

Gender Mainstreaming Training Curriculum for the County Assemblies Service

ENHANCING THE CAPACITY OF COUNTY
ASSEMBLY TECHNICAL STAFF IN GENDER
MAINSTREAMING IN LEGISLATURES

Gender Mainstreaming Training Curriculum for the County Assemblies Service

2018 SOCATT (K)

The Society of Clerks At The Table in Kenyan
County Legislatures
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ABBREVIATIONS:

ADB	- African Development Bank
CBROP	- County Budget Review and Outlook Paper
CEDAW	- Convention for the Elimination of All forms of Discrimination against Women
CFSP	- County Fiscal Strategy paper
CIDP	- County Integrated Development Plan
CGA	- County Government Act, 2012
CoK	- Constitution of Kenya, 2010
CPST	- Centre for Parliamentary Studies and Training
GR	- Gender Responsive
KSG	- Kenya School of Government
KLRC	- Kenya Law Reform Commission
IEA	- Institute of Economic Affairs
MCA	- Member of County Assembly
NGEC	- National Gender and Equality Commission
PWD	- Persons with Disability
PSC	- Parliamentary Service Commission
SOCATT (K)	- Society of Clerk at the Table in Kenya County Legislatures
UNWOMEN	- United Nations Entity for Gender Equality and the Empowerment of Women
KEWOPA	- Kenya Women Parliamentary Association
IPU	- Inter Parliamentary Union
SOs	- Standing Orders

FOREWORD

Enhancing the capacity of County Assembly technical staff on gender mainstreaming in legislatures is an innovative approach that seeks to capitalize on the indirect influence and contribution of the technical expertise of the County Assembly Service in the legislative processes and County Assembly functions. The indirect impact of technical guidance to legislators during the enactment of laws and decisions making, if guided and targeted will have an impact on gender responsiveness of legislative processes.

This curriculum has been developed for the County Assembly Service of County Assemblies in recognition of the critical role they play in the day-to-day functioning of the Assemblies. The Service plays critical roles in ensuring that the County Assemblies perform their roles effectively and efficiently. In addition to this, they also hold with them the institutional memory that is invaluable in informing current and future activities of the assemblies and bring in the essential elements of professionalism and technical skills in conducting the County Assembly functions of legislation, oversight and representation.

It is against this backdrop that the Centre for Parliamentary Studies and Training (CPST) as the training arm of Parliament, guided the formulation of this curriculum. At CPST, we strongly believe that investing and building the capacities of the County Assembly Service is investing in the core and the future of devolution. In developing this curriculum, the CPST ensured that the curriculum benefited from the expertise and skills resident among parliamentary officers.

We at the CPST are very pleased to have partnered with SOCATT (K) and the United Nations Entity for gender equality and the empowerment of women (UN-WOMEN) in the process of the formulation of this curriculum. We are confident that this curriculum addresses critical elements of service delivery within the County Assemblies and that it will go a long way in enhancing the levels of knowledge and skills necessary for the Assemblies' technical staff in carrying out their functions and in making County Assembly processes gender responsive. We wish to extend our appreciation to the Parliamentary Service Commission through the very able leadership of the CPST Board on ensuring that the CPST supports devolution through strengthening County Assemblies.

PROFESSOR NYOKABI KAMAU
EXECUTIVE DIRECTOR- CPST

ACKNOWLEDGEMENTS:

The Society of Clerks at the Table in Kenya County Legislatures - SOCATT (K) takes this earliest opportunity to extend its utmost gratitude to all who participated in the process of formulating this curriculum. Special thanks go to Professor Nyokabi Kamau and Dr. Phillip Buchere and the team from Centre for Parliamentary Studies and Training (CPST) for the invaluable technical assistance provided throughout the process. We also recognise the dedicated efforts of the highly skilled team from Parliament led by Esther Kamau and Lucy Makara that provided numerous insights on the functioning of parliaments and parliamentary processes. To the team from parliament we say thank you very much for your support and dedication to the process.

We cannot forget to recognise the input and effort of the individual consultants that came on board this process as subject matter experts. To Daniel Konyango, Chryspin Afifu, Wanjiku Mungai - Kimani, Damaris Mukala (Kenya Law Reform Commission) and Lucy Odera you worked long and hard through this process and your input will remain embedded in this curriculum for posterity.

We also thank our lead consultant Simon Anyona, we are indeed grateful for the guidance, time, quality of input and coordination throughout the curriculum development process. We acknowledge the selfless effort and input of the SOCATT (K) team lead by Ms. Edith Imunde and recognise that it may not be possible to mention all that participated in this process by name and title but we remain indebted to you and can only say “many thanks that can never be enough”.

Lastly, special gratitude goes to the United Nations Entity for Gender Equality and Women Empowerment (UNWOMEN) for accepting to finance this pilot project as well as technical support provided in the process of formulating the curriculum as well as during implementation of the trainings. Ms Lucy Mathenge, thank you for contributing your expertise and resources to the entire curriculum development process.

CHRIS KINYANJUI
SECRETARY GENERAL

EXECUTIVE SUMMARY:

This training curriculum on gender mainstreaming for County Assemblies Service was formulated under the SOCATT (K) – UNWOMEN “Enhancing the capacities of technical staff in County Assemblies project” extending September – December 2018. The curriculum was developed through a highly consultative process involving a wide range of stakeholder with valuable technical input from the lead strategic partner Centre for Parliamentary Studies and Training (CPST). Other stakeholders included, gender and other subject matter experts drawn from the National Assembly and Senate as well as individual consultants.

The curriculum was formulated and consolidated into seven (7) modules that comprise; (i), Gender Mainstreaming in County Assemblies; (ii), Gender Responsive Planning, Monitoring and Implementation; (iii), Gender Responsive Budgeting; (iv), Engendering Legislative Processes; (v), Legislative Drafting; (vi), Gender Responsive Communication and Reporting, and (vii), Research and Evidence Informed Decision Making. Each module is structured into several units that are aligned within the stipulated objectives.

The curriculum has been developed in appreciation of the critical role played by the technical staff members in County Assemblies and more so in supporting Members of County Assembly in carrying out their functions. Specific emphasis was placed on the staff members in recognition of the fact that they bear the institutional memory and as such investing in them is an initiative that will have medium to long term benefits and impacts for the County Assemblies. The curriculum is targeted among 5 cadres of staff who comprise Committee Clerks, Fiscal Analysts, Research Officers, Legislative Drafters and Public Relations Officers. While these 5 cadres form the primary targets, the curriculum is broad enough and well inclusive to be taught to other cadres of staff.

The overall objective of the curriculum is to equip the technical officers with adequate knowledge and skills to enable them carry out their functions towards supporting the Members of County Assemblies (MCAs) and their respective committees in executing their mandates. The main output of the project is to train at least 195 technical staff members from the 47 Counties and the desired outcome is that County Assemblies mainstream gender in all their functions and processes towards making them gender responsive.

DENIS MUTUI
CHAIRPERSON

Module 1: Gender Mainstreaming in County Assemblies:

1.1 Introduction and background:

The Bill of Rights under Chapter 4 of the Constitution of Kenya (CoK), 2010 provides for the protection of rights and fundamental principles for the Kenyan citizen. Article 19 (2) provides for the protection of these rights and freedoms to preserve the dignity of individuals and communities and to promote social justice for all. Article 19 states that rights are not granted by the state but are inherent while Articles 55, 56 and 57 (CoK, 2010) mandate the state to initiate affirmative action processes to ensure that minorities and marginalised groups participate effectively in planning and have equitable access to opportunities and resources.

However, despite these provisions and express protection of the rights of citizen, the actual practice and delivery of county assembly processes in many instances excludes certain genders within society with specific regard to women, youth, the elderly, minorities and persons living with disabilities (PLWD). Key among these processes includes access and participation in planning, legislative processes and in oversight. Their exclusion in these processes is not deliberate rather due to misconceptions and sometimes skewed understanding of gender concepts and how deliberate actions ought to be initiated to enhance participation of the various groups mentioned above in public processes.

1.2 Target group and purpose:

Target group:

- # Clerk Assistants
- # Fiscal Analysts
- # Researchers
- # Public Relations Officers
- # Legislative drafters

This module has been formulated for technical officers within County Assemblies as the core drivers of all County Assembly processes. Their understanding of gender, the existing gaps and available opportunities is considered critical in ensuring that all county assembly processes are gender sensitive and address

the unique and particular needs of the various genders will enable them become proactive and responsive and enable them to provide proper guidance to the Members of County Assembly (MCAs) and their respective committees.

1.3 Objectives of the module:

By the end of this module the technical staff in County Assemblies should be able to:

- i. Discuss and distinguish between the various gender terminologies and concepts, gender gaps and opportunities in County Assembly processes;
- ii. Explain the legislative framework and specific provisions surrounding gender in Kenya;
- iii. Identify and address barriers to equitable and meaningful participation of all genders in County Assembly processes;
- iv. Explain the various tools available for gender mainstreaming in County Assemblies and,
- v. Discuss emerging trends and best practices in gender mainstreaming.

1.4 Module units:

Units:	Sub-topics and Content:	Content source/reference:
Unit 1:	Introduction to gender (Overview and background) Definition of gender concepts 1. Gender, roles and stereotypes 2. Gender equity, equality and discrimination 3. Gender analysis, sensitivity and responsiveness 4. Gender barriers, stumbling blocs and bottlenecks 5. Current trends, practices and traditions with regard to gender in County Assemblies and assembly processes	UNWOMEN & IPU (publications and reports)
Unit 2:	The legislative framework surrounding gender in Kenya # Constitution of Kenya, 2010 # County Govt. Act, 2012 # NGEK Gender policy guidelines	# Constitution of Kenya, 2010 # NGEK gender policy guidelines # County Government Act, 2012

Unit 3:	Gender mainstreaming tools for county assemblies # Review of institutional structures and policies with the aim of identifying barriers and gaps – Baselines for counties # Tools for evaluating gender sensitivity	# NGECE gender policy/guidelines # County Assembly Standing Orders # Speakers Rules
Unit 4:	Emerging trends and best practices # Institutional mechanisms for supporting and promoting gender mainstreaming in County Assemblies	# Inter Parliamentary Union publications

1.5 References:

1. Elson, D. 2003. Gender mainstreaming and gender budgeting (preliminary draft). Conference 'Gender Equality and Europe's Future' European Commission
2. Government of Kenya. Ministry of Gender, Children and Social Development;
3. The 7th Periodic Report on implementation of CEDAW
4. Government of Kenya. 2006. Sessional Paper No. 2 of 2006 on Gender Equality and Development. Government Printers, Nairobi, Kenya.

1.6 Additional details:

Approx. Duration of Delivery	180min	Training Methodology: • Brainstorming • Lecture • Group discussions • Plenary session with Question and Answer
Adequate No of participants:	30 - 50	

Module 2: Gender Responsive Planning, Implementation, Monitoring and Evaluation

Background

2.1 Introduction:

This module seeks to empower the County Assemblies technical team members to identify unique aspects of the different genders and interest groups in society. The purpose of this is to assist them understand the challenges and perceptions of the various genders, interest groups and key stakeholders with regard to participation in County Assembly processes towards instituting deliberate measures to reach out and ensure adequate, equitable and meaningful participation of all.

2.2 Target group and purpose:

Target group:

- # Clerk Assistants
- # Fiscal Analysts
- # Researchers
- # Public Relations Officers
- # Legislative drafters

This module has been formulated to equip the technical team members within County Assemblies with adequate knowledge and skills on the challenges and limitations of the various genders planning and implementation of County Assembly processes. The overall goal of this is to instil knowledge and skills to ensure increased and meaningful participation of all genders

and special interest groups in the county assembly processes as well as assist the in developing tools that capture sufficient and quality data for use in gender responsive monitoring and evaluation of County Assembly processes

2.3 Objectives of the module:

By the end of this module, the participants should be able to:

1. Discuss gender inclusivity in planning and implementation of County Assembly processes;
2. Apply and demonstrate best practices that enhance the participation of women, youth, elderly, PLWDs and other special interest groups,

3. Formulate and apply effective monitoring tools and,
4. Identify key points for gender related information to assist County Assembly committees in performing gender responsive oversight.

2.4 Module Units:

Units:	Sub-topics and Content:	Content source/reference:
Unit 1:	Gender responsive planning and implementation <ol style="list-style-type: none"> 1. Legal provisions and principles of inclusion 2. Planning, mapping of key stakeholders and implementation of County Assembly processes (planning, implementation and monitoring) 	CoK, 2010 County Govt. Act, 2012 IEA Manual on County Planning and Social Accountability
Unit 2:	Effective Public Participation and outreach: <ol style="list-style-type: none"> 1. Definitions and legal provisions 2. Best practices for all inclusive, meaningful and equitable public participation 3. Barriers to effective public participation 	KSG Manual on Public Participation County Govt. Acts
Unit 3:	Networking and Stakeholder Involvement: <ol style="list-style-type: none"> 1. Importance of stakeholder mapping and targeted outreach for public participation 2. Basis of involvement and engagement to guarantee meaningful participation 3. Mechanisms of ensuring meaningful public participation 	PU Guideline for GR Parliaments Gender Responsive Planning Manual, SID 2014
Unit 4:	Gender Responsive Monitoring and Evaluation in County Assemblies: <ol style="list-style-type: none"> 1. Understanding of GR Monitoring and Evaluation 2. Tools and approaches used in Gender responsive M&E 3. Gender indicators 4. Analysis of data to inform the technical team members for subsequent use by County Assembly members and their committees. 	

2.5 References:

1. Closing the gender gap; the promise of Devolution, the journey so far; UNWOMEN 2017
2. Guidance series of UNIFEM, Debbie Budlender, and Gender responsive call circulars and gender budget statements, 2006
3. UNIFEM, gender budgets Newsletters at:
<http://www.gender-budgets.org/> UNIFEM_ GRB _ newsletter issue 3.pdf

2.6 Additional details:

Approx. Duration of Delivery	180min	Training Methodology: <ul style="list-style-type: none"> • Brainstorming • Lecture • Group discussions • Plenary session with Question and Answer
Adequate No of participants:	30 - 50	

Module 3: Gender Responsive Budgeting

3.1 Introduction

The budget making process is a complex yet one of the most critical processes in County Assemblies. By its very nature, the process is long winded and riddled with numerous stages and technical documents supporting the process towards formulation of the budget estimates and summaries. Being a complex process, majority of the legislators within County Assemblies essentially depend on the technical officers for guidance on the processes. This brings out the pressing need for the technical officers in county assemblies to clearly understand the budget making process, the roles of MCAs in the processes and appreciate these in the context of gender responsive planning and oversight. This module seeks to address these prevailing challenges by building and enhancing the capacities of technical staff members in County Assemblies towards formulation of gender responsive budgets in Count Assemblies The module is envisaged to support the budgeting process through to oversight.

3.2 Target group and purpose:

Target group:

- # Clerk Assistants
- # Fiscal Analysts
- # Researchers
- # Public Relations Officers
- # Legislative drafters

This module is formulated to build the analytical skill of the technical team members in analysing budgets from a gender lens with a view to inform the MCAs or relevant committees on pertinent gender based issues for debate and consideration for amendment. In addition to this, the module seeks to enhance the skills of the technical officers in conducting social and financial oversight from a general perspective but also through the gender lens so as to provide adequate guidance to the MCAs and their respective committees.

3.3 Objectives of the module:

By the end of this module, the participants should be able to:

- i. Explain the budget making process, role of technical staff in making the process gender responsive;
- ii. Demonstrate the roles of MCAs and their respective Committees in the budget making process;

iii. Identify gender issues within the budget sectors and prepare summaries and,

iv. Apply various skills in guiding social and financial oversight.

3.4 Module Units

Units:	Sub-topics and Content:	Content source/reference:
Unit 1:	<p>Budget making process</p> <ul style="list-style-type: none"> # Background and legal framework surrounding the budgeting process in Kenya # The Budget making process <ul style="list-style-type: none"> - County Integrated Dev. Plan (CIDP) - Annual Development Plan (ADP) - County Budget Review and Outlook Paper (CBROP) - County Fiscal Strategy Paper (CFSP) - Budget summary and Estimates - Finance Bill - Appropriation Bill); 	<p>GTZ Manual training on GRB; katrin schneider, 2006</p> <p>GRB guidelines; KEWOPA,2012</p>
Unit 2:	<ul style="list-style-type: none"> # The roles of MCAs and their respective committees in every step of the budget making process # Incorporating GRB within the entire budget making process, and # Tools and methods for gender-responsive budget analysis and oversight 	<p>Public Finance Management (PFM) Act, 2012</p>
Unit 3:	<p>Social and Financial Oversight methods, tools and processes</p> <p>Tools of Parliamentary oversight</p> <ul style="list-style-type: none"> # Statement and questions; # Reports of committees (substantive committee reports); # Vetting of public appointees. 	<p>County Govt. Act, 2012</p> <p>County Assembly Standing Orders</p>

	Financial oversight # Introduction of financial oversight; # General scrutiny of the budget and financial reports from the Executive.	Public Finance Management (PFM) Act, 2012
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3.5 References:

1. Budlender, D. and G. Hewitt. 2003. Engendering Budgets: A Practitioners' Guide to Understanding and Implementing Gender-Responsive Budgets
2. Budlender, D. and G. Hewitt. 2002. Gender Budgets Make More Cents: Country studies and good practice.
3. UK, Commonwealth Secretariat manuals on budgeting for legislatures.

3.6 Additional details:

Approx. Duration of Delivery	4 hours	Training Methodology: <ul style="list-style-type: none"> • Brainstorming • Lecture • Group discussions • Plenary session with Question and Answer
Adequate No of participants:	30 - 50	

Module 4: Engendering Legislative Procedures in County Assemblies

4.1 Introduction:

Legislative processes and procedures in County Assemblies as is the custom in Parliament are guided by the Standing Orders (SOs). In many instances, the Standing Orders in use in various County Assemblies were adopted from Parliament with little amendment to suit the Assemblies. As a result of this, majority of the Standing Orders in use still reflect to a large extent the Parliamentary SOs. While functional and good for application within the County Assemblies, some provisions may need to be carefully scrutinised with a gender lens to ensure that they are accommodative of all genders based on their unique needs and situations to ensure adequate and equitable participation of all. In some instances Members of County Assemblies (MCAs) identify the critical areas that need to be addressed but others they may not appreciate how the various provisions affect their participation in their respective County Assemblies. In other instances, legislators may identify the provisions but may not have adequate knowledge on the procedures to amend them.

4.2 Target group and purpose:

Target group:

- # Clerk Assistants
- # Fiscal Analysts
- # Researchers
- # Public Relations Officers
- # Legislative drafters

This module is formulated to build the skills of technical officers in assessing the legislative procedures in their County Assemblies through the gender lens towards identifying areas that may need amendments to ensure increased and equitable participation of all. The module also discusses the procedures for amending the various provisions as well as the underlying processes that can lead to such amendments. To enable this, the module seeks to build the capacities of technical officers for them to ably identify and guide the Members of County Assemblies in initiating processes to engender the procedures and practices.

4.3 Objectives of the module:

By the end of this module, the participants should be able to:

- i. Discuss County Assembly legislative procedures and the processes of engendering them toward making them gender responsive;
- ii. Explain the sources of legislative processes and the linkages between them and the County Assembly SOs, rules and policies;
- iii. Identify various provisions that may be having negative or other undesirable impacts on any gender and make suggestions towards their amendments, and
- iv. Demonstrate the process that the MCAs should follow towards amending the identified provisions.

4.4 Module Units:

Units:	Sub-topics and Content:	Content source/reference:
Unit 1:	<p>Overview an background of legislative processes:</p> <ul style="list-style-type: none"> • Legislative practices and procedures • Historical perspective and trends in legislaive practices <p>Sources of Legislative Processes:</p> <ul style="list-style-type: none"> • Constituton of Kenya, 2010 • County Govt. Act, 2012 and other Acts of Parliament; • Speakers Rules and Rullings; • Legislative and Judicial Precedents; • Conventions and traditions. 	A guide to legislative process in kenya; KLRC 2015
Unit 2:	<p>Engendering Legislative Processes:</p> <ul style="list-style-type: none"> • Analysing and interpreting legislative provisions and their implications from a gender perspective; • Application of the rules of procedure; • Legislative processes towards engendering the procedures, and • The roles of technical officers in guiding the amendment and gradual improvement of the legislative procedures. 	

4.5 References:

1. Policy Analysis: Concepts and Practice.
2. Public Policy Analysis: An Introduction - Dunn, William N.
3. Public Policy: Implementation Analyses - Khawaja, Sarfraz, 2013.
4. Public Policy: Perspectives and Choices - Cochran, Charles L., 2014.
5. The Public Policy Process – Hill, Michael, 2005.
6. Writing Public Policy: A Practical Guide to Communicating in the Policy Making Process - Smith, Catherine F., 2010.

4.6 Additional details:

Approx. Duration of Delivery	2 hours	Training Methodology: <ul style="list-style-type: none"> • Brainstorming • Lecture • Group discussions • Plenary session with Question and Answer
Adequate No of participants:	30 - 50	

Module 5: Legislative Drafting for County Assemblies

5.1 Introduction:

Legislation is perhaps the most critical function within Parliaments and is the basis on which Parliaments are formed. It is also a highly technical process requiring specialised skill and training for a legal counsel to be an effective draftsman and this is often critical in assisting legislators to formulate debate and eventually pass quality legislation. The lack of a standard curriculum for legislative drafting for County Assemblies has led to varying levels of knowledge and skill in drafting thus compromising the legislative processes in within the 47 County Assemblies. In addition to building the skills and imparting knowledge on legislative drafting, this module shall seek to introduce gender lenses to ensure that the spirit and language of subsequent legislative tools is gender sensitive and therefore takes into consideration the needs and interests of all interest groups within the counties.

5.2 Target group and purpose:

Target group:
Legislative drafters
Clerk Assistants
Legal counsel
Hansard reporters

The target group has been selected being that they are the core group of stakeholder's in charge of legislative drafting processes and tools. Their participation in this training is expected to boost their abilities to initiate and inspire substantive legislative processes within

their County Assemblies. The anticipated end result and outcome is that MCAs shall benefit from effective technical legislative services that will always take gender considerations in their law making processes

5.3 Objectives of the module:

By the end of this module the participants should be able to:

1. Explain the concept of gender responsive law making processes in a legislature;
2. Demonstrate their roles in the development of gender responsive legislation

3. Apply gender responsive principles in legislative drafting, and
4. Facilitate MCAS to apply gender responsive principles in their legislative roles.

5.4 Module Units:

Units:	Sub-topics and Content:	Source of Content:
Unit 1:	<p>Introduction and Background of legislative drafting</p> <ul style="list-style-type: none"> # Definition, principles and significance of Legislative drafting # Styles of legislative drafting # Tools of legislative drafting # Roles and ethical considerations in legislative drafting # Constraints on legislative counsel in developing gender responsive legislative instruments. 	<ul style="list-style-type: none"> # Standing Orders # CSPT Manual # Nigerian Institute of Legislative Studies # Writings of Roger Ross # Writings of Hon. V.C.R.A.C Crabbe
Unit 2:	<p>Stages in legislative drafting</p> <ul style="list-style-type: none"> # Understanding and interpreting the drafting instructions # Design, planning, composition, scrutiny, revision and finalization stages <p>Legal Sentence</p> <ul style="list-style-type: none"> # Components of a legal sentence # Basic structure, punctuation, Language and Syntax Rules <p>Gender responsiveness in legislative drafting</p>	
Unit 3:	<p>Simplifying legislative drafting:</p> <ul style="list-style-type: none"> • General principles of legislative drafting • The roles of technical officers in legislative drafting • The roles and functions of the legislators in legislative drafting 	

5.5 References:

1. Legislative Drafting: A Developing Discipline; Keynote Address by Hon. Justice V.C.R.A.C. Crabbe at the Commonwealth Association of Legislative Counsel, Africa Conference, Abuja, Nigeria, April 2010
2. Legislative Drafting: Principles and Materials - Mark Evan Segal
3. Manual on Legislative Drafting - Hon. Justice V.C.R.A.C. Crabbe
4. The Ethics in Legislative Drafting - Hon. Justice V.C.R.A.C. Crabbe
5. The Language of Legislative Drafting - Florence NakachwaDollo
6. The Role of Parliamentary Counsel in Legislative Drafting; UNITAR, Document No. 11, Geneva, May 2000

5.6 Additional Information

Approx. Duration of Delivery	3 hours	Training Methodology: <ul style="list-style-type: none"> • Brainstorming • Lecture • Group discussions • Plenary session with Question and Answer
Adequate No of participants:	30 - 50	

Module 6: Gender Responsive Communication and Reporting

6.1 Overview

Communication and reporting is a critical component of the day-to-day processes of County Assemblies. While this is always aimed at conveying messages either internally or externally, the structure, words used and other elements of the communication may in some instances be insensitive to the needs and rights of certain genders and special interest groups within the Counties.

6.2 Target group and purpose:

Target group:
Public Relation Officers
Clerk Assistants
Legislative Drafters
Research Officers

This module seeks to sensitize the officers in charge of the communication process on the importance of adopting gender sensitive approaches in communication to ensure that the interests and rights of all genders and special interest groups are taken into consideration.

6.3 Objectives of the module:

By the end of the module the participants should be able to:

- i. Explain the basic concepts of communication;
- ii. Discuss how communication impacts differently on different people;
- iii. Discuss the importance of a Communications Strategy within the County Assemblies and,
- iv. Demonstrate various strategies in reaching special interest groups within the County Assemblies for communication;

6.4 Module units and content

Units:	Sub-topics and Content:	Source of Content:
Unit 1:	Effective Communication # Overview and background # Definitions of terms # Fundamentals of Effective communication # Principles of gender responsive communication	Gender responsive communication toolkit (UNDP) Gender Responsive Communication For Development: Guidance, Tools And Resources
Unit 2:	Media Management and public relations # Media management # Public relations # Principles of media and communications management # Communicating house business and county assembly affairs with the constituents	
Unit 3:	knowledge management, report writing and record keeping # Report writing, minute taking and committee reports # Importance of knowledge management and record keeping # Gender responsive information sharing	

6.5 References:

1. The Gender communications policy; GoK, 2009
2. The Gender Responsive National Communications Toolkit - UNDP
3. Coleman, S. 2006. Parliamentary communication in an age of digital interactivity.
4. Aslib Proceedings, 58(5), 378–388.
5. Hansard Society. 2008. Enhancing Parliament’s ability to communicate with members of the public [Briefing]. House of Lords Debate on Thursday 18 December 2016

6.6 Additional Information:

Approx. Duration of Delivery	2 hours	Training Methodology: <ul style="list-style-type: none"> • Brainstorming • Lecture • Group discussions • Plenary session with Question and Answer
Adequate No of participants:	50	

Module 7: Research and Evidence Informed Decision Making

7.1 Overview

The role and contribution of research has been largely been ignored especially with regard to County Assemblies and with specific emphasis on legislation and oversight. This often leads to the formulation of bills, motions and in some instances statements that are not based on solid findings generated from reliable data collection processes. The outcome of such processes can only be policies and legislations that are skewed to the opinions and in some instances based on inaccurate data.

7.2 Target group and purpose:

Target group:

1. Committee Clerks
2. Clerks At The Table
3. Legal Counsel
4. Researchers
5. Fiscal Analysts

The purpose of this module is to equip the technical officers with an adequate level of knowledge and skill on how research can inform legislative, representative and oversight functions within the county assembly. The evidence based research skills will assist the technical officers in gathering critical information that can inform legislative processes in the County Assemblies.

7.3 Objectives of the module:

By the end of this module the participant should be able to:

1. Explain the concept of evidence based research in the legislative process from a gender responsive approach and,
2. Apply evidence based research in facilitating members to discharge their legislative roles;
3. Demonstrate how research can inform decision making processes

7.4 Module units and content:

Units:	Sub-topics and Content:	Source of Content:
Unit 1:	Evidence based research # Background, basics and overview of research <ul style="list-style-type: none"> - Research methods and processes - Identifying sources and accessing, collecting, synthesizing and utilization of information collected to - Analysing data collected and drafting findings; 	Guidelines For Evidence Use In Policy Analysis And Decision-Making; PSC, 2017
Unit 2:	# Incorporating evidence based research in gender responsive public processes # Evidence-based research in GR legislative processes; # Analysing evidence for GR policy and legislative framework <ul style="list-style-type: none"> - Tips for presenting evidence - Tips for writing compelling and concise syntheses - Format for presenting research findings - Writing actionable recommendations - Applying evidence for GR in policy analysis # Evidence based decision making	

7.5 References:

1. Advancing evidence-informed policymaking in Africa: The role of peer learning networks
2. Rob van Gestel & Jurgen de Poorter (2016) Putting evidence-based law making to the test
3. Kumanyika SK, Parker L, Sim LJ. Bridging the Evidence Gap in Obesity Prevention: A Framework to Inform Decision Making
4. Understanding evidence-based public health policy. Am J Public Health. 2009;99

7.6 Additional information

Approx. Duration of Delivery	2 hours	Training Methodology: <ul style="list-style-type: none"> • Brainstorming • Lecture • Group discussions • Plenary session with Question and Answer
Adequate No of participants:	50	

