions

11.30 Open Space Sessions I
Participants’ presentation of country-specific challenges and innovative solutions for civic education and other topics of interest to civic educators

13.00 Lunch

14.00 Open Space Sessions II-V
Participants’ presentation of country-specific challenges and innovative solutions for civic education and other topics of interest to civic educators

19.30 Joint dinner
### 23 NOVEMBER 2017

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<th>Activity</th>
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<tr>
<td>08.30</td>
<td>Recap of the previous day</td>
</tr>
<tr>
<td>09.00</td>
<td>In-depth discussions of selected areas <em>(to be agreed upon by participants)</em></td>
</tr>
<tr>
<td>10.30</td>
<td><strong>Coffee and Tea Break</strong></td>
</tr>
<tr>
<td>11.00</td>
<td>Continuation of working groups</td>
</tr>
<tr>
<td>12.30</td>
<td><strong>Lunch</strong></td>
</tr>
<tr>
<td>14.00</td>
<td><strong>Networking event</strong></td>
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</table>

Panel discussion and cocktail bringing together local Ugandan civic education organizations, politicians and partners with the international guests.

- **Sustainability and continuity of civic education**
  - Introduction: Dr. Livingstone Sewanyana, FHRI Facilitation: Khalid Mlanga

**Panelists:**
- Mrs Margaret Sekaggya, Human Rights Centre Uganda
- Dr. Don Rukare, Freedom House, US
- Mr. Crispy Kaheru, Citizens Coalition for Electoral Democracy in Uganda
- Ms Joanine Nanyange, Human Rights and Promotional Forum

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>18.00</td>
<td>End of day</td>
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  - Dinner at leisure
24 NOVEMBER 2017

08.30 : Recap of the previous day and kick-off presentation: ‘way forward’ - Khalid Mlanga

08.50 : Plenary discussion: Decision-making about practical conclusions

10.30 : Coffee and Tea Break

11.00 : Working Groups

Different aspects of a joint initiative EAC/EAC-EU /EAC-MENA and / or teams interested in collaboration preparing ideas

12.30 : Lunch

14.00 : Presentation of draft Action Plan and final discussion

16.00 : Closing Remarks

- Participant representative
- Dr. Livingstone Sewanyana, FHRI
- Karoline Caesar, Robert Bosch Stiftung

Dinner at leisure

25 NOVEMBER 2017 - Departure of delegates
## Pre-workshop survey results

<table>
<thead>
<tr>
<th>PARTICIPANT</th>
<th>CHALLENGES</th>
<th>POSITIVE ASPECTS</th>
<th>CONTRIBUTE</th>
<th>LEARN</th>
<th>OPEN SPACE ISSUE</th>
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</thead>
<tbody>
<tr>
<td>GRACE ROSE W.</td>
<td>Lack of pace of establishment of GE units in the counties</td>
<td>- Demand required by County governments and other institutions for capacity building support</td>
<td>- Availability of armed and simplified materials on GE</td>
<td>- Sustainability of CE organisations within the current changes globally.</td>
<td>- Building cross-country networks of learning on CE.</td>
</tr>
<tr>
<td>LINET MAINGI</td>
<td>- Limited availability/high turnover of dynamic and innovative trainers/facilitators</td>
<td>- Market involvement by various stakeholders in promotion of CE</td>
<td>- Observable actions by both the general citizenry on holding leaders accountable</td>
<td></td>
<td>- Learning different strategies being used in different counties.</td>
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<tr>
<td>KENYA</td>
<td>- Inability to reach many citizens</td>
<td>- More citizen participation at public forums</td>
<td>- Increased number of citizens making informed decisions during elections.</td>
<td></td>
<td>- Political education various CE.</td>
</tr>
<tr>
<td>PAULINE MILANDO</td>
<td>Lack of funds to implement CE at the grassroots level</td>
<td>- Increased citizen participation at public forums</td>
<td>- Increased number of citizens making informed decisions during elections.</td>
<td></td>
<td>- How to change people’s behaviours and posturing in community through CE.</td>
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<tr>
<td>LEMASSON</td>
<td>Lack of Innovative methods to make CE &quot;work&quot; so as to attract the youth</td>
<td>- Sharing my experience in effective ways of communicating to the youth at scale</td>
<td>To share my experience in effective ways of communicating to the youth at scale on various thematic concerns</td>
<td></td>
<td>- How to change people’s behaviours and posturing in community through CE.</td>
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<tr>
<td>KENYA</td>
<td>Over-duplication of CE activities by organisations and over-concentration of civic education programmes in particular areas.</td>
<td>- Encouraging direct relevance between CE and their immediate needs leading to low participation.</td>
<td>- Sharing my experience in effective ways of communicating to the youth at scale on various thematic concerns</td>
<td></td>
<td>- How to influence the other players in CE space.</td>
</tr>
<tr>
<td>BRENDA KAYITEI</td>
<td>Negative perception towards CE by the youth leading to messages rejection.</td>
<td>- Awareness of many youth at the very bottom of the education system (50-70%) is the sweet spot.</td>
<td>- To share my experience in effective ways of communicating to the youth at scale on various thematic concerns</td>
<td></td>
<td>- How to influence the other players in CE space.</td>
</tr>
<tr>
<td>RWANDA</td>
<td>Young people struggle to find direct relevance between CE and their immediate needs leading to low participation.</td>
<td>- Encouraging direct relevance between CE and their immediate needs leading to low participation.</td>
<td>- To share my experience in effective ways of communicating to the youth at scale on various thematic concerns</td>
<td></td>
<td>- How to influence the other players in CE space.</td>
</tr>
<tr>
<td>PATRICE KABAREHE</td>
<td>- The programme delivery relies on volunteers as opposed to NPO employees.</td>
<td>- High levels of participation in CE of 76.6% reported having participated.</td>
<td>- To contribute in discussion on CE in my country</td>
<td></td>
<td>- How to influence the other players in CE space.</td>
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</tbody>
</table>

### Other Notes:
- **Pre-election education and voter education:**
  - The programme is only delivered during the election period.
  - The course content does not include what happens after one is elected.
  - Eyewitness village village and social leaders are held in an undemocratic manner.
  - NPO tends to focus on specific religious denominations in its programmes.
  - The office of the sector level is not near enough to the citizens.
  - The location does not cater for the visually-impaired PMOs.
  - The existing MFS system within the NPO’s programme implementation strategy, is still weak.

- **Literacy levels in Rwanda:**
  - There is a need to strengthen accountability governance in order to continue to motivate the citizens, including youth participation and empowerment of local communities.
  - There has been clear progress in a bid to strengthen accountable governance.
  - To continue to motivate the citizens, including youth participation and empowerment of local communities.
  - There has been clear progress in a bid to strengthen accountable governance.

- **Civic education in Rwanda:**
  - To contribute to our national experience on civic education, the relationship between the good regimes and good citizenship.
  - To become a trendsetter to other participating countries.
  - Youth participation in decision making Rwanda.

- **Civic education in Burundi:**
  - A program initiated for civic education in the school program "Patriotic Training".
  - Some CBOs and NGOs working with the Government to help strengthen the CE program in the country.
  - To continue to motivate the citizens, including youth participation and empowerment of local communities.
  - To become a trendsetter to other participating countries.

- **Civic education in Kenya:**
  - To contribute to our national experience on civic education, the relationship between the good regimes and good citizenship.
  - To become a trendsetter to other participating countries.
<table>
<thead>
<tr>
<th>Name</th>
<th>Country</th>
<th>Challenges and Efforts</th>
<th>Opportunities and Experiences</th>
<th>Potential Strategies to Connect Stakeholders especially NACE and other relevant format ofpsc. An international &quot;networking&quot; approach ofpsc 2018 &quot;networking, opportunities and potential cooperation&quot; would make the network more engaging.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Godfried Manirambona</strong></td>
<td><strong>Burundi</strong></td>
<td>- Democratic area very prone to conflict</td>
<td>- Legal recognition of associations engaged in civic education</td>
<td>- This is an opportunity to acquire knowledge essential for the fulfillment of professional and civic education work.</td>
</tr>
<tr>
<td><strong>Ezra Odeh Mwai Kibaki</strong></td>
<td><strong>Kenya</strong></td>
<td>- Motivation of volunteers to work with different level of allowances</td>
<td>- Enabling environment for space for CE</td>
<td>- How NACE has utilized volunteers in CE and election monitoring.</td>
</tr>
<tr>
<td><strong>Peter Grune</strong></td>
<td><strong>Germany</strong></td>
<td>- Diversification of social engagement; increase in social engagement</td>
<td>- Against the backdrop of Chancellor's history there is a need for education among young people on CE</td>
<td>- To learn about opportunities and initiatives as well as policies in the region and to get to know approaches.</td>
</tr>
<tr>
<td><strong>Moez Ali</strong></td>
<td><strong>Tunisia</strong></td>
<td>Civic education one of the major challenges facing us as a transformation country.</td>
<td>- Share my experiences of working in the democracy education sphere in South Africa</td>
<td>- Focus on networking and building relationships with other organizations.</td>
</tr>
<tr>
<td><strong>Mirle Dibechi</strong></td>
<td><strong>South Africa</strong></td>
<td>- Sustainability of active participation beyond CSOs and workshops. If civic education is to play a role in shaping civic society, it has to go beyond the generation of ideas and knowledge and has to include support towards the implementation of ideas which is a long-term, ongoing and resource intensive process.</td>
<td>- Young people appear hungry for opportunities to actively strengthen their civic knowledge and skills and to participate in political discussions in civil society.</td>
<td>- Share my experience of working in the democracy education sphere in South Africa</td>
</tr>
</tbody>
</table>
| 2. | ISRAEL ILUNDE | TANZANIA | - Adequate funding  
- Some local authorities failing CSOs to offer civic education  
- Shrinking democratic space  
- National Constitution and international instruments allow for participation and awareness creation  
- The National Five Year Development plan applies for Good Governance  
- A good number of CSOs are trying to promote civic and democracy education and Human Rights | Share experience of my work as a civic education and leadership trainer  
- How to sustain our civic education and leadership training  
- How to mobilise civic education resources  
- How to remain relevant and connected to funding agencies and volunteers  
- How to influence public authorities and remain as trusted and respected partner in development while maintaining your house | How to sustain Civic Education work and organisation for long |
| 4. | AKAMPA RUGABA TANBULL | UGANDA | - The challenge is that government and state machinery are closing up spaces for civic awareness meetings | How to broaden more on the civic awareness spaces for young people.  
- How to broaden more on the civic awareness spaces for young people.  
- Youth being the change they want to see. |
Opening speech of the German Deputy Ambassador, H.E. Petra Kochendörfer

Eastern African Civic Education Forum

Robert Bosch Foundation

22nd of November 2017

Imperial Golf View Hotel, Entebbe, Uganda

Dr. Livingstone Sewanyana,

Dear Mrs. Karolin Caesar,

Dear Mr. Abdullah Makame,

Distinguished guests,

Ladies and gentlemen,

On behalf of the German Embassy in Kampala I cordially welcome you to the Eastern African Civic Education Forum which is part of the Robert Bosch Foundation’s extraordinary efforts to strengthen civic education worldwide.

Robert Bosch’s philanthropic impact goes back for more than 100 years. Starting in the early 20th century in Stuttgart in Germany with various donations in the fields of education or healthcare, it today encompasses activities throughout the world and in many fields of civic engagement.

However, during his unparalleled philanthropic work he never meant to replace other people’s efforts by his own. On the contrary, central to his work has always been the empowerment of others to use their abilities and their capacities to face the challenges of their time.

In this tradition the Robert Bosch Foundation continuous to empower people and it is this tradition that led us to gather in Uganda today.

Civic education is about empowering people. Through educating them on democracy, participation in politics and various other political and social issues, it motivates people to give critical thought to political and social issues and play an active part in political life. It is this critical thought, that is the tool they need to shape their society and to tackle the challenges it faces. As Nelson Mandela famously said: “Education is the most powerful weapon which you can use to change the world.”

Considering Germany’s experience with various forms of dictatorial rule, the Federal Republic of Germany bears a unique responsibility for firmly anchoring the values of democracy, pluralism and tolerance in people’s minds. It is also this responsibility that has led Germany to develop civic education as an independent field of work. Therefore, in 1952 the German Federal Agency for Civic Education was established, celebrating its 60th anniversary in 2012.
However, civic education itself faces great challenges today. The Freedom of the World Report 2017 was titled “Populists and Autocrats: The Dual Threat to Global Democracy.” According to the report, the year 2016 marked the 11th consecutive year, in which more countries suffered net declines in political rights and civil liberties than there were countries registering gains. Whilst no region in the world has been spared from this development, also many Sub-Saharan African countries are among those countries, Uganda being one example.

Civic and political space in Uganda is shrinking. After 31 years with Museveni at the helm, the strength and independence of key institutional checks and balances have not been assured, nor do developments over the last months indicate a positive outlook. A bill to remove the age limit for presidential candidates has triggered tensions. Civil Society Organizations issued a Joint Statement and took a public stance against the bill. They have also lamented and criticized the many infringements and restrictions imposed by the GoU on free speech, right of assembly and other key civil and political rights.

All this illustrates the necessity for networking between the various players in the field. As it is always the case in civic engagement, bringing different people and perspectives together, sharing experiences and coordinating efforts for a common cause, make an association more resilient against challenges from outside and raise the chances for success. I firmly believe that a strong regional network of personalities and associations active in the field will greatly benefit your cause.

The German Embassy in Kampala expressively welcomes the efforts undertaken by the Robert Bosch Foundation. This forum is a valuable contribution to strengthening the ties between East African Organizations and personalities offering civic education programs. We greatly hope that this forum will forge linkages between the various present organizations and lead to an outcome that will be a step forward for civic education in Sub-Saharan Africa.

I wish you a lot of success!

Thank you very much
ANNEX VI

Key-note presentation by Hon. Dr Abdullah Makame

EAST AFRICAN COMMUNITY:
BACKGROUND AND DEVELOPMENTS
OF REGIONAL INTEGRATION

Abdullah H Makame (PhD)
Member of East African Legislative Assembly

BACKGROUND

- The Concept of Regional integration
- The East African Cooperation that Collapsed in 1977.
- The Tripartite Commission
- Key stages of the EAC Integration: Viz the Customs Union, Common Market, Monetary Union and Political Federation.

The Concept of Regional integration

- Regional Integration is a contemporary approach of economic and social survival.
- It aims at consolidating economies with the objective of creating solidarity – United We Stand – Separated we fall.
- Globally, both developed and underdeveloped economies are engaged in Regional Integration.
- Regional Integration requires political will and goodwill as well as social engagement, awareness and acceptance of the process.
- The Concept of Regional Integration in the East African Community has a very long history.
- In 1967 the three pioneering Partner States established the East African Community, which unfortunately, due to a number of different reasons got defunct in 1977.
- The Heads of State of the Pioneering Partner States decided to have an understanding that would lead to revival of the Community and ultimately established The Permanent Tripartite Commission.

- The East African Heads of Heads of State through the PTC accomplished the crafting of the EAC Treaty, and had it signed in 1999.
- The Rules of Procedure and participation to the East African Community Regional Meetings/Activities are crafted in a way that aims to avoid the recurrence of 1977.

OBJECTIVES OF EAC

The objectives of the Community shall be to develop policies and programmes aimed at widening and deepening co-operation among the Partner States in:
- political,
- economic,
- social and cultural fields,
- research and technology,
- defence,
- security and
- legal and judicial affairs
ORGANS AND INSTITUTIONS

- The East African Community (EAC) is a regional intergovernmental organisation of six (6) Partner States, comprising Burundi, Kenya, Rwanda, South Sudan, Tanzania and Uganda, with its headquarters in Arusha, Tanzania.
- The EAC is structured into seven main Organs:
  1. The Summit
  2. The Council of Ministers
  3. The Co-ordinating Committee
  4. Sectoral Committees
  5. The East African Court of Justice
  6. The East African Legislative Assembly
  7. The Secretariat

INSTITUTIONS OF THE EAC

- The EAC has eight (8) institutions, namely:
  1. the Civil Aviation Safety and Security Oversight Agency (CASSOA);
  2. the East African Development Bank (EADB);
  3. the East African Health Research Commission (EAHRC);
  4. the East African Kiswahili Commission (EAKC);
  5. the East African Science and Technology Commission (EASTECO);
  6. the Inter-University Council for East Africa (IUCEA);
  7. the Lake Victoria Basin Commission (LVBC); and
  8. the Lake Victoria Fisheries Organization (LVFO).

THE EAC AGENDA: ENGAGING THE CITIZENS

- "civil society" means a realm of organised social life that is voluntary, self-generating, self-supporting, autonomous from the state, and bound by a legal set of shared rules;
- Articles 127, 128 and 129 of the Treaty Establishing the EAC gives a specific recognition on Civil Society and Private Sector in as far as achieving the objectives of EAC integration is concerned.
- The Council may grant observer status to CSOs [3:5(b)].
Fundamental Principles (6)

- mutual trust, political will and sovereign equality;
- peaceful co-existence and good neighbourliness;
- peaceful settlement of disputes;
- good governance including adherence to the principles of democracy, the rule of law, accountability, transparency, social justice, equal opportunities, gender equality, as well as the recognition, promotion and protection of human and peoples rights in accordance with the provisions of the African Charter on Human and Peoples’ Rights;
- equitable distribution of benefits; and
- co-operation for mutual benefit.

OPERATIONAL PRINCIPLES (7)

1. The principles that shall govern the practical achievement of the objectives of the Community shall include:
   - “people-centered” and “market-driven” co-operation;
   - the provision by the Partner States of an adequate and appropriate enabling environment, such as conducive policies and basic infrastructure;
   - the establishment of an export-oriented economy for the Partner States in which there shall be free movement of goods, persons, labour, services, capital, information and technology;
   - the principle of subsidiarity with emphasis on multi-level participation and the involvement of a wide range of stakeholders in the process of integration;

OPERATIONAL PRINCIPLES

- the principle of variable geometry which allows for progression in co-operation among groups within the Community for wider integration schemes in various fields and at different speeds;
- the equitable distribution of benefits accruing or to be derived from the operations of the Community and measures to address economic imbalances that may arise from such operations;
- the principle of complementarity; and
- the principle of asymmetry.

2. The Partner States undertake to abide by the principles of good governance, including adherence to the principles of democracy, the rule of law, social justice and the maintenance of universally accepted standards of human rights.
IMPORTANT DATES OF EAC

- 1967 EAC first established
- 1977 EAC dissolved
- 30 November 1993
  Signatory Agreement for the Establishment of the Permanent Tripartite Commission for East African Co-operation
- 18 March 1996
  Secretariat of the Permanent Tripartite Commission launched, full co-operation operations begun
- 30 November 1999
  Treaty for the Establishment of the East African Community signed
- 7 July 2000
  Treaty for the Establishment of the East African Community enters into force
- 18 June 2002
  The Republic of Rwanda and the Republic of Burundi accede to EAC Treaty
- 1 July 2007
  Rwanda and Burundi become full members of the EAC
- 20 November 2009
  Protocol for the Establishment of the EAC Common Market signed
- 30 November 2010
  Protocol for the Establishment of the EAC Monetary Union signed
- 15 April 2016
  The Republic of South Sudan accedes to EAC Treaty
- 5 September 2016
  The Republic of South Sudan becomes a full member of the EAC

KEY STAGES OF EAC INTEGRATION [Art 5(2)]

CUSTOMS UNION

- Protocol Signed in 2004 and came into force in 2005, with a transition period of 5 years. The Protocol has four major principles.
  2. Establishment of Common External Tariffs.
  3. Internal Tariff Elimination AND
  4. Elimination of Non Tariff Barriers.
- The Main objective of the CUP is to promote and facilitate inter and intra regional trade in goods and promote investments in industries so as to boost production and enhance standard of living regionally.
COMMON MARKET

- The 2nd Stage of the EAC integration Process.
- The Common Market Protocol was signed in 2009 and came into force in 2010. It offers four degrees of freedom, viz:-
  1) D1. Liberalization of the Trade in Goods Markets;
  2) D2. Liberalization of the Trade in Services Markets;
  3) D3. Liberalization of the Labour Markets; AND
  
  D1. is covered under the CUP and implemented using the CMA.

THE COMMON MARKET

If well implemented to the letter, we expect to see:-

1. Expansion of Trade in goods.
2. Expansion of Trade in Services.
3. Expansion of Investments.
5. Increased competition – results, better goods and services at competitive prices to end users.
6. Perceptions and thoughts of individuals and groups in the region to think regionally.
7. Increased Regional, national and personal income.

ASANTENI SANA, THANK YOU, MERCI, DANKE, WEBARE, MORAKOZE!!!!