



REPUBLIC OF KENYA

Learning Needs Assessment for County Assemblies in Kenya

Final Report

March 2017

Learning Needs Assessment for County Assemblies in Kenya - Final Report



Printed with the support of USAID



Learning Needs Assessment for County Assemblies in Kenya

Final Report of Findings

A Research Publication of the Centre for Parliamentary Studies and Training (CPST) developed and printed with the support of USAID's Agile and Harmonised Assistance for Devolved Institutions (AHADI) programme.

THE CPST LEARNING NEEDS ASSESSMENT FOR COUNTY ASSEMBLIES IN KENYA

A research publication of the Centre for Parliamentary Studies and Training (CPST)

© 2017 by CPST

P.O. Box 41842-00100 Nairobi

Tel: 020-2316455/2315610

Email: cpst@parliament.go.ke/centreforparliamentarystudies@gmail.com

All Rights reserved:

No part of this report may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopy or otherwise without prior permission from CPST except as provided by copyright law.

ISBN: 978-9966-1900-7-9

Printed by Pann Printers Limited, Kilome Road, Nairobi.

P. O. Box 29276 - 00625, Nairobi, Kenya.

Mobile +254-722 926 299, Landline: +254-20-2214348/58

Contents

Acknowledgements	v
Abbreviations and Acronyms.....	vi
Executive Summary	vii
Summary of Findings	viii
Chapter 1: Background.....	1
1.1 Rationale for the Learning Needs Assessment (LNA)	2
1.2 Conceptual Framework for the LNA	3
1.3 Study objectives	5
Chapter 2: Study Methodology and Sampling.....	6
2.1 Sampling and Design of the Data Collection Phase	9
2.3 Key Challenges in the Field	11
2.4 Study Limitations	12
Chapter 3: Analysis of Findings.....	13
3.1 The Role of the MCAs and the County Assembly	13
3.2 Law-making.....	15
3.3 Public Finance Oversight	17
3.4 Leadership and Representation	18
3.5 Assessment of the Training and Learning Experience	20
3.6 Evaluation of Induction Trainings	22
3.7 Use of ICT and Social Media	23
Chapter 4: Findings on County Assembly Staff.....	25
4.1 Summary of Demographic Profile of Staff	25
4.2 Assessment of Staff Induction Trainings	26
4.3 Status of Training	26
4.4 Opportunities for Attending Job-related Trainings	28
4.5 Supporting Career Growth and Progression.....	29
4.6 Training Priorities for County Speakers, Deputy Speakers and Clerks	31

Chapter 5:
Looking Forward Implications of Findings for the CPST Training Programme 33

5.1 The Current and Future Training Landscape..... 33
5.2 Factors Influencing the Training Needs of County Assemblies 34
5.3 Priority Areas for Training..... 35
5.4 The Development of Tailor-made and Standalone Training Packages 40
5.5 Use of ICT and Social Media Platforms 40

Conclusions 41
Bibliography..... 42
Annexes 45

Acknowledgements

This report on county assemblies' learning needs assessment has been developed with the support and generous contribution of the United States Agency for International Development through its Agile and Harmonised Assistance for Devolved Institutions (AHADI) programme. We immensely appreciate USAID AHADI's financial support and continued partnership. The involvement of these organisations is a clear demonstration of their strong commitment to capacity-building for the legislatures in Kenya and the region. Our sincere appreciation goes to Waceke Wachira, the Chief of Party, AHADI, and her team members, especially Mr Gabriel Ndung'u and Edwin Mbaya.

The process of undertaking this study was coordinated by the Centre for Parliamentary Studies and Training (CPST) and a team from sister departments in the Parliament of Kenya. On behalf of CPST, I extend special thanks to the Parliamentary Service Commission (PSC); CPST Board; Clerks of Senate and National Assembly; Director General, Joint Services; Senior Deputy Clerks, National Assembly and Senate; Director, Parliamentary Budget Office; all other colleagues at PSC; and the CPST staff for their invaluable technical support and insights towards this study.

The County Assemblies Forum (CAF) and the Society of Clerks-at-the-Table (SOCATT) leadership were instrumental in ensuring the success of this project. Equally, the speakers and clerks of the 21 county assemblies that participated in this study played a critical role in mobilising specific participants as well as providing relevant information. To all of them, I say thank you.

I extend very special thanks to the following persons who served as the technical consultants to the project: Mr. Jason Oyugi, Lead Consultant and Team Leader; Prof Jacqueline Oduol, Gender Expert; Mr Francis Aywa, Governance and Parliamentary Affairs Expert; Dr Kang'ethe Ngige, Curriculum Development Expert; Sam Balongo, Statistician; and Chaacha Mwita, Editor. They all devoted their time and energy to provide professional and technical expertise in collecting, collating, analysing, and interpreting data for the preparation, writing, and production of this report. I also thank the 24 research assistants from the 21 counties that were part of this study.

At the CPST, I'd like to single out the following by name: Dr Philip Buchere for leading and coordinating the process; Ms Linet Misati, Dr Martin Mbewa, and Mr Ali Abdulmajid for serving as cluster coordinators; and Mr Paul Maina, Ms Violet Asiko, and Ms Margaret Kanyuku for manning the secretariat throughout the entire process of the study.

Finally, I wish to appreciate the input of all the stakeholders and discussants who participated in the stakeholders' validation and piloting workshops. Their inputs shaped the focus of this report.

I hope that this report will streamline and improve the training process in the county assemblies within Kenya and in the region.

Prof Nyokabi Kamau, Ph.D

EXECUTIVE DIRECTOR

THE CENTRE FOR PARLIAMENTARY STUDIES AND TRAINING

Abbreviations and Acronyms

AHADI	Agile and Harmonised Assistance for Devolved Institutions
CA	County Assembly
CAF	County Assemblies Forum
CASB	County Assembly Service Board
CBO	Community Based Organisation
CIC	Commission for the Implementation of the Constitution
CoB	Controller of Budget
CoK	Constitution of Kenya
CPST	Centre for Parliamentary Studies and Training
CRA	Commission for Revenue Allocation
FGD	Focus Group Discussion
FIDA	International Federation of Women Lawyers
HR	Human Resource
ICT	Information and Communication Technology
KII	Key Informant Interview
KSG	Kenya School of Government
LNA	Learning Needs Assessment
MCA	Member of County Assembly
PFM	Public Finance Management
PSC	Parliamentary Service Commission
RA	Research Assistant
SOCATT	Society of Clerks-at-the-Table
SUNY	State University of New York
SUNY-PSP	SUNY Parliamentary Strengthening Programme
TA	Transition Authority
TNA	Training Needs Assessment
USAID	United States Agency for International Development
UNDP	United Nations Development Programme
UNITAR	United Nations Institute for Training and Research
UN Women	United Nations Women
WFD	Westminster Foundation for Democracy

Executive Summary

Kenya promulgated a new constitution in 2010, which reconfigured the country's governance structure. It introduced the devolved system of governance comprising of the national government and 47 county governments across the country. The objectives of devolving power and resources are clearly articulated under Article 174 of the Constitution.

Article 96 of the Constitution 2010 provides for the Senate's oversight of the county governments. During the Senate Consultative Forum on Devolution that was held between 31st July to 3rd August 2014 at Serena Beach Hotel, Mombasa, the issue of successful implementation of devolution was discussed extensively. Senators expressed concern that capacity-building for county assemblies required urgent attention from a Senate-led initiative. This Learning Needs Assessment (LNA) was an express initiative to implement this directive under the CPST. The main framework of assessing the learning needs of the county legislatures was learner-centred and, as such, embedded in the primary functions of the legislator—representation, legislation, and oversight.

The broad objective of this study was to assess the training needs of county assembly members and staff. The study had four specific objectives which were to:

- Document the training and capacity profile of members of the county assemblies (MCAs) and staff;
- Establish the training needs of MCAs and staff of county assemblies at the organisational level;
- Establish the training needs of MCAs and staff of county assemblies at the occupational level; and
- Evaluate the training needs of MCAs and staff of county assemblies at the individual level.

Table 1: Sample of county assembly members and staff reached

County	# of MCAs	# of staff	County	# of MCAs	# of staff
Bomet	25	31	Murang'a	27	34
Garissa	31	28	Nairobi	65	29
Isiolo	12	20	Nandi	26	20
Kakamega	52	29	Nyamira	21	16
Kiambu	39	23	Siaya	27	24
Kisii	30	39	Tharaka Nithi	21	40
Lamu	14	N/A	Trans Nzoia	14	45
Machakos	31	31	Turkana	25	45
Marsabit	23	26	Vihiga	13	40
Meru	45	49	Wajir	25	25
Mombasa	26	53			
Totals				592	635

The main sampling method chosen for the set of 21 counties under study was based on a non-probability method in four different clusters based on geography for ease of field-based data collection. In each cluster team, there was a cluster coordinator, a technical lead and 5-6 research assistants. The research assistants undertook actual data collection through one-on-one interviews with the MCAs while the

technical lead administered the qualitative tools with focus group discussions (FGDs) and key informant interviews (KIIs) with the committee chairs, women MCAs and county assembly speakers. In total, the study sampled views from 592 MCAs and 635 staff members of CAs.

Summary of Findings

- **Most MCAs are middle-aged and educated:** Majority of the MCAs are between 41 and 50 years old although there were differences in age profiles across individual assemblies. 81 per cent of the MCAs sampled had at least a bachelor's degree and 93 per cent had post-secondary education.
- **There are knowledge gaps on the legislative process among MCAs:** While only 19 per cent of the female and 12 per cent of the male MCAs admitted that they did not know all the steps in law making, the reality was different. As high as 52 per cent of the female MCAs and 48 per cent of the male MCAs were unable to correctly mention at least three consecutive steps in the law-making process. A third of the MCAs could not get any three consecutive steps right.
- **There is a direct but slight correlation between MCAs education level and their knowledge levels:** Of those with tertiary education, 53 per cent of MCAs were able to correctly list at least three consecutive steps in the law making process. Among those with secondary education, 49 per cent got three consecutive steps correct, while of those with primary school education and below, 42 per cent got at least three consecutive steps right.
- **Majority of MCAs need capacity development to undertake their legislative roles:** Majority of the MCAs (between 56 percent and 83 percent) mentioned that they needed help sometimes or most of the time to identify areas where new laws should be developed; to assess impact of laws against county development plans and priorities; and to scrutinise draft laws and policies from the executive. In effect, the scrutiny of bills emerged as the most challenging area in law making. Up to 491 MCAs (83 per cent) said they needed help in this area.
- **MCAs' understanding of their main roles in the county assemblies was wanting:** Of the three main roles of the county legislatures ('law-making', 'oversight' or 'representation'), only 28 per cent of MCAs sampled were able to mention all three roles. 75 per cent of the MCAs sampled cited at least one while 78 per cent mentioned 'representation' as their main role. There was however no relationship between gender and the MCAs' understanding of their roles in the county assemblies.
- **Public finance oversight is the most difficult task for most MCAs:** In the budget process, almost 50 per cent of MCAs cited monitoring budget implementation as the most difficult aspect of the budget process to understand. On the other hand, 41 per cent reported that scrutiny of budget allocations was easy to understand and 37 per cent reported that public hearing processes were easy to understand. From the findings, the process of monitoring ex-ante processes—enforcing ex-ante accountability, ensuring that budget allocations adequately reflect policy priorities—is well understood among MCAs.
- **The legislature should embrace stronger leadership development programmes in key areas:** 93 per cent of MCAs sampled said they required urgent skills improvement in resource mobilisation. Other key areas for skills improvement that had either at least 90 per cent score as 'urgent' or 'most urgent' included networking, strategy development, public policy and civic education. Notably, at least 56 per cent of the MCAs said civic

education was the most urgent area they required training on and it was also the only area that over 50 per cent of the MCAs said was most urgent.

- **Build more capacity on use of ICTs:** While social media use among MCAs is prevalent, there was overwhelming agreement by the MCAs on the need to have ICT training with 96 per cent either agreeing or strongly agreeing with the need to prioritise the training of members in ICT.
- **Staff induction needs strengthening:** Slightly over half of the county assembly staff felt that the induction training they underwent upon becoming county staff adequately prepared them to perform their duties effectively. When staff were asked to rate the level of satisfaction with the induction training, only 25 per cent of them thought it was excellent while 14 per cent expressly stated it was poor.

Table 2: Top six training areas and their usefulness

Training Area	Ranking on degree of usefulness of previous trainings	Ranking on prioritisation as a training need in future
Law-making and public policy	2	1
Public Finance oversight	1	2
Oversight	6	3
Leadership skills and representation	7	4
Procedures	4	5
Devolution and role of MCA	3	6
Women leadership and gender mainstreaming	5	7

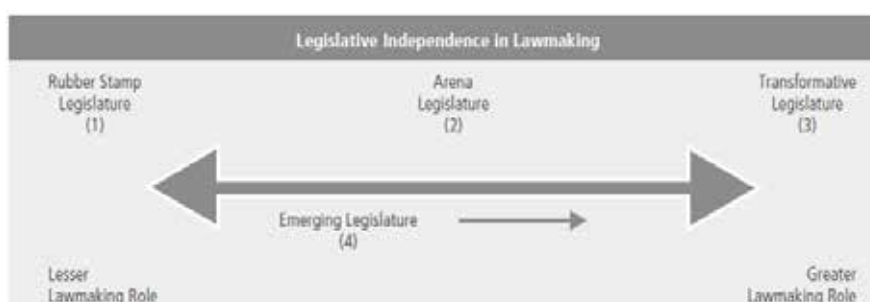
This table shows the consistency in the assessment of the effectiveness of past trainings and the consensus on where focus should be placed in future.



Chapter 1: Background

In 2010, The Constitution of Kenya reconfigured the governance structure by introducing the devolved system of governance comprising of the national government and 47 county governments across the country. The objectives of devolving power and resources are clearly articulated under Article 174 of the Constitution. The principle of separation of powers is undergirded in the constitutional apportionment of powers and resources between the two levels of government. This requires the two levels of government to work harmoniously.

Figure 1: Legislative independence in law-making



In the County Government, the creation of the legislative assemblies was aimed at creating a critical platform for ensuring that legislation, representation and oversight functions are effectively discharged.

During the Senate Consultative Forum on Devolution that was held between 31st July to 3rd August 2014 at Serena Beach Hotel, Mombasa, the issue of successful implementation of devolution by creating a collaborative operative path for protecting the interests of the counties was discussed extensively. The workshop deliberations were based on three major themes:

Successful implementation of devolution which covered topics on operationalising devolution through legislation; reviewing and appraising the impact of legislation concerning counties passed since 2013; delivery of devolved functions; and assessing performance of counties against their 4th Schedule mandate.

The framework for county allocation of revenue which covered the role of Senate as the protector of counties and county governments; assessing Senates' performance in providing oversight on devolution; and mandate of the Commission on Revenue Allocation (CRA) and office of Controller of Budget (CoB) on matters of financial management.

Progress on transfer of assets and liabilities: Reviewing the framework and charting the way forward on transfer of assets and liabilities to counties.

From the workshop deliberations, several important concerns emerged key among them being:

- A need to establish effective mechanisms of carrying out oversight on resources allocated to counties;
- Review of Schedule Five legislation that affect counties;
- County budgets and expenditures;
- Absorption capacities, and
- Provision of capacity building to the county assemblies to deal with the legislative, oversight and budget-making functions.

Based on Article 96 (1) of the Constitution which provides that the Senate shall represent the counties and protect their interests, and the provisions of Articles 109-113, the senators expressed concern that capacity building for county assemblies required urgent attention from a Senate-led initiative. The directive to put greater focus on capacity building for counties was expected to build on both CPST's continuous mandate as well as the CAs' own efforts at strengthening their legislatures.

CPST is an establishment of the Parliamentary Service Commission (PSC) established in December 2008 and legalised by the publication of the Parliamentary Service Regulations, 2011, in the *Kenya Gazette*, Subsidiary Legislation, Legal Notice No. 95 of July 22, 2011. It is against this background that this study sets out to assess the training needs for CAs. The mandate of this assistance is also embedded in the Constitution of Kenya, which requires the national government to build the capacity of county governments, as well as in statutory laws.

1.1 Rationale for the Learning Needs Assessment (LNA)

In general, the capacity development programme of the CPST for county legislatures is aimed at helping them to become more efficient, effective and democratic. Primarily, this focus encompasses three basic functions of a legislature: (a) representation of the people; (b) oversight of the public sector; and (c) law-making. In undertaking this function, CPST generally recognises that there are three main approaches to capacity building for the CAs:

- Individual approach (enhancing the capacity of individual MCAs and county assembly staff);
- Institutional approach (Whole-of-institution/County Assembly administration/ committee strengthening); and
- Network approach (bringing together like-minded MCAs/committees at the national, regional and global level using new and existing networks).

Their training experience has also shown that a strategy that combines all three approaches achieves better capacity. However, the training needs assessment (TNA) will specifically focus on the first approach which falls squarely within CPST's mandate and capability.

The main reasons for undertaking the LNA were threefold. First, The Constitution of Kenya 2010 provides a new constitutional architecture that will take considerable time to unpack and fully roll out before citizens can realise the full benefits of the new devolved system of government. The creation of a devolved form of government for example, brought forth new institutions, new powers and architecture of representation that are unprecedented in Kenya.

Secondly, not only are all the members of county legislatures serving for the first time, they are doing so in a more complex and dynamic environment where the relationship between the citizens and the State has been reconstructed, public awareness and information is high and citizens are generally more demanding and empowered. This requires a new set of knowledge, skills and attitudes to meet demand.

Thirdly, there has already been on-going work in capacity building for the county legislatures. However, the initial phase of the capacity building process was undertaken from a demand-based approach—at CPST, the set of capacity needs of the CA were developed from a technical analysis of the skills and knowledge required to undertake the core functions of representation, oversight and legislation based on experiences from the national legislature, demands of the Constitution and subsidiary legislation, all undertaken under a transition framework. After a two-year period of roll out and performance, enough evidence has emerged that can be successfully captured to develop a more targeted and focused needs-based training programme which this process shall inform.

For instance, between 2014 and 2015, the Senate organised and convened two consultative forums on devolution to discuss with the County Assemblies Forum (CAF) ways and means of strengthening devolution. These meetings were held in Mombasa from 31st July to 3rd August 2014 and 17th to 20th April 2015 respectively. The objectives of the meetings were to work for the collaborative success of devolution by creating an operative path for protecting the interests of the counties.

The two workshops observed the CAs' capabilities to oversight resources allocated to counties; legislate on transfer of functions; oversight county budgets and expenditures were still low. Capacity building in county assemblies became a major concern to the Senate so much that the Senate-led Capacity Building Initiative for County Assemblies (SLICBC) paper was mooted (Senate, 2014). The strategy paper as well as the Council of Governors recommended that a comprehensive capacity needs assessment be carried out for counties, and the Transition Authority (now defunct) and county governments invest in improving the CAs' capacity (UNDP, 2015).

1.2 Conceptual Framework for the LNA

At the core of the LNA was the recognition that legislative careers are among the most interesting, complex and difficult be it at national or local government level. Competing demands—from one's party, the Assembly, the ward, interest groups, and one's family—make the life of a legislator a challenging balancing act. Legislators are always “on the job”, whether just walking in the assembly premises, interviewing a witness regarding a proposed legislative amendment, traveling, or even just greeting a constituent at the front door. There is no required or even prescribed course of study for becoming a legislator.

Legislators, in fact, represent hundreds of professions, and bring this mosaic of backgrounds and experiences into the work of the legislature. They begin, and continue, in their careers by winning elections, not through mastering training programmes or by passing qualifying exams. Most come to the assembly not knowing exactly how or what they can or should do there, and they learn on the job.

In a nutshell, the process involved identifying the gap between current performance and the performance required; the needs assessment explored the causes and reasons for the gap and identified the methods for closing the gap (Kaufman and Lopez, 2013). The assessment of needs was, therefore, done in the pursuit of improving performance (or closing gaps in results) in a variety of contexts. Buchere *et al.* (2012), assert that the needs assessment is the first step in the establishment of a training and development programme. It is used as the foundation for determining instructional objectives, the

selection and design of instructional programmes, the implementation of the programmes and the evaluation of the training provided.

The main framework of assessing the learning needs of the MCAs was learner-centred and as such, embedded in the primary functions of the legislator—representation, legislation, and oversight.

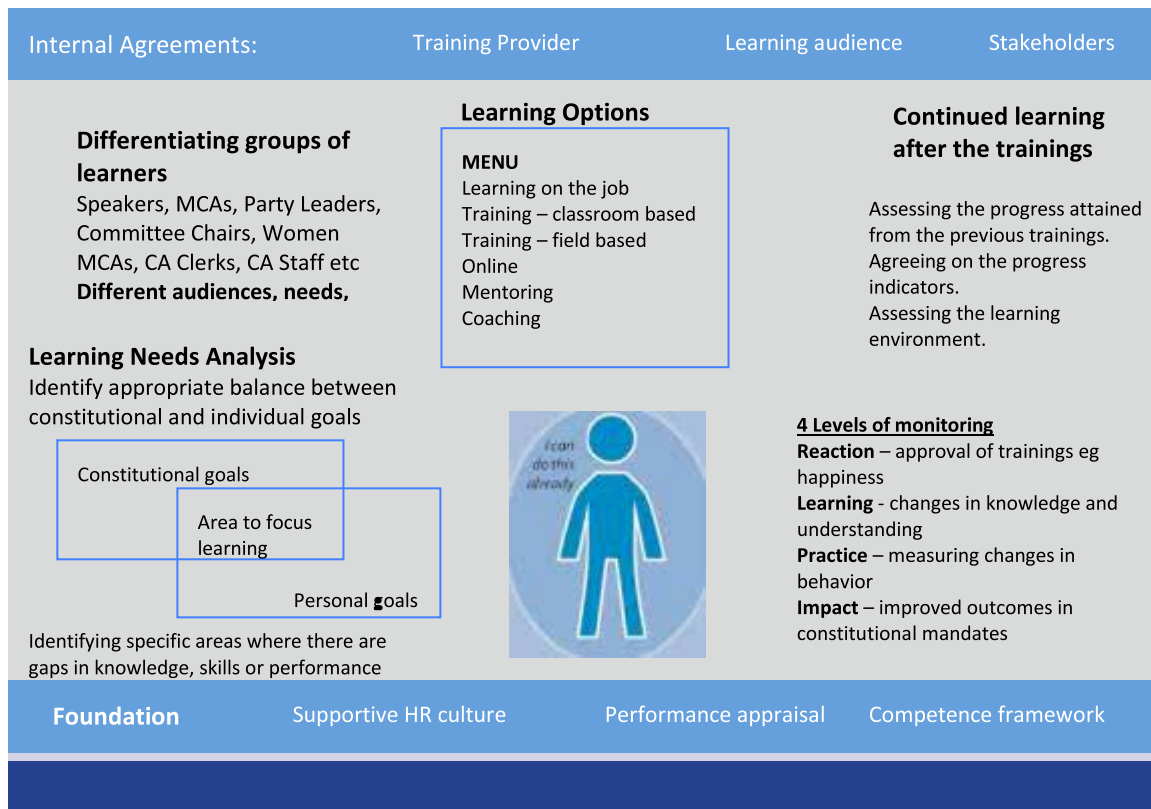
Representation needs means focusing on the knowledge, skills and attitudes necessary to represent people and groups, bringing their needs, aspirations and concerns to the county level where they can be factored into the policy-making process. Unlike county governors who are chief executives responsible for representing the entire county, MCAs represent the differences in society, ensuring that the specific concerns and peoples and groups are heard at the county level.

Legislation needs means focusing on the knowledge, skills and attitudes necessary to support the legislators to negotiate among the various interests they represent, reaching agreements on budgets, policies and laws which meet county and national needs, even as they respond to specific geographic and group concerns.

Oversight needs means focusing on the knowledge, skills and attitudes necessary to support legislators to review the activities of the county executive government, ensuring that executives implement budgets and policies legally, effectively, transparently, and according to the intent of the people.

The schematic representation below summarises the idealised learning environment, with the learner (not the trainer) at the centre. The whole framework is grounded in good human resource (HR) management and capacity building practice. The LNA process evolves counter-clockwise beginning with the four levels of monitoring drawn from a known model, Donald Kirkpatrick’s Learning Evaluation Model (1994).

Figure 2: Idealised learning environment



The main method of investigation of the training gaps during this survey was designed to help the survey team to identify the gap between the required level of knowledge and skills for MCAs and the actual level across their core mandates—law-making, oversight and representation. This was done in a set of five interrelated steps that included:

- Extensive literature review and analysis.
- A quantitative tool for collection of data. The tool consisted of a mix of knowledge, skills and practice questions covering each of these core mandate areas.
- Analysis of Hansard records to complement data from interviews.
- Qualitative interviews for select groups of MCAs with wide ranging roles and responsibilities in the House such as committee chairs, women representatives, majority leaders etc. which was also complemented by qualitative information from separate consultative meetings with clerks and speakers.
- Data analysis and report writing.

In addition, the LNA also involved assessing the training needs of the staff, focusing on processes to identify how and which occupational discrepancies or gaps exist, potentially introduced by the new demands on their work. It also examined new ways to do work that can eliminate the discrepancies or gaps. Finally, individual assessments were expected to provide information on which employees need to be trained and what kind of training is needed. It is against this background that this study sought to establish the training needs for members and staff of county assemblies at the organisational, occupational and individual levels.

1.3 Study objectives

The broad objective of this study was to assess the training needs of MCAs and staff. The study had four specific objectives which were to:

- Document the training and capacity profile of MCAs and staff.
- Establish the training needs of MCAs and staff at the organisational level.
- Establish the training needs of MCAs and staff at the occupational level.
- Evaluate the training needs of MCAs and staff at the individual level.

Chapter 2: Study Methodology and Sampling

A key issue that defined the approach and methodology of undertaking this task was the understanding that the capacity of the County Legislature is a multi-faceted parameter. It essentially includes several variables that encompass the wider context in which the county legislatures operate in. These include the Constitution of Kenya, the governance arena, the national context of devolution and even the obtaining political environment. It also includes institutional capabilities of the legislatures themselves—tools, systems and processes, methods of work, culture and infrastructure that enable or hinder the CA from performing its functions. Lastly, it includes the skills, knowledge and competencies of individual members of the county assembly and their staff to effectively undertake and discharge their mandates within this environment.

In this study, and in line with the question asked by CPST, the study focused on the capacity needs by asking the question: What knowledge, skills and competencies do the MCAs and staff need to perform their functions effectively?

Task 1: Inception process

At the onset of this assignment, a preparatory meeting was convened between CPST, AHADI, and the consultants to build a common understanding of the scope of work, orient the consultant to the terms of reference and expectations from the client, consider and sign the contract, agree on responsibilities, as well as share and agree on the methodology and process management of the task. During this phase, a documentation checklist was also developed and used to ensure that resources exist for the task and that reference materials necessary for the assignment are mobilised.

Task 2: Literature review

The literature review was based on the research objectives and covered several areas necessary to establish the status of knowledge, capacity and performance of the county legislatures. In undertaking this review, the following documents were reviewed:

- The Constitution of Kenya, 2010
- The County Government Act, 2013
- Intergovernmental Relations Act, 2013
- Transition to Devolved Government Act, 2013
- Urban and Cities Act, 2012
- Public Finance Management Act, 2013
- County Assembly Standing Orders (various)
- County Assembly Hansard reports
- Media reports
- Senate reports
- Training reports from CPST and other agencies

Operational Terms

Training: Deliberate and systematic learning experience designed to provide skills, knowledge and appropriate attitudes to an employee to improve their performance.

Learning needs assessment:

A performance audit exercise that generates and provides the management with analytical information on knowledge, skills and competency gaps for decision-making on learning and development.

Assessment: Measuring learning achievement in relation to curriculum objectives.

- Committee reports
- Staff management and performance reports
- Reports of Controller of Budget
- CRA reports
- Reports of the Auditor General
- Reports from the CIC and other constitutional bodies
- Training reports from the Transitional Authority.

Task 3: Undertaking the development of all data collection research tools

From the literature review, it was clear that the use of both qualitative and quantitative methods of data collection would be necessary. This was done in recognition of the fact that, clearly, there had been on-going work in capacity building for the county legislatures. As stated earlier, the process of developing the tools was aimed at capturing the gap between current performance and the required performance level. The tools were organised in the framework shown below:

Table 3: Performance required and the current performance

Sub-category	Questions related to...	Importance
Law-making	The role of the CA in making and amending legislation	Primary role of legislature
Leadership and representation	Leadership and citizen representation including the representativeness of the CA in terms of minority groups, political parties etc.	Essential reason behind existence of legislature
Procedures	Procedures that ensure smooth operations of the assembly in its business <ul style="list-style-type: none"> - State of knowledge - Practice - Procedures 	Determines processes of the legislature meeting its mandate
Public engagement	Accessibility of the CA by the public including provisions on transparency, media relations etc.	Informing the public of governance is a primary role of legislature, crucial for effective oversight
Oversight	The effectiveness of the legislator in holding the executive accountable	Primary mechanism of government accountability
Human resource	Knowledge and skills necessary for staff to undertake their roles <ul style="list-style-type: none"> - staff establishment - skills vis-à-vis job functions 	Technical capacity of staff to support the CA

Two sets of quantitative tools attached to this report as Annex 1 and Annex 2 were subsequently developed each for MCAs and for staff respectively. Annex 1 was designed to cover nine critical areas viz:

1. Demographic details
2. General information
3. Law-making
4. Legislative oversight
5. Public finance oversight
6. Legislative procedures
7. Leadership and representation
8. Training experiences and
9. ICT and social media usage

The staff tool on the other hand covered five critical areas viz:

1. Demographic details
2. General questions
3. Training experience
4. Job/function analysis
5. Resources

The first drafts of these tools were submitted on February 15th 2016 and the subsequent period used for the first and second internal reviews to prepare the tools for pretesting.

The next set of qualitative tools included (Tool 3, see Annex 6), a suite of five KII and FGD guides for the collection of qualitative information. The suite of KII and FGD guidelines consisted of the following tools:

- Tool 3A: KII Guide for Speakers and Deputy Speakers
- Tool 3B: FGD Guide for Committee Chairs
- Tool 3C: FGD Guide for Women MCAs
- Tool 3D: KII Guide for Governors and CECs
- Tool 3E: FGD Guide for CSO leaders, CBO and Media

The suite of qualitative tools was developed for application by the technical lead consultants in each cluster with the research assistants trained to administer the quantitative tools for collection of information from the MCAs. The staff data collection tool was finally designed for self-administration purposes due to the lack of adequate manpower for undertaking one-on-one staff interviews for a larger sample of the CA workforce. In addition, secondary qualitative information from the consultative meetings with the clerks and speakers at two separate training events in Addis Ababa were used to reinforce the findings on learning needs for the assembly leadership group.

Task 4: Recruitment of the core research team and training of data collection teams

The process of recruitment of the research assistants was undertaken by CPST and AHADI. CPST established contact with all the 21 counties under study and various county assemblies were asked to nominate data collection team members using a set criteria. A total of 26 research assistants and four data entry clerks were recruited and the research assistants (RAs) trained on the following areas of data collection:

- Explaining the basis and overview of CPST’s TNA—sharing with the RAs the rationale and genesis of the LNA as part of the background work necessary to participate in the training workshop and research exercise.
- Compiling all the necessary secondary data and profile of the county legislature—sharing a data compilation checklist for undertaking initial literature review for each county.
- Training on effective interview skills—focusing on administration of questionnaire and interviewing/probing skills, the “Dos” and “Don’ts” of interviewing, role plays and internal pre-test of the questionnaire. This section also covered research ethics.
- Equipping the RAs with necessary logistical information and materials for the field pre-test as well as details of the “Researchers Toolkit”, fieldwork organisation, clustering, and team formation.
- Orientation to their scope of work and terms of reference.

2.1 Sampling and Design of the Data Collection Phase

Table 4: Clustering of sampled counties under study

Cluster 1	Period of data collection	Cluster 2	Period of data collection
Machakos	4-6Apr	Mombasa	4-6Apr
Muranga	7-8Apr	Lamu	6-8Apr
Meru	11-13Apr	Garissa	10-13Apr
Tharaka Nithi	14-15Apr	Wajir	13-15Apr
Marsabit	26-29Apr	Turkana	26-27Apr

Cluster 3	Period of data collection	Cluster 4	Period of data collection
Siaya	11-12Apr	Nyamira	4-6Apr
Kakamega		Kisii	6-8Apr
Isiolo	5-6Apr	Bomet	11-13Apr
Kiambu	7-8Apr	Nandi	13-15Apr
Nairobi	26-27Apr	Vihiga	03-04 May
		Trans Nzoia	05-06 May

The main sampling method chosen for the set of 21 counties under study was based on a non-probability method targeting four different clusters based on geography for ease of field-based data collection and coordination. In each cluster team, there was a cluster coordinator from CPST, a technical lead and

5-6 RAs who undertook actual data collection through one-on-one interviews with the MCA while the technical lead administered the qualitative data collection tools with FGDs and KIIs with the committee chairs and women MCAs as well as County Assembly Speakers respectively.

The cluster coordinator was responsible for the administration of the self-assessment tools for CA staff. Prior to each visit to the CA, there was advance communication by cluster team leaders who were representatives of CPST—establishing links with County Assembly Speakers beforehand to authorise and brief MCAs on the data collection exercise and working with Clerks of the County Assemblies to organise staff for the research. The data collection exercise was clustered as shown in Table 4.

In all the clusters, the data collection went on as scheduled except for four counties—Turkana, Marsabit, Nairobi, Vihiga and Trans Nzoia - whose data collection dates were revised due to a variety of factors: For example, for Marsabit, the planned dates coincided with the Annual Devolution Conference of the Council of Governors (CoG) on April 20-23, 2016. In Turkana, Marsabit and Nairobi, the revised dates for data collection ran from April 26-29 while in Vihiga and Trans Nzoia, the new dates were between May 03-06, 2016.

2.2 Sample Size and Data Collection

All the data collection teams registered great success in all the counties and the teams managed to get data for both staff and MCAs in all assemblies except Lamu where staff data collection was administered but the responses were not been submitted by the staff. The summary of staff interviewed is shown in Table 5 while that of MCAs is in Table 6.

Table 5: County Assembly Staff reached

County	# of staff interviewed	County	# of staff interviewed
Bomet	31	Murang'a	34
Garissa	28	Nairobi	29
Isiolo	20	Nandi	20
Kakamega	29	Nyamira	16
Kiambu	23	Siaya	24
Kisii	39	Tharaka Nithi	40
Machakos	31	Trans Nzoia	45
Marsabit	26	Turkana	40
Meru	49	Vihiga	25
Mombasa	53	Wajir	33
Total	635		

Table 6: Summary of total number of MCAs reached

County	# MCAs interviewed	# of MCAs	% Interviewed
Tharaka Nithi	21	23	91%
Marsabit	23	34	68%
Lamu	14	21	67%
Garissa	31	48	65%
Bomet	25	39	64%

	County	# MCAs interviewed	# of MCAs	% Interviewed
	Meru	45	70	64%
	Nyamira	21	33	64%
	Kakamega	52	87	60%
	Mombasa	26	45	58%
	Isiolo	12	21	57%
	Siaya	27	47	57%
	Wajir	25	45	56%
	Murang'a	27	50	54%
	Machakos	31	58	53%
	Turkana	25	47	53%
	Nairobi	65	127	51%
	Kiambu	39	87	45%
	Nandi	26	58	45%
	Kisii	30	75	40%
	Trans Nzoia	14	39	36%
	Vihiga	13	39	33%
	Total	592	1093	54%

2.3 Key Challenges in the Field

All the field teams experienced different challenges from place to place over the data collection period. In cluster one (Machakos, Muranga, Tharaka Nithi, Marsabit and Meru counties), there was a general difficulty in securing interviews, which stemmed from the fact that most county assemblies did not inform their members and staff sufficiently early or in sufficient detail about the exercise. However, the team expected this from some of the experiences at the pre-test stage and its mitigation measures (such as prior formal and informal communication and the identification of key staffers to assist on the ground) paid off in the number of interviews realised overall.

The second challenge, which could probably not have been avoided, was the effects of local political dynamics (additional detail on these is provided later). Again, working closely with key staff members in the affected CAs is paid off.

Lastly, the education level of MCAs tended to correlate with the difficulty of securing or conducting interviews—either the associated lack of confidence led to a disinclination to provide an interview or the interview process took unduly long due to the need to translate or repeat questions.

In cluster two (Lamu, Mombasa, Wajir, Turkana and Garissa counties), the main challenge was in the limitations arising from logistics and support requirements. In some counties (Mombasa and Lamu especially), the time allocated for data collection was too short because of poor flight arrangements that only gave one day for the exercise. This caused the team to reorganise the data collection modalities by leaving one RA in Mombasa to continue with the data collection for the next two days as the rest of the team travelled to Lamu.

In cluster three (Isiolo, Nairobi, Kiambu, Siaya and Kakamega counties), the main challenge involved Isiolo where a breakdown in communication led to no data collection on day one, with the technical lead being forced to take on coordination and communication to secure interviews on the day of travel. Subsequent data collection exercises largely depended on heavy engagement of the technical lead in logistics and coordination arrangements. Second, delays in remittance of lunch allowance to the RAs and timely communication on accommodation for those travelling from up country to Nairobi was a challenge.

In cluster four (Nandi, Nyamira, Kisii, Bomet, Vihiga, and Trans Nzoia counties), a few CA clerks had not communicated to MCAs. Due to this reason MCAs, especially in Nyamira (our first station) and Kisii, seemed unprepared for the exercise. Nevertheless, with patience and tact from our team and the necessary whipping from the CA Clerks we could proceed on with the data collection exercise.

In Bomet and Nandi counties all the officers we encountered were quite ready for the exercise. The 3rd Devolution Conference held in Meru, however disrupted the last week of operation, that focused on Vihiga and Trans Nzoia counties. There were no MCAs available as all were attending the conference. Nonetheless, with the help of deputy county assembly clerks, we could interact with the county staff who were readily available for the exercise. Because of the hitch, the data collection for the two counties were rescheduled and collected from May 03-06.

2.4 Study Limitations

Self-administered staff TNAs: This method presented normal challenges common in these types of surveys. The limitation in manpower on the part of the research team meant that it was not possible to gain insights and details from the respondents beyond those specific questions articulated in the questionnaire. At the same time, the research team was not able to detect collaboration and dialogue among respondents since many members of staff often preferred to fill in the questionnaires when they had some free time.

Poor documentation in counties: There was poor documentation of the performance of MCAs and staff in most counties. In the assembly itself, Hansard reports were incomplete mainly because transcription had delayed due to staff shortages which meant some of the reference material was from the raw records. Staff performance management systems were, however, the weakest link in identifying the history and processes counties follow in recruitment, management and development of staff.

Chapter 3: Analysis of Findings

3.1 Summary of Demographic Profile of MCAs

The CAs have a combined membership of 1,093. Of this, 592 (54 per cent) responded to the questionnaire. Three hundred and seventy-eight (64 per cent) of them were male, while 214 (36 per cent) were female. Majority of the MCAs are between 41 and 50 years old with different assemblies having different age profiles. For example, in Mombasa, age profile of the assembly representatives ranges between 31-40 years while in Wajir this age cohort is as high as 10 (40 per cent) of the MCAs reached. At the same time, 480 MCAs hold at least a bachelor's degree and those with post-secondary education is 551 (93 per cent).

This is quite contrary to widely held public views that a large majority of MCAs do not have university education. In part, this misconception has seen initiatives such as the introduction of a bill in parliament on minimum education qualifications for MCAs. Perhaps a more fundamental question with respect to this finding is the impact of university education on the quality of representatives which was however beyond the scope of this study.

Table 5: County Assembly Staff reached

Demographic data	N = 592	Percentage
Gender	Male	64%
	Female	36%
Age	Under 25 years	0.2%
	25 - 30 years old	9%
	31 - 40 years old	32%
	41 - 50 years old	36%
	51 - 60 years old	17%
	Over 60 years old	5%
Marital Status	Single	8%
	Married	71%
	Separated	19%
	Divorced	2%
Education	Primary	4%
	Secondary	12%
	Tertiary / University / Diploma	81%
Elected or Nominated	Elected	64%
	Nominated	36%
Length of service in the County Assembly	First time	76%
	Second time	19%
	More than two times in the CA	6%

3.1 The Role of the MCAs and the County Assembly

The data indicates that there is no relationship between gender and the MCAs' understanding of their roles in the CA. However, at least 444 MCAs were variously able to cite 'law-making', 'oversight' or 'representation' as an MCA's roles while 462 mentioned 'representation' as their main role. Only 166 (28 per cent) of the MCAs mentioned all the three roles. It was also clear from the findings that articulation of these roles improves with levels of education with just one MCA without formal education responding "don't know" and another of those with primary education giving the same response. No secondary school educated MCA gave this response.

On the role of the institution of the County Assembly however, law-making was the most dominant understanding of the MCA's role by the MCAs with 521 (88 per cent) of them stating so followed by 355 (60 per cent) who mentioned budget-making instead. Certainly, other representation functions such as approval of appointments by the Governor and impeachment did not receive many responses.

Figure 4: Understanding role as MCA

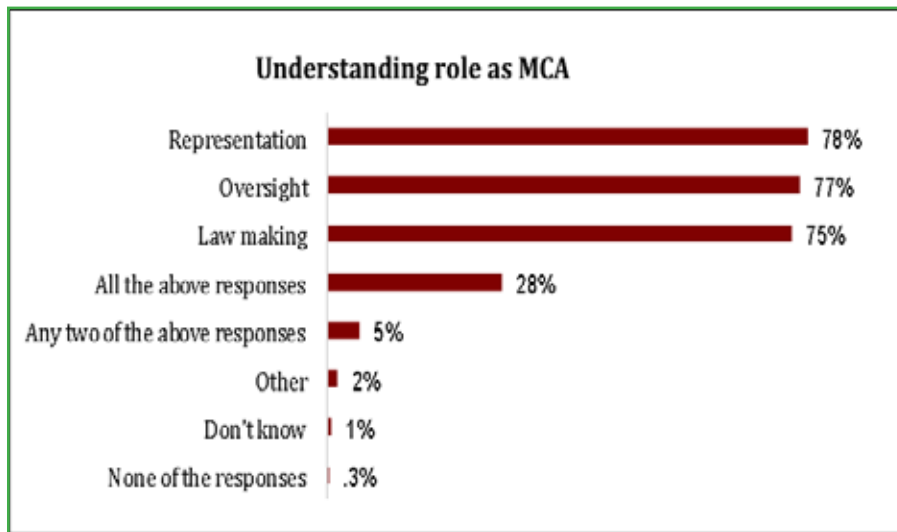


Figure 5: Understanding roles of MCA and County Assembly

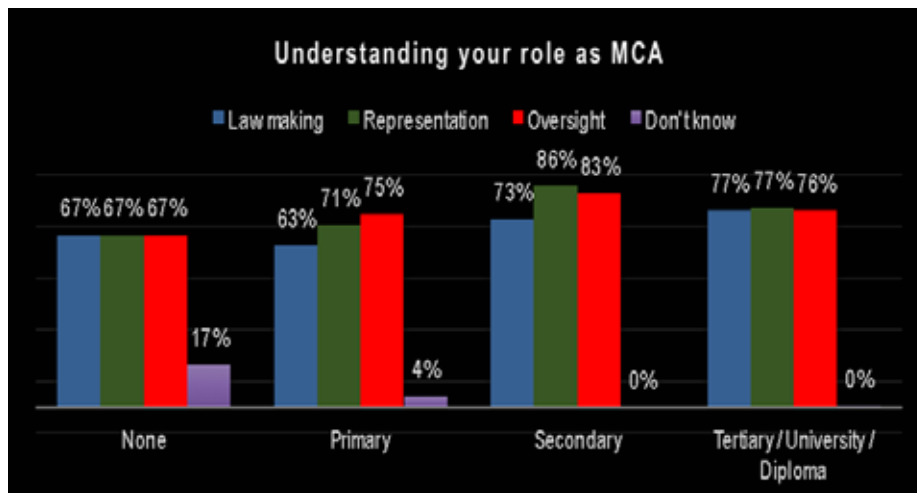
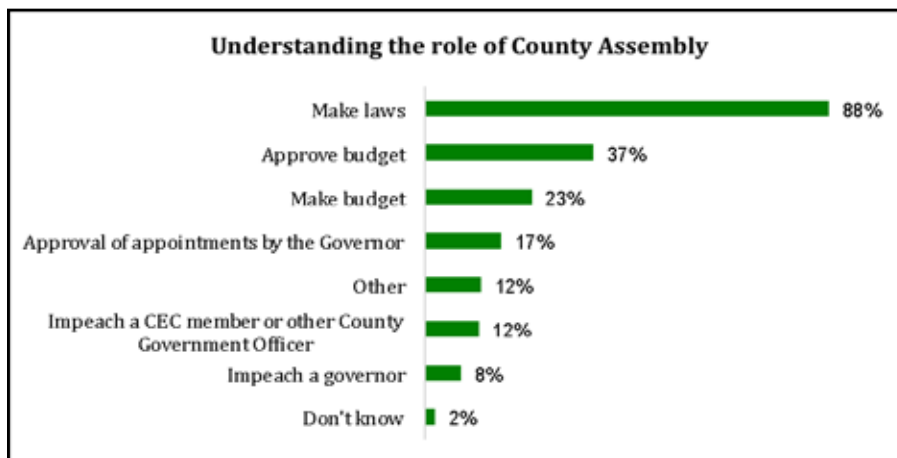


Figure 6: Understanding the role of the County Assembly



3.2 Law-making

When seeking to assess the learning needs of county representatives, the legislative process is the most obvious place to start. Passing legislation is not only the best-known of a legislator’s roles, it is also a process which is public, well-documented, and offers clear measurement possibilities. During this study, the learning needs of the MCAs focused largely on four key aspects of this capacity— understanding of procedures of law-making in the assembly, actual participation, performance rating and sources of information for law-making.

On understanding legislative procedure, the MCAs were asked to mention the steps they follow when they want to make a law. A score was given for any correct three consecutive steps. From the data, only 62 female and 45 male MCAs indicated that they did not know the steps. This number, however, belied the reality as 103 female and 204 male MCAs could get at least three consecutive steps of the law-making process right. One-third of them could not get any three consecutive steps correct.

There is a slight difference when this data is looked at through the education lens. Two hundred and fifty-six MCAs with tertiary education could get at least three consecutive steps right. This compares to unfavourably with 34 MCAs with secondary school level education and three MCAs) without formal education who got three consecutive steps right. The proportion of those who could not get any three consecutive steps right, however, remained notably high—as high as half—for those without formal education dropping down to one-third of those with tertiary education.

The lack of MCAs’ familiarity with procedures in law-making is, therefore, potentially a strong barrier to their participation in the legislative processes in their counties and, hence, performance of their duties as law-makers. In practice, the data from actual participation partly confirms this finding—52 per cent of the MCAs could table a motion with just 36 per cent of them tabling a bill in the House. However, most of the MCAs (over 90 per cent) said they could make contributions on the floor, vote, and raise questions in the House.

Figure 7: Steps in making laws in the County Assembly

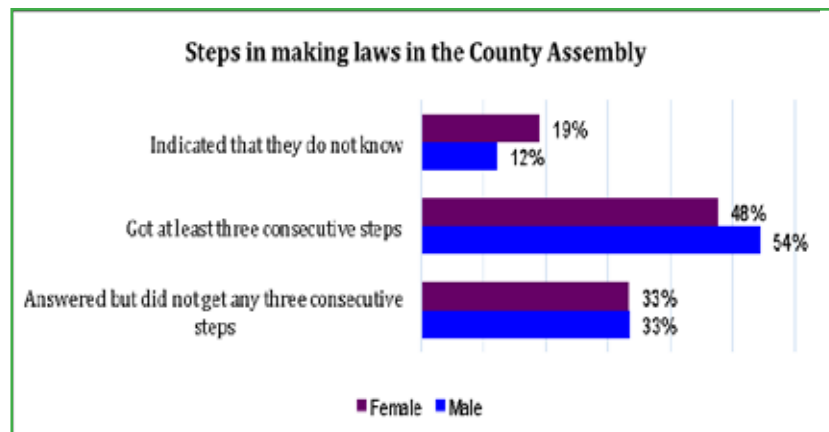
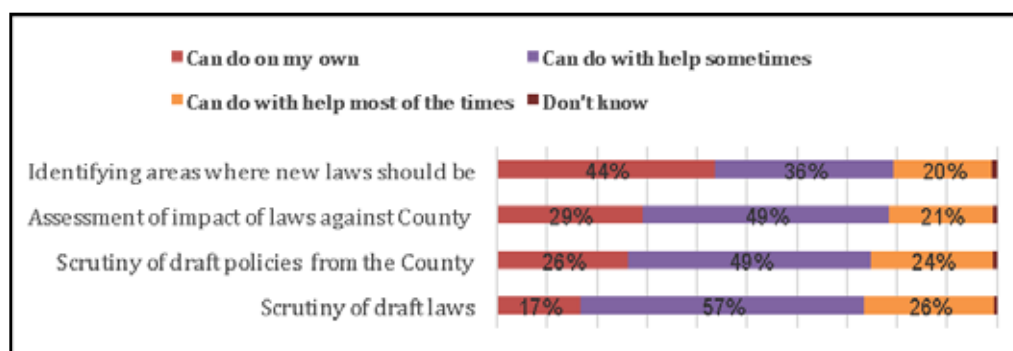


Table 8: Processes undertaken

During the last session, which of the following process or processes did you undertake?	%
Asked a question in the house or committee	90%
Voted on a bill/motion	90%
Contributed to a debate on the floor of the house	92%
Rose on a point of order	79%
Proposed an amendment to a bill	63%
Tabled a bill	36%
Submitted a motion	52%
Don't know	1%

Figure 8: Ability to carry out law making functions



In assessing the ability of MCAs to carry out the law-making function, a majority of the MCAs, ranging from 56 per cent to 83 per cent, mentioned that they either needed help sometimes or most of the time to identify areas where new laws should be developed, assess impact of laws against county development plans and priorities, and to scrutinise draft laws and policies from the Executive. In effect, the scrutiny of bills emerged as the most challenging area in law-making. Up to 492 MCAs (83 per cent) said they needed help in this area. Comparatively, 73 per cent said they could do with help in scrutinising policies, 70 per cent assessing laws against government priorities, and 56 per cent in identifying areas for legislation.

Table 9: How decision making information was gotten

How do you get the information that helps you to make your contributions in the County Assembly during law making?	Not at all	Often/Very Often
From meetings with the local communities	21%	79%
From consultations with different actors	47%	53%
From the media	66%	34%
From Non State Actors	73%	27%

In looking at these findings, MCAs need more and better knowledge and skills to be able to effectively participate in the legislative process from identifying new issues for legislation through to legislative passage thereof. Access to and utilisation of these knowledge and skills is a key issue as evidence raises troubling questions beyond mere lack of knowledge and skills—questions on analytical capabilities also come into play. For example, whereas a wide range of legislative and policy limitations are covered in the media, most MCAs (up to 66 per cent) did not use media as a source of information for law-making. This was even much higher among MCAs who use non-State actors to identify new areas for law-making. Just 27 per cent took this option.

Table 10: Familiarity with procedures in the assembly

Familiarity with procedures in the assembly	Correct responses	Wrong responses
Posptponing a motion	69%	28%
Asking a Question	45%	54%
Moving a motion	81%	18%

The general difficulty in mastering House procedures during debate is an additional hindrance to the effectiveness of MCAs. Naturally, some MCAs are quite familiar with many procedures. Nonetheless, in this research, when the MCAs were presented with a set of 10 procedural tasks to state how these were done, there was evident disparity in mastery of the same. For example, in the set of tasks around how to postpone a motion, 28 per cent of the MCAs did not know how to do it. Over half of them couldn't get the procedure for asking a question right. And 81 per cent (not a hundred per cent) were conversant with the procedures for moving a motion. Indeed, when the MCAs were asked whether they found the assembly procedures simple or difficult to follow, over one-third said they found the procedures either difficult or, worse still, too difficult to follow with just 57 per cent saying they found the procedures simple/easy to follow. It is possible that this is because most of the MCAs were engaging in legislative work for the first time—as collective entities and as individuals; the situation is likely to improve with time depending on the turnover of MCAs.

3.3 Public Finance Oversight

The budget is a pivotal instrument of public policy and a critical arena for political bargaining between the Executive and the Legislature both at the national and county government levels. In general, the county legislature performs critical accountability functions in public budgeting. In this assessment, the focus of the capacity needs were organised into four broad areas of inquiry—general awareness on the institutional roles of the assembly in public finance; the capacity needs of MCAs in enforcing ex-ante accountability, ensuring that budget allocations adequately reflect policy priorities; concurrent accountability, overseeing the execution of the budget by the Executive; and ex-post accountability, holding county governments to account for performance and results in each case also assessing where and what were the bottlenecks.

Figure 9: Role of County Assembly in Public Finance

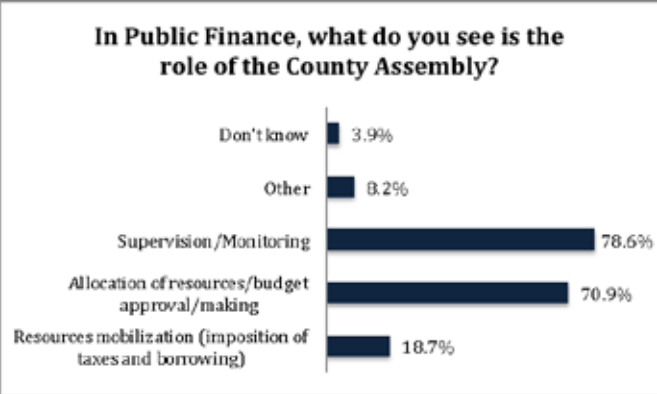
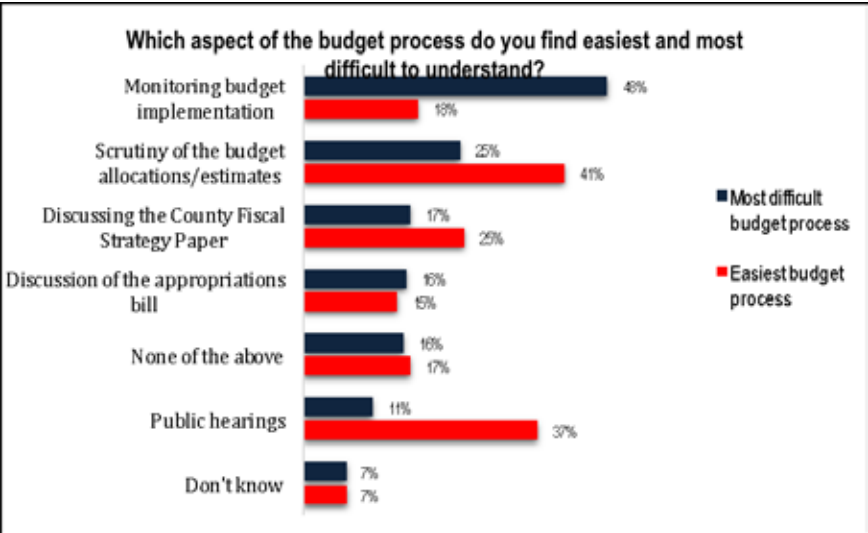
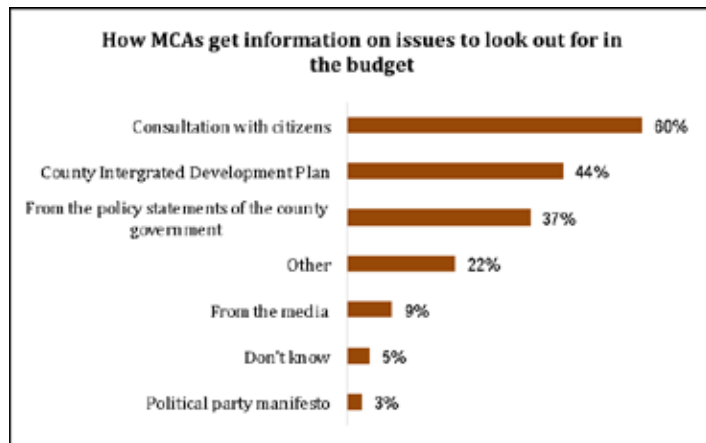


Figure 10: Which aspects of budget process do you find easiest and most difficult to understand



From the data, 414 MCAs (70 per cent) rightly identified the role of the assembly as supervision or monitoring of the budget. An even higher percentage (78 per cent) cited the budget-making and approval as a key function. However, only 18 per cent of them cited the imposition of taxes and oversight over borrowing as a key role. This presents a significant knowledge gap on the depth and scope of public financing, which is critical for the economic health of the county governments especially given the low resource settings. This implies, for instance, that most MCAs will not be alert to moves to increase debt; worse, they cannot effectively interrogate taxation measures by the county government which constitutes a critical piece of the budget work.

Figure 11: How MCAs get information on issues to look out for in the budget



Monitoring budget implementation was mentioned as the most difficult aspect of the budget process to understand. Almost half of all the MCAs interviewed stated this. On the other hand, 243 MCAs (41 per cent) said scrutiny of budget allocations was easy to understand. And 219 (37 per cent) said they found public hearing processes easy to understand. The conclusion here is similar to the preceding one on ex-ante and ex-post budget competencies. One reason for these difficulties could be the low interaction between CAs and

supreme audit institutions such as the Auditor General and Controller of Budget together with weak support initiatives from other public oversight agencies such as the anti-corruption institutions and the civil society. In effect, MCAs have very limited access to quality and quantity information on budget performance which reduces their effectiveness. And while one way of improving things is through direct engagements with MCAs on the mechanics of monitoring the implementation of the budget, another, and perhaps more strategic way, is to target CA committees responsible for budget oversight to get specific training on public finance monitoring.

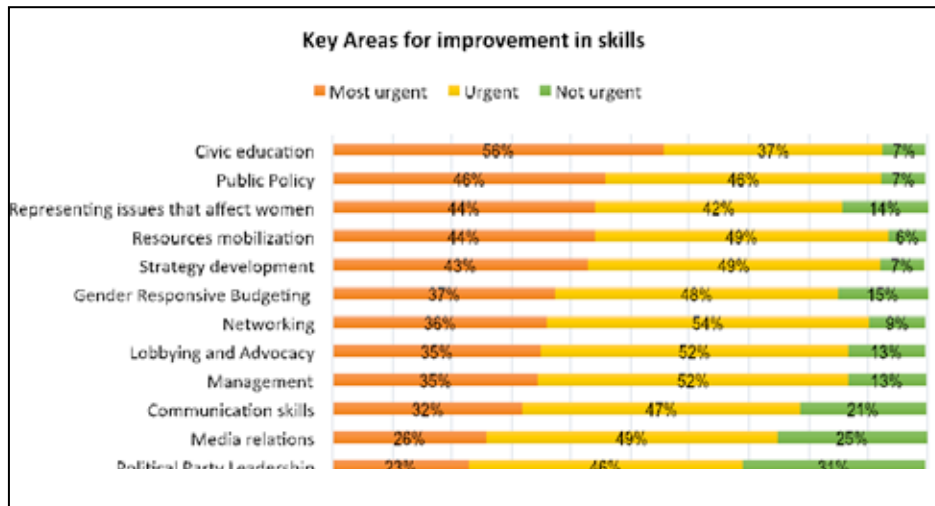
It is, however, important to mention that while technical capacity is a critical element of supporting the county assemblies to undertake public finance oversight, there are wider institutional and external parameters that will necessarily affect the performance of MCAs in this regard. For example, the institutional linkages between public accounts committees and general audit offices determine effectiveness of legislative budget oversight. Improving these linkages is critical to anchor accountability in public finance and budget management. The audit offices are generally autonomous organisations with functional links to parliaments. They provide critical advisory services to the assemblies, directly or indirectly, in the exercise of their accountability functions. At the same time, the effectiveness of audit reports largely depends on how the follow-up (or lack thereof) is done.

3.4 Leadership and Representation

At first glance political representation is a straightforward concept. Every five years, there are elections where citizens in defined geographic areas (wards) choose from a range of candidates those who would represent them in the CAs. Yet both theoretically and in practice it is far more complicated than this. During this study, training and learning needs focused largely on leadership skills, skills for effective representation as well as application of specific tools for citizen representation.

In leadership skills improvement, 551 MCAs (93 per cent) said they required urgent skills improvement in resource mobilisation. Similarly, key areas for skills improvement that had over 90 per cent score as either urgent or most urgent included networking, strategy development, public policy, and civic education. At least 56 per cent said civic education was the most urgent skill they required; it was the only skill set that over 50 per cent of MCAs said was most urgent. This can be attributed to the fact that skills for political mobilisation and education are highly prioritised especially going into an election year.

Figure 12: Key areas for improvement in Skills



Slightly lower down the ranks, the next category of skills identified for improvement was management, lobbying and advocacy, gender responsive budgeting and representation of issues that affect women. A summary table on the ranking of training priorities in leadership is shown on Table 11.

When the MCAs were asked the type of tools they employ in constituent relations and outreach, there was a marked difference in what MCAs think works vis-à-vis what makes for better outreach in the counties. In each case, the survey sought to find out the frequency of using different modes/tools of public interaction by MCAs by assessing how frequently they used specific tools or modalities—none, below five times, and above five times over the last six months before the interviews.

From the data, it emerged that radio and other mainstream media channels are not often used by MCAs as a means of reaching out to their ward residents

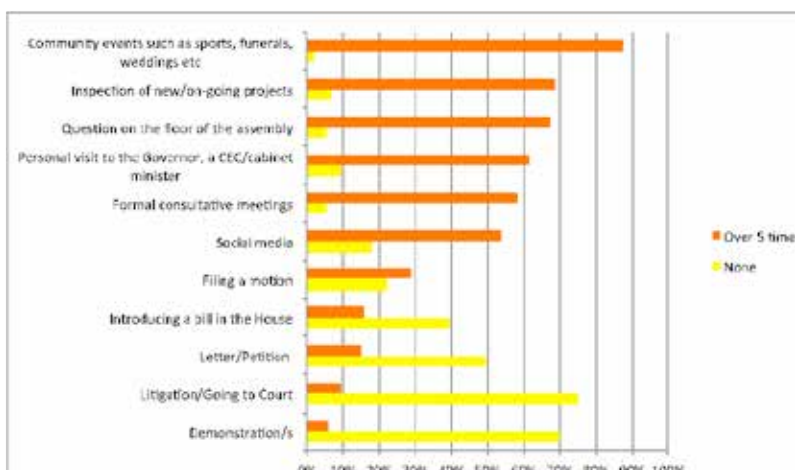
Table 11: Priority areas for skills improvement for leadership

Priority areas for skills improvement for leadership	% score (urgent/most urgent)
Resources mobilization	93%
Civic education	92%
Strategy development	92%
Public Policy	92%
Networking	90%
Representing issues that affect women	86%
Management	87%
Lobbying and Advocacy	87%
Gender Responsive Budgeting	85%
Communication skills	79%
Media relations	75%

Table 12: Means of communication used to reach out to residents

In the past six months, which means of communication have you personally or your office/staff used to reach out to residents of your ward			
	None	Below 5 times	Over 5 times
Scheduled programs in local media	82%	7%	10%
Formal Consultative meetings	69%	11%	20%
Distribution of printed materials (leaflets, posters)	60%	16%	23%
TV/FM Radio	56%	19%	25%
Public rally/ies	61%	13%	26%
Social media	65%	8%	26%
Informal meetings	49%	11%	40%
Community events such as sports, funerals, weddings etc	54%	5%	41%
Mobile Phones	47%	5%	47%

Figure 13: Tools used in performing the representation role in the past 1 year



with 485 MCAs (82 per cent) saying they had not used any programmed media event in the local press. The most frequently used methods of outreach were through mobile telephony and social media (47 per cent); community events such as sports, funerals, and weddings (41 per cent); and informal meetings (40 per cent). These findings were somewhat strange given that in an election year, one would expect an uptake of more media and other non-traditional platforms of engagement. This is likely to be due to a knowledge gap regarding the powerful effects of media.

Figure 14: Which courses did you find most useful



In terms of tools used in performing the role of representation, interactive community events appeared to be the most popular among MCAs. The responses were: Eighty-eight per cent

community events such as sports; 70 per cent inspection of physical projects; 68 per cent raising questions on the floor of the assembly; 62 per cent making personal visits to the governor; 54 per cent holding consultative formal meetings; and lastly, social media at 52 per cent. Personal visibility trumps other forms of outreach no matter how effective or strategic such as petitions and letters which leave a trail of records for posterity.

3.5 Assessment of the Training and Learning Experience

This section of the report was built from the understanding that MCAs as legislators represent hundreds of professions, and bring this mosaic of backgrounds and experiences into the work of the County Assembly. They begin, and continue in their careers by winning elections, not through mastering training programmes or by passing qualifying exams. Most come to the assembly not knowing exactly how or what they can or should do there, and they learn on the job. In assessing their training and learning experiences, the focus was mainly placed on four critical experiences: assessment of service providers, the place of CPST as a service provider, training content and methodologies.

Table 13: Service providers

Service Provider	Frequency
Centre for Parliamentary Studies and Training	53%
Transition Authority (TA)	53%
U.S. Agency for International Development (USAID)	43%
Own initiative (executive and county assembly) facilitated by the CPSB	37%
Centre for Multi Party Democracy	30%
Non-Governmental Organizations (NGOs) (names not specified)	29%
Other Public Training Institution such as University, Research Institute etc	21%
National Government	21%
Ministry of Devolution and Planning	19%
(SUNY) State University of New York and the CPST	18%
Kenya School of Government	14%
Commission for the Implementation of the Constitution (CIC)	14%
Commission for Revenue Allocation (CRA)	13%
Kenya National Commission on Human Rights	10%
Kenya Women Parliamentary Association	7%
FIDA	6%
International Republican Institute	4%
UN Women	4%

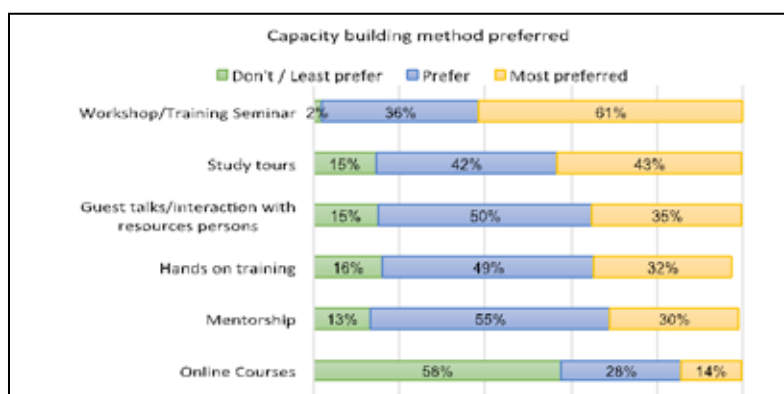
The study revealed that the CA undergo numerous trainings each year. Five hundred and eighty (over 98 per cent) of the MCAs had undergone at least two trainings with over 84 per cent having attended more than five trainings. CPST and the former Transition Authority (TA) were the most frequent service providers (53 per cent). Other key service providers included USAID and SUNY (61 per cent), the County Assembly Service Board (CASB) funded trainings (37 per cent), Centre for Multi-Party Democracy (30 per cent), other NGOs (29 per cent), universities and institutions of higher learning (21 per cent). The list of key service providers is shown on Table 13.

Table 14: Areas they would like to receive training

In which areas would you like to receive training in future?	%age
Law making and public policy	31.9%
Public finance oversight	35.6%
Oversight role	13.9%
Leadership skills, Governance	6.8%
Procedures	6.7%
Devolution and Role of MCA	6.3%
Women Leadership/empowerment/Gender mainstreaming/Gender Rule/Wor	5.9%

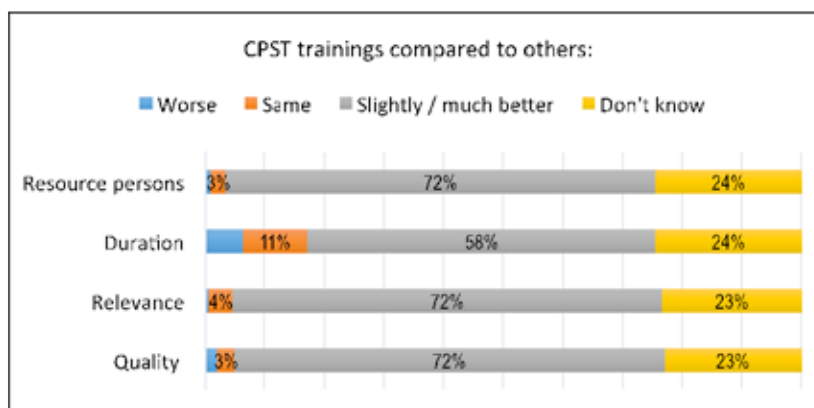
The public finance courses were the most appreciated as the most useful (32 per cent) followed by courses in law-making/legislation (20 per cent), devolution and the Constitution (19 per cent) and procedures and committee work (21 per cent). The other significant courses included oversight role of the CA, gender and women’s empowerment and leadership skills. In many respects, these facts resonate well with earlier findings on the critical gaps in gender and women’s issues, procedures and public finance.

Figure 15: Capacity building method preferred



In the assessment, when MCAs were asked why they found the trainings useful, a large majority cited content related issues as

Figure 16: CPST trainings compared to others



the main reason for the usefulness of the trainings. The set of main reasons adduced is shown on Table 15. At the same time, when the MCAs were asked to make a comparison between CPST trainings and others, CPST emerged much stronger on quality of resource

persons, relevance of content and overall quality of trainings. The duration and teaching methodologies were fairly similar to other service providers.

When asked what type of capacity building methods were most and least preferred, workshops and seminars (typically 3 days-1 week) were the most popular (97 per cent), study tours (85 per cent), mentorship (85), guest lecturers (85 per cent) and hands-on training (81 per cent). Online courses were the least preferred method of training for the MCAs. In general, many of the MCAs were enthusiastic about training and would have been happy to attend even more sessions. The most defining feature of future trainings, however, will be heavily reliant on the adaptability of content to suit a changing profile of the CA if we assume low turnover while under the scenario of high turnover, the emphasis on basic training packages will be essential over the long-term.

3.6 Evaluation of Induction Trainings

During the assessment, the survey particularly sought to investigate the feedback on the numerous induction trainings that were undertaken by counties at the inception of the assembly. All CAs offered some induction training to the members and out of those interviewed, just 21 MCAs (3.6 per cent) did not attend any induction training. The leading service providers for the induction training programmes were CPST, CASB, and TA. Essentially, the induction programmes were aimed at helping MCAs find their way around the assembly and to quickly learn the essential rules and procedures of the House. From the survey, the most useful aspects of the induction training were devolution and the role of the MCAs (27 per cent), procedures and standing orders in the House (24 per cent), budget processes (five per cent) and committee work (five per cent). Admittedly, these are also part of the core of business in the legislative assembly.

From the feedback from clerks of the county assemblies, most of the induction trainings were done over a two to three-day period mainly structured to cover several issues in one go. It was not possible to evaluate the impact of that format or structure but anecdotally, a more spaced-out structure of induction could have been preferable with several essential units spread over a longer period of time, say one month to give ample opportunities for both training and learning to happen effectively.

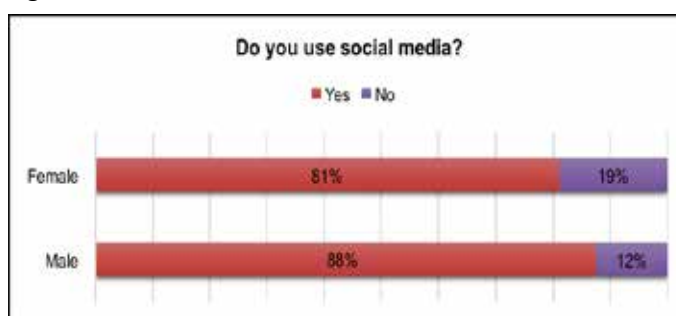
Table 16: Which of the trainings did you find MOST Useful

	%
Devolution/Role of MCA	27
How to debate/Legal procedure of the assembly/Standing orders/Parliamentary rules	24
Budgeting process/Resource allocation	17
Budgeting process/Resource allocation	5
How to conduct house business/Committee services/Induction/	5
Leadership and Governance	4
County assembly functions/Affairs	3
Oversight Role	3
Women Empowerment/Gender mainstreaming in society and Leadership	2
Public finance	2
Representation/ Public participation	2
Communication skills	1
Debating/Importance of interacting actively while attending the assembly meeting	1
Constitution	1
Dress code, grooming	1
Human Rights	0.5
Capacity building	0.5
Identifying project for development	0.5
Sharing resources	.2
New system of Government	.2
Education	.2
Integrity	.2
Resource sharing	.2
Public Relations and management	.2

3.7 Use of ICT and Social Media

The findings from the survey showed that 503 (85 per cent) of the MCAs use social media with just 89 MCAs (15 per cent) saying they do not use social media. Male and female MCAs have different usage rates with 88 per cent male MCAs saying they use social media as opposed to 81 per cent for females. Of those who do not use social media, 21.7 per cent said they did not have access to a smart phone or computer, 13 per cent said it

Figure 17: Use of social media



was a waste of time, while 22.7 per cent said they lacked the skills to use social media. There was however an overwhelming agreement by the MCAs on the need to have a training on ICT with a total

of 568 MCAs (96 per cent) either agreeing or strongly agreeing with the need to prioritise this training.

In assessing the main uses of social media platforms, sharing information with friends was the highest at 59 per cent, professional networking at 20 per cent and accessing news and information. Both these patterns of access and use vary widely by gender across counties with women MCAs (55 per cent) more inclined to use WhatsApp as opposed to men (47 per cent).

More male MCAs (57 per cent), however, prefer Facebook than females (51 per cent). From the findings, higher levels of education had a significant influence on the preference for social media platforms with more educated MCAs likely to use Facebook and Twitter than those with primary school education. Primary school graduates and below were more inclined to use WhatsApp than all other social media platforms.

Figure 18: Social media accessed

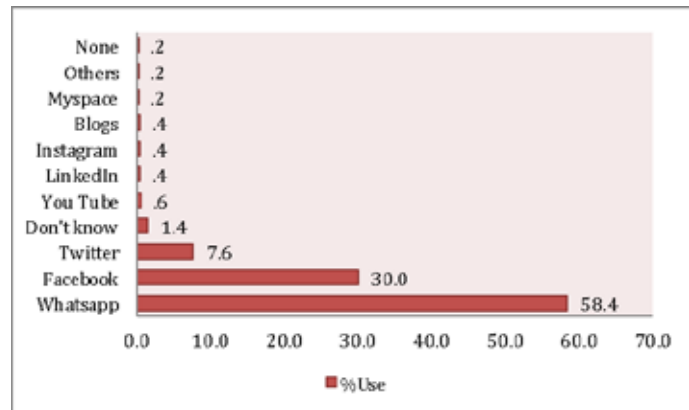


Table 17: Social media use most often by highest level of education

	Primary and below	Secondary	Tertiary / University
Whatsapp	79%	57%	58%
Facebook	16%	29%	31%
Twitter	5%	8%	8%
Don't know		4%	1%
You Tube			.7%
LinkedIn			.5%
Instagram			.5%
Blogs			.5%
Myspace			.2%

Chapter 4: Findings on County Assembly Staff

4.1 Summary of Demographic Profile of Staff

In the assessment of the Training Needs of County Assembly Staff, a total of 635 staff in the 21 Counties participated in the study. Of these, 370 (58 per cent) were male, 236 (37 per cent) female, and 32 (five per cent) did not indicate their gender.

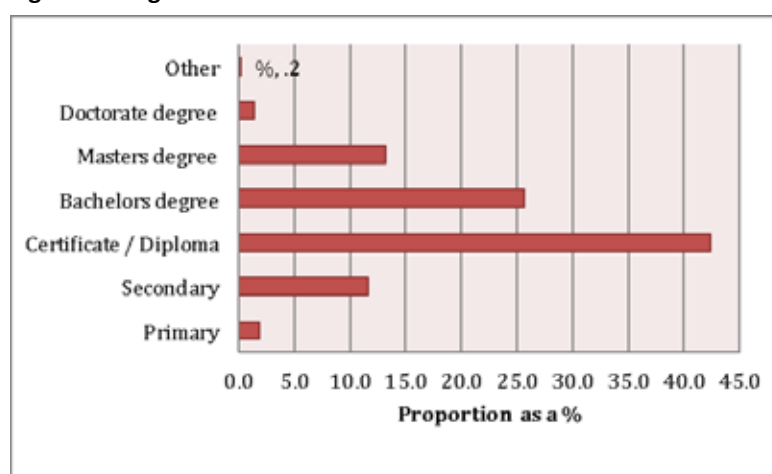
By age, 359 (56.2 per cent) are young (ages 25-35 years) while just about a quarter, 158, are between 36 and 45 years. Above 46 years, we found 68 members of staff representing 10.6 per cent.

With respect to marital status, 188 (29.4 per cent) were single; 259 (40.6 per cent) were married, and 168 (26.3 per cent) separated.

In terms of the level of education, 257 (40.3 per cent) have a bachelor's degree or higher,

268 (42 per cent) had diploma or certificate qualifications while the remaining 83 (13 per cent) had secondary level education or below. A summary of these findings is illustrated in Figure 19.

Figure 19: Highest level of Education



The distribution of CA staff by division is summarised in Table 18. Analysis of CA job grade shows that those in CASB job grade 2-4 were 11 per cent, job groups 5-7 48.8 per cent, while 25 per cent were in job groups 8-10. Just 13 members of staff (two per cent) were in the highest job groups 11-12. The study team also explored the duration of time (years in service) the staff had served in the CA. The findings showed that 135 (21.1 per cent) members of staff have served for less than one year, 313 (49 per cent) between 1-3 years, and the remaining 160 (25 per cent) more than three years. Out of the total CA staff who responded to the questionnaire, 91 (14.2 per cent) are seconded to the county assembly while 536 (84 per cent) were hired directly by the CASB.

Table 18: Distribution of CA Staff by division

Department	Percent
Legislative and procedural services	10.2
Committee and research services	14.0
Legal services	3.0
Budget office	1.7
Hansard	10.2
Human resources	10.1
Administration including security, secretarial, library, ICT and other services	27.9
Finance and planning	2.2
Accounts	3.1
Supply chain management	3.9
Internal audit	5.0
Other	3.0

4.2 Assessment of Staff Induction Trainings

In the assessment of the extent to which county assembly staff have been trained and or prepared to handle county assembly business/functions, CA staff were asked three interrelated questions on the induction programmes as shown on Table 19 below:

Table 19: Assessment of Staff Induction Trainings

	Question	YES (%)	NO (%)
1	Were you inducted at the time of your employment at the county assembly?	85	10
2	With the skills and knowledge acquired during the induction training, do you think that you were well prepared to effectively perform your duties?	53	21
3	Were the details provided during the induction sufficient to enable you to start on your new role comfortably?	56	17

In a majority of the counties, some form of induction is undertaken for new staff even though just slightly over half of the staff felt the induction training prepared them well to effectively perform their duties. Indeed, when staff were asked to rate the level of satisfaction with the induction training, just 60 per cent rated it as either good or excellent. Significantly, 89 members of staff (14 per cent) said it was poor. This question also had a high non-response rate of 23 per cent. It can be deduced that a majority of this non-responsive group were dissatisfied with the induction programme.

When a new member of staff joins the CA, often, there is a settling-in period before they can operate at full capacity. For those (and this is a majority) who join the legislature for the first time, the learning curve is even longer since legislatures have a completely different working culture from, say, the Executive or even private sector. This is one of the observations most staff made about working in the CA during the focus group discussions.

A comprehensive and well-prepared induction programme helps new staff quickly understand the responsibilities of their new role and the employer's expectations of them. Investing in such a programme ensures that the learning curve is shorter, as not only are the skills and knowledge of the assembly quickly obtained and understood, but interaction, communication and collaboration with others is likelier to occur faster

4.3 Status of Training

Developing an effective employee training programme is vital to the long-term success of the CA. Training programmes provide multiple benefits for employees and the assembly, but only if they are carefully planned and properly implemented. For instance, a clear understanding of policies, job functions and goals leads to increased motivation, morale and productivity for employees, and better performance of the assembly. Training is one of the most common means of improving staff productivity; yet it is a means to an end and not an end in itself.

In assessing the current status of training, the study team explored various aspects of training—right from the existence of training policies to the evaluation of the effectiveness of actual training. From the survey, 48 per cent of CA staff are aware of the existence of a staff training policy. Indeed, 44 per cent of them reported that they were not aware of it. Of those aware of the training policy, only 30 per

cent reported that the details of the policy have been communicated to them. On the effectiveness of the training policy, only 23 per cent rate the training policies as at least effective.

However, 53 per cent of the staff opted not respond to this question suggesting a high degree of dissatisfaction with the effectiveness of the training policy. This is consistent with responses to a question on whether the CA has a selection criterion for training staff: 54.5 per cent of the CA staff said they were not aware of the availability of a selection criteria for training staff with 34.6 per cent reporting they were aware of the criteria. This does not necessarily mean the absence of criteria but rather that the existence of such criteria must be emphasised to the staff. To sharpen this perspective, when staff were asked how they felt about the fairness of the selection criteria of the training policy, less than a quarter (24 per cent) said the criteria was either fair (17 per cent) or very fair (seven per cent).

A total of 63 per cent of staff did not rank the fairness of the policy on selection of staff for training. The answer to this high non-response rate was explored, partly, in the subsequent question: “If you are not aware of the policy, how are members of staff selected to undergo various trainings?” The multiplicity of responses received provided insights into a system of rules/practices that are unstructured, unpredictable and broken. Out of the 245 MCAs who responded to this question, 20.8 per cent said it was done through departmental training, 6.5 per cent through the Clerks’ office, 13 per cent said through applications, 15.5 per cent said it was random, 23.3 per cent could not tell because they did not know how the system works. Forty-five members (18.4 per cent) of the respondents, however, mentioned that the process was fraught with favouritism.

Table 20: Awareness of Policies and Trainings

	Question	YES (%)	NO (%)	NO Response (%)
1	Are you aware if your CA has a staff training policy?	48	44	7.6
2	If you are aware of staff training policy, were the details communicated to you?	29.9	20.5	49
3	Do you know if your CA has a selection criteria for training staff?	34.2	54.8	12
4	If you are aware of the training policy, how would you rate the selection criteria in terms of fairness	Very fair	7.1	
		Fair	16.9	
		Slightly fair	7.9	
		Not fair at all	4.9	
		No Response	63.3	
5	If you are not aware of the policy, how are members of staff selected to undergo various trainings?	Departmental training	7.9	
		Through clerk’s office	2.5	
		One apply for the training	4.9	
		Random selection	6.0	
		Don’t know/Can’t tell	9.1	
		Favouritism/no criteria used	6.9	
		Based on performance.	1.1	
System	61.6			

4.4 Opportunities for Attending Job-related Trainings

The survey also assessed job-related trainings that the CA staff had attended two years prior to the study. Findings show that majority of the staff had undergone some kind of job-related training. Several approaches to training were adopted including workshops, seminars, secondment, online modules, short courses, and on-the-job training. It is evident that most of the training is by way of workshops. When asked how many on-job-related trainings staff had attended over the last two years, a widespread discrepancy in how these opportunities are shared emerged. The table below shows the distribution in number of training opportunities for those who had attended one-to-three trainings in the last two years even though 17 per cent of the staff reported that they had attended at least four-to-six training opportunities in the last two years and a further five per cent said they had attended at least six trainings over the last two years. Workshops and seminars, however, remained the dominant method of training for most assemblies for their staff as shown in the table below as well.

Table 21: Staff who have attended 1-3 job related trainings/opportunities in the last 2 years

Proportion of staff who have attended 1-3 job related trainings / opportunities in the last two years	
Workshops	84.4%
Seminars	29.3%
Secondment	8.0%
Online modules	3.7%
Short courses	11.4%
Conferences	11.4%
On the job training	17.3%

The study also assessed the nature of trainings that the staff attended. Findings show that CA staff attended a variety of courses including administrative, anti-corruption, secretarial, accounts, budget preparation, supply, and report writing. The CPSB facilitated 30 per cent of the trainings, CPST offered 29.5 per cent, public institutions e.g. universities 24.8 per cent, and the KSG 2.6 per cent. A majority of the trainings were also funded under the USAID-funded AHADI defunct SUNY-PSP.

When asked to compare CPST-provided trainings with the other trainings in terms of quality, relevance and resource persons, CPST did not score highly on all measures with most of the staff opting not to respond to the question directly. The table below shows the summary of those comparative scores of CPST across the four key parameters of evaluation.

Table 22: Comparison of CPST trainings with those of other institutions

	Compare the CPST training with those provided by similar institutions in terms of	Quality	Relevance	Duration	Resource Persons
1	Worse	0.5%	0%	0.3%	0%
2	Same	1.6%	2.4%	2.2%	1.1%
3	Slightly better	4.1%	2.7%	6.5%	3.9%
4	Much better	12.9%	12.1%	8.5%	12.3%
5	Don't know	14.8%	15.0%	14.8%	14.8%
6	No response	66%	67%	68%	68%

4.5 Supporting Career Growth and Progression

Organisational career development is important for both employees and employers. With the advent of devolution, skills and competency gaps are becoming more and more common as roles become more demanding. Thus, CAs ought to come up with comprehensive internal frameworks that best fill these gaps. In the current study, the study team investigated the extent to which the CAs are involved in career progression of their staff. The CA staff were presented with several statements whose responses were analysed. The table below summarises the results.

Table 23: Career progression opportunity provided by county assembly

Career progression opportunity provided by county assembly	Rating %				
	Very large extent	Large extent	Moderate extent	Less extent	Not at all
The county assembly enhances competence in my job by providing me with adequate training opportunities	7%	9%	36%	24%	23%
I get guidance in performing tasks from a more experienced colleague through coaching	9%	18%	23%	23%	27%
The county assembly has mentorship programs aimed at increasing job related skills	5%	7%	17%	21%	51%
I obtain job related skills through membership in a professional body	10%	15%	17%	13%	44%
The county assembly encourages me to acquire additional academic qualifications	21%	18%	21%	13%	27%
The county assembly sponsors its employees who are interested in pursuing further studies	8%	7%	10%	12%	63%
The county assembly gives study leave to employees wishing to pursue further studies	16%	11%	14%	13%	46%
I undergo classroom job related training as well	13%	7%	10%	10%	60%

When staff were asked to mention the key training priorities in each department, the responses were as in the table below.

Table 24: Training priorities in each department

Dep't	Skills required to cope with future challenges of the job	Dep't	Skills required to cope with future challenges of the job
Internal audit	Making estimates	Supply chain management	E-Procurement
	Skills on how to detect risks facing CA		Leadership and integrity
	Fraud examination		Ground management skills
	ICT skills		IFMIS training
	Understanding of the PFM regulations		Handling conflict of interest
	Leadership skills		Drafting contracts
	Technical skills especially on special audit		Public Procurement and Asset Disposal Act 2015
	Forensic auditing		ICT skills
	Financial reporting skills		
	Risk assurance		
Accounts	Financial management skills	Finance and planning	Public finance management
	Public finance management		Management skills
	Training in filing and record management		Finance management skills
	Ability to cope with adverse financial constraints		IFMIS system that encourages end to end procurement
	Asset management		Budget implementation
	Online accounting skills		IPSAS
	Refresher training on the systems, IFMIS, IPPD		Analytical and problem solving skills
	Training on public sector reporting		IFRS
	IPSAS reporting		ICT skills
Administration including security, secretarial, library, ICT and other services	Operation of CCTV camera	Human resources	Records management
	Training on emerging technologies		Managerial skills
	Web knowledge		Payroll management course
	Anti-terrorism course		Computer audio document processing
	Investigative skills		Problem solving skills
	Generally, security management skills		Negotiation skills
	Criminology		Report writing skills
	ICT skills		Strategic management course
	Use of ICTs in assembly library		IPPD
	Public relation and communication		
	Standing orders of the assembly		
	Defensive driving		
	Fire fighting		
Hansard	On job training	Budget office	Management skills
	ICT skills		Research and analysis skills
	High speed typing - Touch typing		Effective communication skills
	Making Hansard magazines		Advanced budgeting skills
	Machines operations techniques		Orientation with budgeting related software
	Refresher Hansard courses		
	Maintenance of equipment		
	Audio typing skills - Transcription		

Legal services	Legal research skills	Legislative and procedural services	Legislative drafting
	Report writing skills		Legislative skills and procedures
	Drafting skills		Understanding budget making process PFM
	Parliamentary procedures		More trainings on committee management and report writing
	Under cover security		
Committee and Research Services	Standing orders		
	Parliamentary procedures		
	Financial management		
	Analytical skills		
	Specialised skills in handling legislative research		
	Committee clerk skills		
	Skills in diplomacy		

4.6 Training Priorities for County Speakers, Deputy Speakers and Clerks

As part of the TNA, a simultaneous rapid needs assessment was undertaken by CPST with a select group of 26 county speakers at a training workshop in Addis Ababa, Ethiopia. The participants highlighted the following as key areas of their work experience where training will be critical:

- Strengthening the Speaker in the context of the current institutional set up of the office of the Speaker.
- Assembly leadership and role conflict between speakers and clerks.
- Working effectively in politically uncertain circumstances.
- Strengthening the assembly to play its oversight role over the overbearing executive arm of government.
- Proper financial management training for MCAs.
- Resources mobilisation for CAs.
- Personal conduct and integrity.
- Managing political events and calendars such as the drive for re-elections.
- Public Procurement and Asset Disposal Act 2015.

In a similar training and process of rapid assessment at a training workshop organised through consultations between the PSC, SOCATT and CPST involving 24 clerks, the major challenges identified in their work included:

- Balancing procedural roles with the administration responsibilities.
- Role conflict between speakers and clerks.
- Understanding the concept of accounting officer i.e. responsibility and accountability.
- Effective administration and management of assembly security in the context of emerging threats.
- Utilising ICT in assembly processes.

- Management of political interests and job insecurity.
- Effective use of research services, and
- Enhancing public outreach and participation.



Kiambu County Assembly in Session.

Chapter 5: Looking Forward - Implications of Findings for the CPST Training Programme

5.1 The Current and Future Training Landscape

This survey clearly revealed that the training landscape is currently dominated by public agencies. As the report points out, CPST and the former TA were the most frequent service providers; these two are public institutions. Other key service providers included SUNY, CASB, Centre for Multi-Party Democracy, other NGOs, and universities and institutions of higher learning.

With the TA already dissolved and development partners such as USAID providing training programmes based on a regular programming cycle that may or may not prioritise training for the CAs, the CPST remains the most reliable service provider for capacity building for the assemblies in the medium and long-term. This is a challenge that is fraught with both risks and opportunities.

On the one hand, a more effective and far reaching training programme could easily attract demand beyond the current capabilities of the CPST. Managing demand would be essential for CPST's reputational and professional position in the training market place. One way in which such demand would be managed, for example, would be through the development of training partnership agreements with established training and learning institutions such as other specialised institutions across different disciplines to deliver trainings on behalf of CPST using an agreed curriculum.

It would, however, be the role of CPST to ensure that such institutions have the requisite capabilities to maintain the parliamentary focus of their trainings which capacity may take time to build. It is nonetheless important to note that already, CPST has entered into collaborative training programmes with institutions such as the United Nations Institute for Training and Research (UNITAR) to undertake high level trainings for some courses. This has not been explored seriously with county governments as the primary target groups.

On the other hand, CPST could work progressively over time and in a phased-out approach to develop and build its own internal capacity to deliver most of the trainings using its own resource persons and a training faculty. This is the approach CPST has largely used so far—developing an extensive training curriculum covering a variety of courses and building the capacity of a core team of trainers for different courses that are delivered over a known training period from a calendar.

Depending on how the 2017 elections go, perhaps the CPST could enrich their training pool with former MCAs, speakers, clerks and staff of CAs who have gained practical and experience over the first term of the assemblies but who may fall by the wayside during the next political transition. As a matter of fact, this resource pool can provide a strong foundation for CPST to beef up its training resource expertise.

The main advantages of this training approach is that, if well-managed, the CPST has a ready pool of resource persons who can provide much more context-specific training to the CAs. Such a pool of resource persons would include MPs, parliamentary staff and legislative scholars.

In summary, a snapshot of each of these training approaches is summarised in the tables below:

Outsourcing the training service to external agencies has the following advantages and disadvantages:

Advantages	Disadvantages
<ul style="list-style-type: none"> • The agency will most likely have experience and provides the set of materials necessary for the training course • Uniform approach of the training process • Ability to leverage international expertise from the best practices in the respective training area • The CPST spends less time and logistics costs 	<ul style="list-style-type: none"> • Possible higher costs for the programme implementation than individual trainer approach • Focus on external experiences who may not have any practical grounding in working in the legislature • Socio-cultural and technical differences in approaching training subjects. Quite often, too much academic orientation may be the problem. • The external agency maybe more rigid in implementing changes, if necessary

Building a CPST own faculty of trainers may have the following advantages and disadvantages:

Advantages	Disadvantages
<ul style="list-style-type: none"> • The financial costs could be smaller than for outsourcing • The practical aspect of the training modules are likely to be higher given the control over the resource persons and methodologies • Changes that appear along may be easily implemented by the trainers • Adjusting the training programme to the specific needs of counties can be easier 	<ul style="list-style-type: none"> • Less uniform approach given variation in resources person capabilities • Less room for external or international expertise and perspectives or best practices in the various training areas • Additional time to organise, monitor and evaluate the activity of trainers

5.2 Factors Influencing the Training Needs of County Assemblies

● Service provider bias

Overall, public agencies had greater approval from MCAs as the preferred service providers and, routinely, the counties fell back on these institutions for training. At the same time, donor-funded training programmes were very popular. The implication of this finding for CPST as a service provider is that it is niche-strong; its place is more guaranteed and predictable provided a continuous and reliable training programme is built over time with regular feedback from the counties. Quite often, the county clerks cited numerous cancellations of pre-arranged training programmes and short notification periods as the main areas that CPST needed to improve on. In some cases, trainings were also postponed many times over making it difficult for counties to plan accordingly.

● Political system, political space, and the link to training needs

Most of the MCAs, as in every representative system, must win elections to get and to stay in office. The large number of members of the assemblies elected on a plurality majority system are then complemented by about one-third of the members who are nominated on political party based tickets to fill up gender and minority quotas (proportional representation quotas). The mixed system of representation mean that MCAs carry differing degrees of loyalty and allegiance in the assembly.

Those elected through the direct vote for a single member, see their primary duty as being responsive to the needs of the voters in their wards. The concerns of their party and its platform are merely secondary. In the survey, over 30 per cent of the MCAs indicated that gaining skills in political party leadership was not urgent at all. This was the highest score on a rank of up to 12 key areas where the urgency for skills development was evaluated. This was strangely even true for Majority and Minority Leaders whose main positions in the assemblies are held due to their political parties.

The finding clearly underestimates the place of political parties in the business of the assembly even though in reality, they do play a big role. For example, in Mombasa County, the membership of the CA consists of MCAs from a single political party which is also the party of the Governor. In a situation like this, providing independent legislative oversight faces the risk of capture and compromise to political party interests. Such assemblies with overly dominant single parties need to learn new tools and oversight capabilities that respond to such political dynamics—which is exactly where CPST comes in. In other counties with more plural assemblies, the exercise of oversight may have different experiences that also require careful consideration even if the MCAs did not mention these.

Powers of County Assemblies

- Power of members and/or committees to introduce legislation
- Power of members to introduce legislation with fiscal costs
- Power to substantially amend executive proposals
- Power to approve county cabinet appointments
- Power to approve county government borrowing
- Power to approve or disapprove of overseas travel by the Governor
- Power to compel the executive and others to provide information
- Power to censure CECs and other officials
- Power to approve/disapprove the budget
- Power to reduce, increase, shift spending in the budget
- Power to impeach the Governor
- Authority to set the assemblies' budget, manage own staff

5.3 Priority Areas for Training

● Induction Programme for MCAs

MCAs describe their roles in a variety of ways. “I am first and foremost a representative of the people and accountable to those who elected me,” an MCA says. Others see themselves as working for the common good of all county residents, or perhaps primarily as a law-maker, and still others emphasise their role as a county government watchdog or a player in partisan politics. The truth is that all these perceptions are right. MCAs have many job descriptions, including legislator, negotiator, ombudsman, policy analyst, public speaker, and community leader to mention a few. But getting on the job first time can be a herculean and intimidating task for many MCAs. In the current induction programmes, the key elements that best describe them are:

- ◆ They were usually very short and quite intense. Usually one-to-three days and the members left overwhelmed with information.

- ◆ They were constructed quickly and tended to be a rush job.
- ◆ They rarely moved beyond the general information.
- ◆ They did not bridge the gap between theory, practice, and concerned personnel.

The implication of these findings is that there is need to develop a framework approach to thinking about MCAs’ induction and then devising a plan to ensure that there are adequate options to build their capacities thereafter. CPST should take a long-term view given that on average a new MCA can take even one or two years before they are fully conversant with procedures and process in the assembly. Induction processes however need to have the necessary flexibility realising that after the next elections, there will be some new, some returning and some experts.

● A framework for induction

On the floor, under public scrutiny and intense media coverage, MCAs take their seats and debate in the assembly. Here, they draw on the opinions of their constituents, caucus, research staff, special-interest groups and regional interests, as well as their own personal convictions. The debates reflect diverse views across the county and by the time the debates lead to a vote, quite often only one or two of these parameters determine how they vote. When MCAs speak in the assembly, they also have an opportunity to present their ward residents’ views. From the assessment, it was clear that three key questions are fundamental for new MCAs:

- ◆ What personal knowledge does a member need to immediately settle and function as an MCA?
- ◆ What knowledge does a member need to understand the processes/business of the assembly in order to be effective?
- ◆ What knowledge is required by the MCAs to be engaged effectively in committees?

For a training programme, these questions could provide the content for the development of a comprehensive induction package consisting of three modules that cover the following:

Table 25: Modules for induction

Module	Indicative Content
Module 1: MCA Personal Development Module	<p>Personal Benefits and Assembly Policies</p> <ul style="list-style-type: none"> • Remuneration • Benefits and allowances • Pension • Travel • Communications • Taxation <p>Personal Management</p> <ul style="list-style-type: none"> • Members code of conduct • Financial management • Personal staffing and staff management • Tour of assembly and facilities • County assembly staff • Personal etiquette and protocol • Security <p>ICT Skills</p> <ul style="list-style-type: none"> • Basic computer use • Social media • Voting system in the chamber • Sound system in the chambers

Module	Indicative Content
Module 2: Fundamentals of the Assembly	<p>Constitutionalism, Democracy and Devolution</p> <ul style="list-style-type: none"> • The Constitution • Human rights • Devolution • Governance – The Legislature, Executive and Judiciary <p>The Assembly</p> <ul style="list-style-type: none"> • Functions of the Assembly • Rules and Procedures • Powers and Privileges • The job description of an MCA • Administrative structure of the assembly • Assembly leadership <p>Core Business of the Assembly and MCAs</p> <ul style="list-style-type: none"> • Law-making • Oversight • Representation • Public participation
Module 3: Effectiveness in Committees	<p>General</p> <ul style="list-style-type: none"> • Types of committees • Duties and functions of committees • Powers of committees • Planning and budgeting for committees • Best practices in committees <p>Committee Leadership and Governance</p> <ul style="list-style-type: none"> • Role of the Chairperson • Powers of the Chairperson • Role of members • Management of committee meetings • Role of committee of chairpersons <p>Oversight Tools</p> <ul style="list-style-type: none"> • The Budget and Public Finance processes • Institutional mechanisms • Public hearings <p>Committee specific Orientation</p> <ul style="list-style-type: none"> • Introduction to the full scope of work of the committee • Current issues in the country and county • Committee legacy • Orientation session with committee researchers, content specialists and departments and institutional representatives in the Executive Government
<p><i>Source: Adapted from Westminster Foundation for Democracy</i></p>	

also be developed to capture the key content of these issues which can be taken away for personal reference by the MCAs at a later stage.

● **Priority Training Needs for Effective Performance**

Beyond the induction, the TNA revealed that MCAs still face major challenges in performing their functions—oversight, law-making, leadership and representation. At the CPST, a total of six training manuals developed by CPST will be facilitated using this guide. Each manual is divided into modules containing four to five course units to be covered in stages by the facilitator. The six manuals are:

- ◆ The Constitution, Parliament and Systems of Governance
- ◆ Legislative and Procedural Matters
- ◆ Public Finance Management (PFM)
- ◆ Human Resource Management and Administration for the Legislature
- ◆ Information, Communication and Public Participation for the Legislature
- ◆ Facilitative/Cross-cutting Issues

A quick look at the contents of the modules revealed a fair balance and mix between induction and post induction related content deployed across all training modules. While the cluster of modules makes a perfect logical sequence in thematic content, there is need for a more nuanced and practical orientation in how the course content can be delivered in a manner that responds to the practical realities of the MCAs. For example, while different bits and of the content of the modules can be extracted to put together the induction or orientation package, the same should be done with respect to the rest of the modules geared at improving the effectiveness and performance of the MCA post-induction.

In a nutshell, it is important to take note that the priority training needs for MCAs can be fleeting. This is necessarily because their ability to undertake their functions changes over time along their tenure of service. It is therefore prudent that training programmes are structured in more targeted ways—emphasising the induction programme at the post-election phase, with procedures and structural content courses that require more rigour being broken down into two or so stages. For example, in public finance, during the first year after the election, emphasis on basic public finance fundamentals could be covered, familiarising MCAs more with the processes, the tools, the powers and the budget cycle. The deeper details that facilitate better oversight can be delivered in the second year of tenure.

From the assessment, a look at the top six training areas identified by the MCAs vis-à-vis how useful they had found the trainings overall, a clear pattern emerges.

Table 26: Top six training areas and their usefulness

Training Area	Ranking on degree of usefulness of previous trainings	Ranking on prioritisation as a training need in future
Law making and public policy	2	1
Public Finance oversight	1	2
Oversight	6	3
Leadership skills and representation	7	4
Procedures	4	5
Devolution and role of MCA	3	6
Women leadership and gender mainstreaming	5	7

The first main point from the table above is that there was consistency in the assessment of the effectiveness of past trainings and the forecast of where efforts should focus on in future. These are covered in the seven areas of training needs. However, a more critical way of looking at this data is that the first column reflects a beneficiary evaluation of the trainings provided so far. They reveal that Public Finance, law-making and devolution and the role of MCAs were the three most effective trainings the

MCA received. They also ranked both law-making and Public Finance as the two most critical areas for the focus of future training.

This evaluation outcome demonstrates that the MCAs rated both the content and relevance of these trainings to their work. The evaluation means that for the areas ranked between 4-7, a lot more effort is needed to improve both the content and delivery of the trainings to get an overall score of at least 20 per cent of MCAs finding these trainings useful to their work. An important footnote here is that during the assessment, these trainings were not ranked interdependently to generate multiple scores on the approval of trainings. As such, it's possible to get at least 20 per cent score as a threshold across multiple training areas.

On the second column priority trainings in future these areas reflect the prioritisation by MCAs as beneficiaries of the training based on gaps from the training they received as well as their own judgement and analysis of what their jobs would require in future. This is, therefore, a critical ranking on where most focus should be put by CPST as a trainings service provider. During the assessment, the MCAs narrated several priority areas that could be linked to each of these training needs as follows:

Table 27: Priority areas linked to training needs

Training Area	Indicative Specific Areas of Focus
Law-making and public policy	<ul style="list-style-type: none"> • Identification of new areas for legislation—whereas 80 per cent of the MCAs said they could identify new areas for legislation on their own, 52 per cent tabled a motion, only 36 per cent could table a bill. This means that there remain remarkable barriers between the knowledge and practice of making the law. • Scrutiny of laws and policies—MCAs rated lowly their confidence in their ability to scrutinise laws (17 per cent), scrutinise policies (26 per cent) and assessment of the impact of laws (29 per cent). A quick check on the training content of the CPST training module on Law Making and Procedures revealed that the content was also short in this area but even more so, there could still be methodological and delivery challenges even if content was adequate. A greater priority therefore needs to be paid to this area of training in future.
Public Finance oversight	<ul style="list-style-type: none"> • The budget making process • Budget oversight tools • Monitoring budget implementation • Appropriations • Budget policy documents • Public participation • Public audit tools
Oversight	<ul style="list-style-type: none"> • Strengthening participation in committees • Committee work including amendment of bills and examining departmental spending plans/estimates • Learning from experts, including government officials, local communities, special-interest groups, business people, academics, and professionals
Leadership skills and representation	<ul style="list-style-type: none"> • Public/Civic engagement and mobilisation • Representation skills and tools • Networking • Resource mobilisation • ICT • Advocacy
Procedures	<ul style="list-style-type: none"> • Law making procedures in the assembly • Transacting business on the floor of the assembly • Debating skills

Devolution and role of MCA	<ul style="list-style-type: none"> • Constitutionalism • Devolution • Governance and separation of powers
Women leadership and gender mainstreaming	<ul style="list-style-type: none"> • Women empowerment • Gender analysis of laws, policies and governance practices • Gender responsive budgeting

5.4 The Development of Tailor-made and Standalone Training Packages

Across the counties under study, there were wide variations in training priorities and, further, several counties were more specific on some outlying areas as priority training needs. These differences are best identified within the specific county reports. However, the important point here is that the need for tailor-made stand-alone trainings was undoubtedly demonstrated.

5.5 Use of ICT and Social Media Platforms

One of the key findings was the fact that there is a high use of ICT tools by individual MCAs who want to communicate more effectively and strengthen engagement with citizens. As more citizens routinely use the internet and social apps to locate information about government, they expect to find helpful information about their wards or the county in general that could include both substantive policy and legislative issues as well as general information and issues on representation. Citizens also want opportunities to express their views and to engage their representatives on ward and county issues. Their capabilities to use these tools are essential for the capacity building programme of the MCAs.

The growth of interactive technologies and social networking has clearly increased the desire for more two-way communication with citizens. Many MCAs (up to 85 per cent) have undertaken such new approaches as social apps and are providing opportunities for citizens to submit issues and comments. Individual MCAs are also gradually delving into the experimentation of using other online avenues (such as Facebook and Twitter) for reaching their people and trying to engage them in the political process. The growth of these technologies provides opportunities for expanding the lines of communication between members and the people they represent, thereby enabling a better-informed citizenry, increasing transparency and developing new channels for the public to express their views to MCAs.

At the same time, the use of social apps and mobile telephony has greatly improved the ability of party members and CA representatives to mobilise each other for business on the floor, political party positioning and even voting on issues in the assembly. From the survey, increasing the effectiveness of the MCAs in the use of social media and other ICT-based tools would be necessary in developing training content that focuses on the following areas:

- ◆ Equipping MCAs with practical hands on ICT and social media skills and knowledge for governance, economic and social development. Such a course would specially be more helpful to those already using such platforms for engagement.
- ◆ Exposing the MCAs to the potential and wide array of ICT tools, techniques and skills for their effectiveness. Such a course could target those who still do not buy into the application of ICTs as well those who underutilise them.
- ◆ Managing one's presence on the net which should provide structured hands-on training for MCAs to effectively manage their own internal and external communications and reputations using social media. During the qualitative discussions with the MCAs for example, it was clear that even those who use social media and especially web based tools, they did not have any prior training on how to manage their platforms—dealing with conflict, discipline and general professional communication techniques to steer from online mishaps.

Conclusions

Throughout this study—and in almost all of the interviews with the MCAs—many concerns have been articulated. These range from the opaque ways political parties operate, both in and out of the Assembly; the lack of adequate training or orientation; the obscure processes for selection of committee members; to the unresponsiveness of the Executive, among others. It is not surprising, therefore, that MCAs gave recommendations focusing on all these issues. In some cases, some of their recommendations were more general, falling into three areas that largely focus on improving the culture and practice of politics and opportunities for citizens to engage with it. The first two areas centred on professionalising the way MCAs operate and improving the ways they engage in their work. They were, however, also open to making a variety of recommendations on how the institutions of the assembly could be better run and improved.

Despite this variety in precise recommendations for the learning and training of MCAs, we found a lot of proposals from MCAs on just what their work entails and how they view themselves. Despite near-unanimous consent among them that elected office was something they considered worthwhile, their stories left little doubt that it came with more than its fair share of challenges. As a result, many of the MCA's descriptions were tinged with tales of survival.

Being newly elected often felt like “being thrown at the deep end”, especially for women MCAs. Even when not taking on a significant role within the Assembly, they were faced with the daily challenges of representing their electorate, working through endless piles of paperwork, and familiarising themselves with budget details. Added to this, are delving into particular policies; understanding, facilitating, and controlling legislation; and learning the rules of the House.

To support the MCAs in managing their role in the best possible way, many assemblies offer specific training targeted at newcomers and, very soon, will do so for old hands as well. Now, most MCAs embrace those programmes as a useful way to increase their knowledge, skills and abilities. In future, however, some may decline to participate for any number of reasons.

Overall, it would seem that anticipating and understanding the MCAs' response to the training offered will help to better target professional development programmes to their particular needs. This requires institutional sophistication and application, and will, indeed, be the next frontier for capacity development for MCAs in the counties.

Bibliography

- Buchere, PB., Okoth PG., and Matanga FK., (2012), *Training of Provincial Administrators in Conflict Management in Kenya*, Lampart Academic Publishers: Saarbrucken, Germany.
- Committee for the Implementation of The Constitution, (2014), *Assessment of the Implementation of the System of Devolved Government: From Steps To Strides*, CIC: Nairobi.
- William H. Robinson and Francis Miko, "Political Development Assistance in Central Europe and the Former Soviet Union: Some Lessons From Experience", in Lawrence.D. Longley (ed.), *Working Papers on Comparative Legislative Studies*, Appleton, Research Committee of Legislative Specialists of IPSA, 1994, pp. 409-430.
- Kirkpatrick, D., and Wendy K., *Kirkpatrick's Four Level of Training Evaluation*, (2016), ATD Press, 1640 King Street Alexandria, VA 22314 USA
- Kraak, A. and Visser, M., (2009), *Results from a Survey on the Training Needs of Members of South Africa's Legislatures*, National Assembly and National Council of Provinces, Pretoria.
- Parliament of Kenya, (2014), *The Senate-led Capacity Building Initiative for County Assemblies (SLICBC) – A Policy Paper*, Parliamentary Service Commission: Nairobi.
- Samara Canada, (2011), *The Outsiders' Manifesto: Surviving and Thriving as a Member of Parliament*, York University: Ontario, Canada.
- The Republic of Kenya, (2010), *Intergovernmental Relations Act (2013)*, Government Printers: Nairobi.
- The Republic of Kenya, (2010), *The Constitution of Kenya*, Government Printers: Nairobi.
- The Republic of Kenya, (2010), *The County Government Act (2013)*, Government Printers: Nairobi.
- The Republic of Kenya, (2010), *The Public Finance Management Act (2013)*, Government Printers: Nairobi.
- The Republic of Kenya, (2010), *Transition to Devolved Government Act (2013)*, Government Printers: Nairobi
- The Republic of Kenya, (2010), *Urban and Cities Act (2012)*, Government Printers: Nairobi.
- The Republic of Kenya, (2010), *Various County Assembly Hansard Reports*, Government Printers: Nairobi.
- The Republic of Kenya, (2010), *Various County Assembly Standing Orders*, Government Printers: Nairobi.
- The Republic of Kenya, (2010), *Various County Assembly Strategic Plans*, Government Printers: Nairobi.
- The Republic of Kenya, (2010), *Various County Government Acts*, Government Printers: Nairobi.
- The Republic of Kenya, (2010), *Various County Integrated Development Plans*, Government Printers: Nairobi.

Annexes

Annex 1:

Tool 1: Survey Questionnaire for Members of the County Assemblies

CPST/ USAID AHADI/LNA

Questionnaire MARCH 2016

QUESTIONNAIRE NO.	X	X				
INTERVIEW DATE						
TIME STARTED	H:			M:		

This questionnaire is organized into nine parts as follows;

PART A: Demographic details

PART B: General questions

PART C: Law Making

Overall Objective of the Learning Needs Assessment:

The main objective of this survey is to support Members of the County Assembly to perform their representation, legislation and oversight functions better. The survey will specifically involve the assessment of the training needs of the MCAs focusing on their knowledge, skills and attitudes as leaders. Overall, this is expected to build the capacity of the county governments in implementing their devolved functions. This exercise is implemented jointly between the Centre for Parliamentary Studies and Training (CPST) and The County Assembly with support from SUNY (State University of New York) AHADI with funds from USAID.

Respondent Selection Procedure

Interviewer: It is your job to select all MCAs, for this interview.

Interviewer: If a call for interview for any MCA is unsuccessful, use the table below to record your progress until you make a successful call. Circle a code number for unsuccessful calls only.

NOCALL	NOCALL 1	NOCALL 2	NOCAL 3	NOCALL 4	NOCALL 5	NOCALL 6	NOCALL 7
Reasons for Unsuccessful Calls	MCA 1	MCA 2	MCA 3	MCA 4	MCA 5	MCA 6	MCA 7
Refused to be interviewed	1	1	1	1	1	1	1
MCA unavailable for physical interview	2	2	2	2	2	2	2
Deaf/Did not speak a survey language	3	3	3	3	3	3	3
Other (specify)_____	4	4	4	4	4	4	4
Not applicable							

Note: The MCA must give his or her informed consent by answering positively. If participation is refused, record this in the above table on “Reasons for Unsuccessful Calls.” If consent is secured, proceed to Respondent Selection.

Interviewer: If a respondent firmly refuses to answer any question, write “refused” in the answer space and continue to the next question

BEGIN INTERVIEW

Let’s begin by recording a few facts about yourself.

PART A: DEMOGRAPHIC DETAILS

1. To begin with, I would like to ask you some questions about your background some of which are personal.		
A	Gender	1. Male <input type="checkbox"/> 2. Female <input type="checkbox"/>
B	Age	1. <input type="checkbox"/> Under 25 yrs 2. <input type="checkbox"/> 25 - 30yrs 3. <input type="checkbox"/> 31- 40yrs 4. <input type="checkbox"/> 41 - 50 yrs 5. <input type="checkbox"/> 51 -60 yrs 6. <input type="checkbox"/> Over 60 yrs
C.	Marital status	1. Single 2. Married 3. Separated 4. Divorced
D	Highest Level of Education	1. None <input type="checkbox"/> 2. Primary <input type="checkbox"/> 3. Secondary <input type="checkbox"/> 4. Tertiary/University/Diploma <input type="checkbox"/> 5. Other_____ <input type="checkbox"/>
E	Religion	1. Christian-Catholic <input type="checkbox"/> 2. Christian - Protestant <input type="checkbox"/> 3. Muslim <input type="checkbox"/> 4. Hindu <input type="checkbox"/> 5. Indigenous <input type="checkbox"/> 6. Other (Specify: _____ <input type="checkbox"/> _____ <input type="checkbox"/>
F	Are you an elected or nominated representative?	1. Elected <input type="checkbox"/> 2. Nominated <input type="checkbox"/>
G	Is this your first time to be elected or nominated as a representative at the local /county government?	1. <input type="checkbox"/> 1st Time 2. <input type="checkbox"/> 2nd Time 3. <input type="checkbox"/> More than two times

H	<p>Do you hold any leadership position in the County Assembly?</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> Majority Leader 2. <input type="checkbox"/> Minority Leader 3. <input type="checkbox"/> Committee Chair 4. <input type="checkbox"/> Deputy Committee Chair 5. <input type="checkbox"/> Whip 6. <input type="checkbox"/> Member of the Speaker's Panel 7. <input type="checkbox"/> CASB member 8. <input type="checkbox"/> None
I	<p>Which committee/s do you belong to?</p> <p>1. (Record here and do so if they are more than one committee)</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

PART B: GENERAL QUESTIONS

<p>1. Let's start with a general question, what do you understand as your roles as an MCA? <i>(Listen to the MCA and make a judgement on which aspect of their functions they are referring to. DO NOT READ the options. Remember to probe for more by asking 'any other' until the MCA says none.</i></p>	
Law Making	1
Representation	2
Oversight	3
All the above responses	4
Any two of the above responses	5
Other (Specify)	6
None of the responses	7
Don't Know [Do not read]	9

Let's discuss another general question...

2. What do you understand is the role of the County Assembly? <i>[DO NOT READ the options]</i>	
Approval of appointments by the Governor	1
Impeach a governor	2
Impeach a CEC member or other County Government Officer	3
Make laws	4
Approve budget	5
Make budget	6
Others: (Specify)	7
Don't Know[Do not read]	9

3. Looking at the situation right now in this County, how do you rate the current performance of the County Assembly? <i>[READ out the options]</i>	
Poor	1
Below average	2
Average	3
Good	4
Very Good	5
Don't know [Do not read]	9

4. Looking ahead, do you expect economic conditions in this county to get better or worse in the next twelve months? <i>[READ out the options]</i>	
Much worse	1
Worse	2
Same	3
Better	4
Much better	5
Don't know [Do not read]	9

PART C: LAW MAKING

5. Now, I would like to go to questions about your role in law making. When you want to make a law in the Assembly, what are the steps you follow? [DO NOT READ out the options] Mark any of the five steps mentioned circling the value as a mark of where the MCA places the action. Eg if prepare a motion is the first, circle or mark X against the number 1.

A.	Prepare and file a motion	6	5	4	3	2	1	9
B.	Table a bill for first reading and commitment to a committee	6	5	4	3	2	1	9
C.	Take a bill through the second reading	6	5	4	3	2	1	9
D.	Debate a bill in the Committee stage	6	5	4	3	2	1	9
E.	Present a bill for the third reading	6	5	4	3	2	1	9
F.	Submit the bill for assent by the Governor	6	5	4	3	2	1	9
G.	Don't know[Do not read]	6	5	4	3	2	1	9
I.	Other(Specify)	6	5	4	3	2	1	9

6. During the last session, which of the following process or processes did you undertake? [READ out the options]

Submitted a motion	7
Tabled a bill	6
Proposed an amendment to a bill	5
Rose on a point of order	4
Contributed to a debate on the floor of the house	3
Voted on a bill/motion	2
Asked a question in the house or committee	1
Don't know [Do not read]	9

7. I would now like you to rate your ability to perform the following functions in law making? Would you say.....[READ out the first statement (A) first then each the ratings before proceeding to the next statement B etc etc]

	I AM ABLE TO DO THIS VERY WELL ON MY OWN	SOMETIMES I NEED HELP TO DO THIS	MOST OF THE TIMES, I NEED HELP TO DO THIS	Don't Know [Do not read]
A. Scrutiny of draft laws	1	2	3	9
B. Assessment of impact of laws against County Development , Priorities	1	2	3	9
C. Scrutiny of draft policies from the County Executive	1	2	3	9
D. Identifying areas where new laws should be developed	1	2	3	9

8. How do you get the information that helps you to make your contributions in the County Assembly during law making? (DO NOT READ out the statement then the options)			
	Not at all	Often	Very Often
A. From meetings with the local communities	1	2	3
B. From Non State Actors	1	2	3
C. From the media	1	2	3
D. From consultations with different actors	1	2	3
E. Other(Specify)	1	2	3
F. Don't know[Do not read]	9	9	9

9. I would now like to read to you two statements about the laws that are made both by the County Assembly and National Parliament. Which of the two statements is closest to your view? [Interviewer: Read the two statements and probe for strength of opinion: Would you say you agree or agree very strongly with the statement you have chosen?]			
Statement 1: When laws made by the County Assembly are in conflict with laws made by the National Government, the County Laws take precedence.		Statement 2: When laws made by the County Assembly are in conflict with laws made by the National Government, the National Government Laws take precedence.	
Agree Very Strongly With Statement 1	Agree With Statement 1	Agree Very Strongly With Statement 2	Agree With Statement 2
1	2	3	4
Agree With Neither [Do not read]		5	
Don't know [Do not read]		9	

10.			
Statement 1: The Constitution of Kenya allows County Assemblies to choose whether to allow public participation in law making.		Statement 2: The Constitution of Kenya says that its mandatory that County Assemblies invite members of the public to participate in law making.	
Agree Very Strongly With Statement 1	Agree With Statement 1	Agree Very Strongly With Statement 2	Agree With Statement 2
1	2	3	4
Agree With Neither [Do not read]		5	
Don't know [Do not read]		9	

PART D: OVERSIGHT

11. I would now like to ask you some questions about your oversight role as a member of the County Assembly. You belong to a Committee. What are the powers or functions of the committee? <i>[Listen out to responses related to any of the following powers or functions BUT DO NOT READ out the options]</i>					
Investigate specific matters or issues	1	Prepare report to the house	4	Punish offences	7
Scrutinize bills	2	Gather evidence	5	Power of privilege	8
Collect views from the house	3	Summon people	6	Impeachment	10
Sanctioning members of the Executive	11				
Other...	12				
More than 3 correct responses	13				
Any 2 correct responses	14				
No correct response	15				
Don't know[Do not read]	9				

12. Where would you say you find yourself most effective in playing your oversight role? Is it..... <i>[Read out the options]</i>	
In the committee sessions (go to 13)	4
During debate on the floor (go to 14)	3
Both (go to 13)	2
Neither (go to 15)	1
Don't know [Do not read]	9

13. You say you are most effective in the committee sessions, what factors make you most effective in the committee sessions? <i>(List them down)</i>

14. You say you are most effective in during debate on the floor, what factors make you most effective during the debate sessions on the floor? <i>(List them down)</i>

15. Where would you say you find yourself least effective in playing your oversight role? <i>[READ out the options]</i>	
In the committee sessions (go to 16)	4
During debate on the floor (go to 17)	3
Both (go to 16)	2
Neither (go to 18)	1
Don't know [Do not read]	9

16. You say you are least effective in the committee sessions. What factors make you LEAST effective in the committee sessions? <i>(List them down)</i>

17. You say you are least effective during the debate sessions on the floor. What factors make you LEAST effective during debate sessions on the floor? <i>(List them down)</i>

18. In the approval of nominations from the executive, what factors do you consider before voting for or against any nominee? <i>[DO NOT READ OUT the options] Listen and mark any of the following and continue probing, what else;</i>		
A.	Academic background	1
B.	Professional experience	2
C.	Gender	3
D.	Ethnicity/Clan	4
E.	Age	5
F.	Ethics and integrity	6
G.	Regional balance	7
H.	Party affiliation	8
I.	Religion	9
J.	Others(Specify)	10

E. PUBLIC FINANCE OVERSIGHT

19. Now I would like to ask you some questions about Public Finance oversight. In public finance oversight, what do you see is the role of the assembly <i>[Listen keenly for any roles that suggest any of the options below. [DO NOT READOUT the options]</i>	
A. Resources mobilization (imposition of taxes and borrowing)	1
B. Allocation of resources/budget approval/making	2
C. Supervision/Monitoring	3
D. Other(Specify)	4
E. Don't know[Do not read]	9

20. During the process of budget preparation and scrutiny, how do you an MCA get information on the issues you need to look out for in the budget? <i>[DO NOT READOUT the options]</i>		
A.	County Intergrated Development Plan	1
B.	From the policy statements of the county government	2
C.	Consultation with citizens	3
D.	Political party manifesto	4
E.	From the media	5
F.	Discussions with other MCAs	
G.	Any other; (Specify)	6
H.	Don't Know [Do not read]	9

21. In the budget making and implementation process, which aspects of the process do you find easiest to understand and to participate in? <i>[DO NOT READ OUTthe options. Listen and mark any of the following processes].</i>				
Which ones do you find most difficult to understand and participate in? <i>[DO NOT READ OUTthe options. Listen and mark any of the following processes].</i>				
		EASIEST <i>(Go to 22 if any of these options is marked)</i>	MOST DIFFICULT <i>(Go to Question 23 if any of these options is marked)</i>	DO NOT KNOW <i>(Do Not Read)</i>
A.	Discussing the County Fiscal Strategy Paper	1	1	1
B.	Scrutiny of the budget allocations/ estimates	2	2	2
C.	Public hearings	3	3	3
D.	Discussion of the appropriations bill	4	4	4
E.	Monitoring budget implementation	5	5	5
F.	None of the above	6	6	6
G.	Don't know [Do not read]	9	9	9

22. What makes it easy for you to understand the areas you have mentioned above?

23. What makes it difficult for you to understand the areas you have mentioned above?

PART F: LEGISLATIVE PROCEDURES

25. Now I would like to ask you some questions about procedures in the house. Please indicate whether you agree or disagree with each of the following statement; <i>[Read out each statement one at a time and mark a response before proceeding to the next statement]</i>			
	AGREE	DISAGREE	Don't know[Do not read]
A. Before a motion may be discussed, it must have a seconder	1	2	9
B. When a member calls for a division of the house, the Speaker calls for a standing or countable vote.	1	2	9
C. The Speaker must read a second time any motion exactly for all to hear before calling for a vote on a motion.	1	2	9
D. "I move that..." is the first thing a person says when he/she wants to move a motion.	1	2	9
E. In order to speak, a member must be noticed by the speaker.	1	2	9
F. County Assembly procedure guarantees that only one issue is discussed at a time.	1	2	9
G. Most motions call for Majority (50% plus one) percentage of the vote to pass?	1	2	9
H. Tabling a motion or "laying it on the table" means to postpone that motion.	1	2	9
I. "Point of information" is what you say when you want to ask a question or get an explanation.	1	2	9

26. (a) In general, how do you find the procedures for subjecting proposals for legislation from filing of a motion to full debate and adoption in the County Assembly? Would you say you find the procedures.....?(READ out the options)	
Simple/easy to follow (Go to 27)	4
Neither simple/difficult to follow (Go to 27)	3
Difficult to follow (Go to 26b)	2
Very Difficult to follow (Go to 2b)	1
Don't know [Do not read]	9

27. I would now like to ask you some questions about your role as a leader and representative. As a leader, how would you rate the urgency of your need to improve the following skills in order of priority? [Read out each statement one at a time and mark a response before proceeding to the next statement]					
[Do not read]		NOT URGENT	URGENT	MOST URGENT	Don't know
A.	Communication skills	1	2	3	9
B.	Resources mobilization	1	2	3	9
C.	Networking	1	2	3	9
D.	Lobbying and Advocacy	1	2	3	9
E.	Management	1	2	3	9
F.	Strategy development	1	2	3	9
G.	Media relations	1	2	3	9
H.	Political Party Leadership	1	2	3	9
I.	Gender Responsive Budgeting	1	2	3	9
J.	Representing issues that affect women	1	2	3	9
K.	Civic education	1	2	3	9
J.	Public Policy	1	2	3	9
K.	Other.... (Specify)	1	2	3	9

28. In the past six months, which means of communication have you personally or your office/staff used to reach out to residents of your ward [DO NOT READ OUT the options] Probe how many times/how often.

		ONCE	BETWEEN 1 - 5 TIMES	OVER 5 TIMES	DON'T KNOW [Do not read]
A.	Distribution of printed materials (leaflets, posters etc.)	1	2	3	9
B.	TV/FM Radio	1	2	3	9
C.	Mobile Phones	1	2	3	9
D.	Public rally/ies	1	2	3	9
E.	Scheduled programs in local media	1	2	3	9
F.	Social media	1	2	3	9
G.	Informal meetings	1	2	3	9
H.	Formal Consultative meetings	1	2	3	9
I.	Community events such as sports, funerals, weddings etc	1	2	3	9
J.	OTHER (Please Specify)	1	2	3	9

29. In the past twelve months, how have you used any of the following tools/mechanisms in performing your representation role? [Please READ the options] Probe how many times

		NONE	ONCE	BETWEEN 1 - 5 TIMES	OVER 5 TIMES	DON'T KNOW[Do not read]
A.	Letter/Petition	1	2	3	4	9
B.	Demonstration/s	1	2	3	4	9
C.	Question on the floor of the assembly	1	2	3	4	9
D.	Personal visit to the Governor, a CEC/cabinet minister	1	2	3	4	9
E.	Social media	1	2	3	4	9
F.	Litigation/Going to Court	1	2	3	4	9
G.	Formal consultative meetings	1	2	3	4	9
H.	Community events such as sports, funerals, weddings etc	1	2	3	4	9
I.	Inspection of new/on-going projects	1	2	3	4	9
J.	Introducing a bill in the House	1	2	3	4	9
K.	Filing a motion	1	2	3	4	9
L.	OTHER: (Please specify)	1	2	3	4	9

30. How often have you found each of the following important in facilitating you to represent your ward residents? [Please read the options]			
	OFTEN	RARELY	NOT USED AT ALL
Ward Office	1	2	3
Personal Assistant	1	2	3
Database of professionals	1	2	3
Database of women, youth and other groups and associations	1	2	3
Motor car	1	2	3
Other	1	2	3

PART H: TRAINING EXPERIENCE

31. In your capacity as an MCA, have you attended any trainings before?	
A. YES (go to 32)	1
B. NO (go to 34)	2
C. Don't Know [Do not read](Go to 34)	9

32. Approximately how many trainings did you attend? (READ out the options)	
A. One	2
B. Between 2-4	3
C. Five and above	4
D. Don't know [Do not read]	9

33. Who provided most of the trainings? [READ out the options] Go to 35		SOME	MOST
A.	Centre for Parliamentary Studies and Training	1.	1
B.	Other Public Training Institution such as University, Research Institute etc	2.	2.
C.	Own initiative (executive and county assembly) facilitated by the CPSB	3.	1.
D.	Transition Authority (TA)	4.	2.
E.	U.S. Agency for International Development (USAID)	5.	3.
F.	Centre for Multi Party Democracy	6.	4.
G.	(SUNY) State University of New York and the Centre for Parliamentary Studies	7.	5.

H.	National Government	8.	6.
I.	Non-Governmental Organizations (NGOs) (names not specified)	9.	7.
J.	Ministry of Devolution and Planning	10.	8.
K.	Kenya School of Government	11.	9.
L.	International Republican Institute	12.	10.
M.	Kenya National Commission on Human Rights	13.	11.
N.	Westminster Foundation	14.	12.
O.	Public Service Commission	15.	13.
P.	Commission for the Implementation of the Constitution (CIC)	16.	14.
Q.	Commission for Revenue Allocation (CRA)	17.	15.
R.	National Treasury	18.	16.
S.	UN Women	19.	17.
T.	Kenya Women Parliamentary Association	20.	18.
U.	FIDA	21.	19.
V.	Do not remember	22.	20.
W.	Others (Please specify)	23.	21.

34. If Not, why? (Go to 39)

35. Which of the trainings did you find most useful? Why?
A. Most Useful Trainings
B: Reasons:

36. Were you able to use the information shared in the training in your role as an MCA? [READ out the options]	
A. YES	1
B. A LITTLE	2
C. NO (Go to 37)	3
D. Don't know [Do not read]	9

37. What prevented you from using this information? [READ out the options]	
A. Training was incomplete	1
B. Lack of appropriate facilities	2
C. Lack of support	3
D. Lack of time	4
E. Other (please specify)	5
F. Don't know [Do not read]	9

38. Which are the areas you covered in your trainings?

39. In which areas would you like to receive training in future?

40. In general, what duration do you find most convenient for you to attend a training event? <i>[READ out the options]</i>	No of Days
A. One day	1
B. Three Days	2
C. One week	3
E. Other(specify)	4
F. Don't know[Do not read]	9

41. *[Please ask this question only if there was a response in 33A, otherwise skip 41 and go to 42]*

How would you compare the following aspects of the CPST Trainings with other similar institutions? Would you say the CPST trainings were..... *[Please READ option A then the options before moving to the next option]*

		WORSE	SAME	SLIGHTLY BETTER	MUCH BETTER	DON'T KNOW[Do not read]
A.	Quality	1	2	3	4	9
B.	Relevance	1	2	3	4	9
C.	Duration	1	2	3	4	9
D.	Resource persons	1	2	3	4	9

42. Which of the following methods of capacity building do you find most /or least preferable? <i>(READ the options)</i>	Don't prefer at all	Least Prefer	Prefer	Most preferred	Don't Know[Do not read]
Workshop/Training Seminar	1	2	3	4	9
Study tours	1	2	3	4	9
Mentorship	1	2	3	4	9
Hands on training	1	2	3	4	9
Guest talks/interaction with resources persons	1	2	3	4	9
Online Courses	1	2	3	4	9
Others (specify)	1	2	3	4	9
None	1	2	3	4	9

43. When you joined the county assembly, did you attend any induction/training to orient you to your work as an MCA?	
A. YES (go to 44)	1
B. NO (go to 47)	2
C. Don't know [Do not read]Go to 47	9

44. Who provided the induction/orientation training? [READ out the options]		
A.	Centre for Parliamentary Studies and Training	1.
B.	Other Public Training Institution such as University, Research Institute etc	2.
C.	Own initiative (executive and county assembly) facilitated by the CPSB	3.
D.	Transition Authority (TA)	4.
E.	U.S. Agency for International Development (USAID)	5.
F.	Centre for Multi Party Democracy	6.
G.	SUNY (State University of New York) and the Centre for Parliamentary Studies	7.
H.	National Government	8.
I.	Non-Governmental Organizations (NGOs) (names not specified)	9.
J.	Ministry of Devolution and Planning	10.
K.	Kenya School of Government	11.
L.	International Republican Institute	12.
M.	Kenya National Commission on Human Rights	13.
N.	Westminster Foundation	14.
O.	Public Service Commission	15.
P.	Commission for the Implementation of the Constitution (CIC)	16.
Q.	Commission for Revenue Allocation (CRA)	17.
R.	National Treasury	18.
S.	UN Women	19.
T.	Kenya Women Parliamentary Association	20.
U.	FIDA	21.
V.	Others (Please specify)	22.

45. Which aspects of the induction /orientation trainings did you find; <i>[READ out the options]</i>	
MOST USEFUL	LEAST USEFUL

46. How would you like the induction trainings to be improved for new MCAs? Go to 48

47. If not, how did you learn how to transact business in the house ?

48. Do you use social media?	
A. YES (go to 46)	1
B. NO (go to 49)	2
C. Don't Know [Do not read]	9

49. a. Which social media available on the internet are you aware of? [DO NOT READ OUT OPTIONS]
- b. Which other are you aware of?
- c. Which ones have you used in the last seven days?
- d. Which one do you use most often? [Only 1 option is permitted]

		A	B	C	D
		Social Media Awareness	Others aware of	Used in the last seven days	Use most often
a)	Twitter	1	1	1	1
b)	Face book	2	2	2	2
c)	Linked In	3	3	3	3
d)	My space	4		4	4
e)	You tube	5	5	5	5
f)	WhatsApp	6	6	6	6
g)	Instagram	7	7	7	7
h)	Four square	8	8	8	8
i)	Blogs	10	10	10	10
j)	Viber	11	11	11	11
k)	Others (specify)	12	12	12	12
l)	Don't know [Do not read]	13	13	13	13
m)	None	14	14	14	14

50. How do you mainly access social media? [READ out the options]	
A. Mobile Phone	1
B. Desktop at your office	2
C. Laptop	3
D. Through a Personal Assistant	4
E. Tablet	5
F. OTHER (please specify)	6

51. For which purposes do you mainly use social media?	
A. Professional networking	1
B. Marketing/sales	2
C. Sharing information with county citizens	3
D. News and information	4
E. Entertainment	5
F. Others	6

52. If No, why? (Do Not Read out the options)	
A. I don't have access to a smart phone or computer	1
B. I don't see the need	2
C. It's a waste of time	3
D. Am too old for social media	4
E. I lack the skills and knowledge	5
F. Others	6

53. To what extent do you agree or disagree with the following statements;	DON'T AGREE	AGREE	STRONGLY AGREE
A. MCAs need training on ICT and use of social media	1	2	3
B. Social media is a very important tool in engaging citizens	1	2	3
C. Only young people need to conversant with ICT and social media tools	1	2	3
D. MCAs have enough knowledge and capacity on the use of ICT and social media	1	2	3

TIME ENDED	H:		M:	
-------------------	-----------	--	-----------	--

INTERVIEWER'S SECTION

54. Were there any other people immediately present who might be listening during the interview?	
No one	1
Other MCAs	2
Small crowd	3
Personal Assistant	4
Interpreters	5

55. What proportion of the questions do you feel the respondent had difficulty answering?	
All	4
Most	3
Some	2
Few	1
None	0

56. Which sections did the respondent have trouble answering? [Identify up to three]	
PART A: Demographic details	1.
PART B: General questions	2.
PART C: Law Making	3.
PART D: Legislative Oversight	4.
PART E: Public Finance Oversight	5.
PART F: Legislative Procedures	6.
PART G: Leadership and representation	7.
PART H: Training Experience	8.
PART I: ICT and Social Media Usage	9.

57. What was the respondent's attitude toward you during the interview?			
A. Was he or she	1 Friendly	2 In between	3 Hostile
B. Was he or she	1 Interested	2 In between	3 Bored
C. Was he or she	1 Cooperative	2 In between	3 Uncooperative
D. Was he or she	1 Patient	2 In between	3 Impatient
E. Was he or she	1 At ease	2 In between	3 Suspicious
F. Was he or she	1 Honest	2 In between	3 Misleading

INTERVIEWER DETAILS

Interviewer Name [Write in]	
Interviewer's Number	
Interviewer's Age	
Interviewer's gender	1. Male
	2. Female

Interviewer's highest level of education	
Primary school completed	1
Some secondary school / high school	2
Secondary school / high school completed	3
Post-secondary qualifications, other than university e.g. a diploma or degree from a polytechnic or college	4
Partial university education	5
University completed	6
Post graduate	7

SIGNATURE PAGE

INTERVIEWER: Do you have any other comments on the interview? For example, did anything else significant happen during the interview?

No

Yes: [Explain] _____

INTERVIEWER:I hereby certify that this interview was conducted in accordance with instructions received during training. All responses recorded here are those of the respondent who was chosen by the appropriate selection method.

INTERVIEWER SIGNATURE: _____

SUPERVISOR: Do you have any other comments on the interview? For example, did anything else significant happen during the interview?

No

Yes: [Explain] _____

SUPERVISOR:I hereby certify that this interview was conducted in accordance with instructions given to interviewers during training. All responses have been checked for completeness and accuracy. The information about the EA on the first page is based on observations I personally made in an area chosen by the appropriate sampling method.

SUPERVISOR SIGNATURE: _____

Annex 2:

Tool 2: Self Administered Questionnaire for Staff of the County Assemblies

CPST/ USAID AHADI/LNA

Questionnaire APRIL 2016

QUESTIONNAIRE NO.	X	X				
DATE						

This questionnaire is organized into three parts as follows;

PART A: Demographic details

PART B: Status of County Assemblies staff training

PART C: County Assemblies staff task analysis

PART A: DEMOGRAPHIC DETAILS

To begin with, I would like to ask you some questions about your background.		
1	Gender	1. Male <input type="checkbox"/> 2. Female <input type="checkbox"/>
2	Age	5. <input type="checkbox"/> Below 25yrs 6. <input type="checkbox"/> 25 - 35yrs 7. <input type="checkbox"/> 36- 45yrs 8. <input type="checkbox"/> 46 - 55 yrs 5. <input type="checkbox"/> Over 55 yrs
3	Marital status	2. Single <input type="checkbox"/> 2. Married <input type="checkbox"/> 3. Separated <input type="checkbox"/> 4. Divorced <input type="checkbox"/>
4	Level of Education	1 .Primary <input type="checkbox"/> 2. Secondary <input type="checkbox"/> 3.Certificate/Diploma <input type="checkbox"/> 4.Bachelors degree <input type="checkbox"/> 5. Masters degree <input type="checkbox"/> 6. .Doctorate degree <input type="checkbox"/> Other _____
5	Division	3. <input type="checkbox"/> Legislative and Procedural Services 4. <input type="checkbox"/> Committee and Research Services 5. <input type="checkbox"/> Legal Services 6. <input type="checkbox"/> Budget Office 7. <input type="checkbox"/> Hansard 8. <input type="checkbox"/> Human Resource 9. <input type="checkbox"/> Administration including Security, Secretarial, Library, ICT & other services 10. <input type="checkbox"/> Finance and Planning 11. <input type="checkbox"/> Accounts 12. <input type="checkbox"/> Supply Chain Management 13. <input type="checkbox"/> Internal Audit Other.....
6	CASB Job Grade	2-4 <input type="checkbox"/> 5-7 <input type="checkbox"/> 8-10 <input type="checkbox"/> 11-12 <input type="checkbox"/>
7	Years in Service	Less than 1 yr <input type="checkbox"/> 1- 3 years <input type="checkbox"/> Over 3 years <input type="checkbox"/>

SECTION B: STATUS OF COUNTY ASSEMBLIES STAFF TRAINING

8. (a) Were you inducted at the time of your employment at the County Assembly? Yes No If No, Go to 9.

(b) If yes, how would you rate the induction that you underwent? Excellent Good Fair Poor

(c) If yes, were the details provided during the induction training sufficient to enable you to start on your new role comfortably? Yes No

9. If No, why were you not inducted? .Go to 11.

10. With the skills and knowledge acquired during the induction training, do you think that you were well prepared to effectively perform your duties? Yes No

11. a) Are you aware if your County Assembly has a staff training policy? Yes No If No, go to 12.

b). If yes, were the details of the training policy communicated to you? Yes No

c) How would you rate the effectiveness of this training policy in facilitating training?
Not effective Somewhat effective 3. Effective 4. Very effective

12. a) Do you know if your County Assembly has a selection criteria for training staff?

Yes No If no, go to 12(c)

b). If your answer is Yes in Q11a, how would you rate that selection criteria in terms of fairness?

Very Fair Fair Slightly Fair Not fair at all

c) If No, how are members of staff selected to undergo various trainings?

13. How many job-related trainings have you attended in the last two years?

Type of Training	1-3 Trainings/ Opportunities	4-6 Trainings/ Opportunities	Over 6 Trainings/ opportunities
Workshops			
Seminars			
Secondment			
Online Modules			
Short courses			
Conferences			
On-the -job training			
Other.....			

14. Kindly list the job-related trainings that you have attended in the last two years?

Training Attended	Institution/ provider	Duration in days

15. Did you find the training useful in helping you perform your tasks better? Yes [] No []

Why? _____

16.	Who provided the trainings you attended over the last two years?	MOST	SOME	VERY FEW	NONE
W.	Centre for Parliamentary Studies and Training (CPST)	1	23.	1	1
X.	Other Public Training Institution such as University, Research Institute etc	2	24.	2	2
Y.	Own initiative (executive and county assembly) facilitated by the CPSB	3	25.	3	3
Z.	Transition Authority (TA)	4	26.	4	4
A.	U.S. Agency for International Development (USAID)	5	27.	5	5
B.	Centre for Multi Party Democracy	6	28.	6	6
C.	SUNY (State University of New York) and the Centre for Parliamentary Studies	7	29.	7	7
D.	National Government	8	30.	8	8
E.	Non-Governmental Organizations (NGOs) (names not specified)	9	31.	9	9
F.	Ministry of Devolution and Planning	10	32.	10	10
G.	Kenya School of Government	11	33.	11	11
H.	International Republican Institute	12	34.	12	12
I.	Kenya National Commission on Human Rights	13	35.	13	13
J.	Westminster Foundation	14	36.	14	14
K.	Public Service Commission	15	37.	15	15
L.	Commission for the Implementation of the Constitution (CIC)	16	38.	16	16
M.	Commission for Revenue Allocation (CRA)	17	39.	17	17
N.	National Treasury	18	40.	18	18
O.	UN Women	19	41.	19	19
P.	Kenya Women Parliamentary Association	20	42.	20	20
Q.	FIDA	21	43.	21	21
R.	Others (Please specify)	22	44.	22	22

17. [Please ask this question only if you have ever attended a CPST training, otherwise skip it)

How would you compare the following aspects of the CPST Trainings with other similar institutions? Would you say the CPST trainings were.....

		WORSE	SAME	SLIGHTLY BETTER	MUCH BETTER	DON'T KNOW [Do not read]
E.	Quality	1	2	3	4	9
F.	Relevance	1	2	3	4	9
G.	Duration	1	2	3	4	9
H.	Resource persons	1	2	3	4	9

18. Please respond to the following statements by ticking in the appropriate box corresponding to each statement.

	Very large extent	Large extent	Moderate extent	Less extent	Not at all
a) The County Assembly enhances competence in my job by providing me with adequate training opportunities					
b) I get guidance in performing tasks from a more experienced colleague through coaching					
c) The County Assembly has mentorship programs aimed at increasing job-related skills					
d) I obtain job-related skills through membership in a professional body					
e) The County Assembly encourages me to acquire additional academic qualifications					
f) The County Assembly sponsors its employees who are interested in pursuing further studies					
g) The County Assembly gives study leave to employees wishing to pursue further studies					
h) I undergo classroom job-related training as well					

SECTION C: COUNTY ASSEMBLY STAFF TASK ANALYSIS

19. Fill up the duties you perform in the table below;

Duties (List all the duties performed)	How frequently do you perform this task? 1=Very frequently 2=Frequently 3=Occasionally 4=Very Rarely				Level of confidence How confident are you in your ability to perform this duty? 1=Very confident, 2=Confident, 3=Somewhat Confident, 4=Not confident at all				Need for training Please rate your level of need for training in this duty 1=No need, 2=Low need, 3=Moderate need, 4=High need				Remarks (Briefly explain why you have scored 3 or 4 in column 3)
	1	2	3	4	1	2	3	4	1	2	3	4	
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													

20. List down some key tasks that you would wish to perform in your job but you cannot because you lack the skills or knowledge to perform them.

21. Kindly tick on the appropriate column

Skills & Competencies	Skills you possess (Tick appropriately)	Skills you need (Tick appropriately)
ICT Skills		
Skills in use of digital devices such as computers, scanners, printers etc		
Skills in use of communication software such as emails		
Skills in the use of application software such as Microsoft word, excel, power point etc		
Typing skills		
Interpersonal Skills		
Positive interactions with colleagues and superiors		
Mutual respect for divergent opinions		
A good listener		
Taking suggestions and criticism positively		
Problem solving skills		
Expertise in a particular area of specialization		
Broad in perspective and understanding of topical issues		
Satisfying needs of members and staff effectively and addressing their complaints		
Assertiveness without being autocratic		
Analytical Skills		
Ability to interpret issues		
Analyzing different situations effectively		
Understanding one's own environment		
Generating alternative solutions to problems and challenges.		
Leadership Skills		
Influencing others in a way that results in acceptance, agreement, or behavior change		
Motivating others in order to reach organizational goals		
Empowering others to achieve results		
Leading people and allocating tasks to achieve goals		

22. What type of skills will you require to cope with the future challenges of your current job.

23. What type of skills will you require to facilitate you to advance in your career?

THANK YOU FOR YOUR COOPERATION



Annex 3:

KII/Focus Group Discussion Guide

CPST/ USAID AHADI/LNA
KII/FGD Guide APRIL 2016

This suite of KII and FGD guidelines consist of five sets of tools;

Tool 3A: KII Guide for Speakers and Deputy Speakers

Tool 3B: FGD Guide for Committee Chairs

Tool 3C: FGD guide for Women MCAs

Tool 3D: KII Guide for Governors and CECs

Tool 3E: FGD Guide for CSO leaders, CBO and Media

Tool 3A: KII Guidelines for Speakers and Deputy Speakers

1. In brief, can we just go over your functions as Speaker in the house. Please mention them.
2. What would you say have been the greatest highlights in performing your role?
3. In your assessment of your role as Speaker – ie. when you look at the various roles you play such as in maintaining order in the house, interpreting the rules of procedure, writing the rulings, leadership of the assembly as an institution etc, where do you see the greatest challenges in undertaking these functions?
4. Are there any specific roles you would wish to play as a Speaker but you find yourself limited either because of skills, knowledge or resources? If yes, Which ones?
5. What do you do to improve your skills and knowledge as a Speaker?
6. Are there any specific challenges you face in playing your role in dealing with the administrative and policy planning on matters of the Assembly?
7. In your view, what type of training or capacity building interventions have you found work best in helping you to enhance your skills?
8. From your vantage position in the Speaker, in which areas do you think the MCAs need the most training to help them improve their performance?
9. In terms of training and capacity building for MCAs, what interventions do you feel have worked best for this County Assembly?

10. How best do you think we can improve the participation of women MCAs specifically in the house?
11. What other issues in general would you wish we give priority in addressing training needs of members or staff of the assembly?

Tool 3B: FGD Guidelines for Committee Chairs

1. Let's start with a general question, what do you see the roles of your committees? What do you understand as the powers of your committees?
2. Looking at the situation right now in this County Assembly, how do you rate the current performance of your committees compared to the committees of other county assemblies?
3. What would you say have been some of the greatest successes of the committee in the assembly to date?
4. What have been the greatest challenges for committees in performing their functions? Which of those challenges do you think are related to skills, knowledge or capacity?
5. How well do you think your committee performs its role in the budget making process? What challenges do you face?
6. In which areas do you find it most difficult for committees to perform their oversight roles over the Executive portfolios in their mandate?
7. Have committee chairs received any training on how to play their roles as chairs since the inception of the Assembly? If not, how did the chairs learn how to do their jobs?
8. What specific capacity building modalities do you think work best for committee chairs?
9. Is there anything else you would like to add in regard to capacity building measures to strengthen the Committees in your County Assembly?

Tool 3C: FGD Guidelines for Nominated Women MCAs

1. What has been your general experience as a nominated woman MCA? What would you say are your specific roles?
2. What would you say are the achievements of your County Assembly to date and what part have you played in the process?
3. How has your County Assembly performed in the effort to realize the two thirds gender rule in nominations and appointments?
4. Do you hold a leadership position in the County Assembly? If you do kindly indicate what the position is. If you do not, is it because you are not interested in any position?
5. Are you aware of any specific motions, debates or legislation that have addressed gender issues such as gender based violence, gender harassment, gender responsive budgeting or women's empowerment in your County Assembly?
6. Does your County Government have any gender stabilization program, policies or fund allocation? If not, why?
7. Are you engaged in any specific activities or programs that seek to sensitize the County Assembly, the Executive or the public on the importance of gender mainstreaming and women's empowerment?

8. Does the County Assembly use sex disaggregated data for planning? Is the budget made using gender disaggregated data on current situation in specific sectors such as education, health, access to water and level of unemployment?
9. Do you have opportunities for mentorship and development regarding the handling of the media, managing public expectations and perceptions and managing your finances as a woman political leader?
10. Are there any specific functions or tasks you would wish to perform as MCAs but you find yourself limited due to a lack of adequate skills or capacity?
11. Is there anything less that you would like to say concerning the challenges you face as a woman member of the County Assembly?

Tool 3D: FGD Guidelines for Governors/CECs

1. What has been your general experience in working with the Members of the County Assembly?
2. Where do you find the County Assembly most effective in performing its roles? Why?
3. Where have they been least effective? Why?
4. In your interactions with the MCAs, where do you think they require capacity most?
5. The assembly uses a variety of tools to undertake its oversight role eg; committee visits, hearings, debate, committee sessions etc. which ones have you found most effective? Why?
6. As a member of the executive, have you undergone any training on how to work with the legislature?
7. What do you think both the assembly and executive need to do to improve their performance?

Tool 3E: FGD Guidelines for CSOs/Media/CBOs and other NSAs

1. What has been your general experience in working with the Members of the County Assembly?
2. Where do you find the County Assembly most effective in performing its roles? Why?
3. Where have they been least effective? Why?
4. In your interactions with the MCAs, where do you think they require capacity most?
5. What would be your assessment of the MCAs in effectively representing the people?
6. What is your assessment of the skills and performance of MCAs in facilitating citizen participation? What in your experience or work has worked best to strengthen these skills?
7. The assembly uses a variety of tools to undertake its oversight role eg; committee visits, hearings, debate, committee sessions etc. which ones have you found most effective? Why?
8. What do you think both the assembly needs to do to improve their performance?

Annex 4:

Task Concept Note

1. Introduction

Until very recently, assisting legislatures was a relatively new but rapidly growing area of development assistance. Very few development agencies found it necessary, even difficult to extend assistance to legislatures since legislatures were viewed as highly political institutions under sovereign control. This perception changed with the growth of countries experiencing sweeping social, political and economic changes and democratic reform. Legislative activities have a direct impact on the political environment that supports and encourages sustainable human development (SHD). Strong legislatures help to ensure democracy, the rule of law, human rights and an efficient marketplace.

In Kenya, legislative assistance has been ongoing over the last ten to fifteen years with mixed results. The SUNY led Parliamentary Support Program (PSP) has been one such initiative as well as the World Bank led Parliamentary Strengthening Program. In 2010, The Constitution of Kenya reconfigured the governance structure by introducing the devolved system of governance comprising of the national government and 47 county governments across the country. The objectives of devolving power and resources are clearly articulated under Article 174 of the Constitution. The principle of separation of powers is undergirded in the constitutional apportionment of powers and resources between the two levels of government. This requires the two levels of government to work harmoniously.

The County assemblies play a critical role at the county level by ensuring that legislation, representation and oversight functions are effectively discharged. However, the kind of role each legislature plays at the county level will vary from county to county, and even changes within nations over time due to multiple factors. The Senate is the custodian of devolved governments as stipulated in Article 96 (1) of the Constitution 2010. The Senate represents the counties and serves to protect the interests of the counties and their governments. The Senate further participates in law making function by debating and approving bills concerning Counties as provided for in Articles 109-113 in the constitution of Kenya 2010. In discharging its constitutional mandate the Senate has been on the forefront in capacitating counties. It has also noted a number of challenges faced by the counties key among them being capacity building (Senate, 2014). Similarly, UNDP (2015) observes that although various efforts to realign laws, policies and institutions into the new constitutional order are ongoing, capacity building remains a major challenge.

In order to respond to this challenge, Senate has been working closely with The Center for Parliamentary Studies and Training in providing this capacity in part through undertaking training programs for both County Assembly representatives and staff of the County Assemblies. The mandate of this assistance is embedded in The Constitution of Kenya which requires the national government to build the capacity of county governments as well as in statutory laws. The Center for Parliamentary Studies and Training (The CPST) is an establishment of the Parliament Service Commission (PSC) established in December 2008 and legalized by the publication of the Parliamentary Service Regulations, 2011 in the Kenya Gazette, Subsidiary Legislation, Legal Notice No. 95 of July 22, 2011. It is against this back ground that this study sets out to assess the training needs for County Assemblies.

2. Rationale for the Training Needs Assessment

In general, the capacity development program of the CPST for County Legislatures is aimed at helping them to become more efficient, effective and democratic. Primarily, this focus encompasses three basic functions of a legislature: (a) representation of the people; (b) oversight of the public sector; and (c) lawmaking. In undertaking this function, The CPST generally recognizes that there are three main approaches to capacity building for the County Assemblies:

- Individual approach (Enhancing the capacity of individual Members of the County Assemblies and County Assembly Staff);
- Institutional approach (Whole-of-Institution/ County Assembly Administration/ Committee Strengthening); and
- Network approach (Bringing together like-minded Members of the County Assemblies/ Committees at the national, regional and global level using new and existing networks).

Experience has shown that a strategy that combines all three approaches achieves better capacity, however, the Training Needs Assessment will specifically focus on the first approach which falls squarely within the CPST mandate and capability.

The main reasons for undertaking this Training Needs Assessment are threefold; First, The Constitution of Kenya 2010 has provided a new constitutional architecture that will take considerable time to unpack and fully roll out before citizens can realize the full benefits of the new system of government – devolution. The creation of a devolved of government has brought forth new institutions, new powers and architecture of representation that’s unprecedented in Kenya.

Secondly, not only are all the members of County Legislatures serving for a first time, they are doing so in a more complex and dynamic environment where the relationship between the citizens and the state have been reconstructed, public awareness and information is high and citizens are generally more demanding and empowered. This requires a new set of knowledge, skills and attitudes to meet demand.

Thirdly, there has already been on-going work in capacity building for the County Legislatures. However, the initial phase of the capacity building process was undertaken from a demand based approach – at the CPST, the set of capacity needs of the County Assembly were developed from a technical analysis of the skills and knowledge required to undertake the core functions of representation, oversight and legislation based on experiences from the national legislature, demands of the Constitution of Kenya and subsidiary legislation, all undertaken under a transition framework. After a two year period of roll out and performance, enough evidence has emerged that can be successfully captured to develop a more targeted and focused Needs Based Training program which this process shall inform.

For instance, between 2014 and 2015, the Senate organized and convened two consultative fora on devolution to discuss with the County Assemblies Forum (CAF) ways and means of strengthening devolution. These meetings were held in Mombasa from 31st July to 3rd August 2014 and 17th-20th April 2015 respectively. The objectives of the meetings were to work for the collaborative success of devolution by creating an operative path for protecting the interests of the counties.

The two workshops observed that capacities of county assemblies to oversight resources allocated to counties; legislate on transfer of functions; oversight county budgets and expenditures and provision of capacity building to the County assemblies to deal with the legislative, oversight, and budget making functions were still low. Capacity building in county assemblies became a major concern to the Senate so much that Senate - Led Capacity Building for County Assemblies (SLICBC) paper was mooted (Senate, 2014). The strategy paper as well as the Council of Governors recommended that a comprehensive capacity needs assessment be carried out for counties, and Transition Authority and county governments to invest in building the capacity (UNDP, 2015).

3. Conceptual Framework for the Training Needs Assessment

At the core of the Training Needs Assessment is the recognition that Legislative careers are among the most interesting, complex and difficult be it at national or local government level. Competing demands—from one’s party, from the Assembly, from the ward, from interest groups, and from one’s family—make the life of a legislator a challenging

balancing act. Legislators are always “on the job,” whether just walking the assembly premises, interviewing a witness regarding a proposed legislative amendment, traveling, or even just greeting a constituent at the front door. There is no required or even prescribed course of study for becoming a Legislator.

Legislators, in fact, represent hundreds of professions, and bring this mosaic of backgrounds and experiences into the work of the legislature. They begin, and continue in their careers by winning elections, not through mastering training programs or by passing qualifying exams. Most come to the assembly not knowing exactly how or what they can or should do there, and they learn on the job.

In a nutshell, the process will involve identifying the "gap" between the performance required and the current performance, needs assessment explores the causes and reasons for the gap and identify the methods for closing the gap (Kaufman and Lopez, 2013). The assessment of needs is therefore done in the pursuit of improving performance (or closing gaps in results) in a variety of contexts. Buchere et al. (2012), assert that the needs assessment is the first step in the establishment of a training and development program. It is used as the foundation for determining instructional objectives, the selection and design of instructional programs, the implementation of the programs and the evaluation of the training provided.

The main framework of assessing the training needs of the County Legislators will be learner centred as such, embedded in the primary functions of the legislator – Representation, Legislation, and Oversight. Representation needs will mean focusing on the knowledge, skills and attitudes necessary to represent people and groups, bringing their needs, aspirations and concerns to the county level where they can be factored into the policy-making process. Unlike County Governors who are chief executives responsible for representing the entire county as a whole, county assembly representatives represent the differences in society, ensuring that the specific concerns and peoples and groups are heard at the county level.

Legislation needs will mean focusing on the knowledge, skills and attitudes necessary to support the legislators to negotiate among the various interests they represent, reaching agreements on budgets, policies and laws which meet county and national needs, even as they respond to specific geographic and group concerns.

Oversight needs will mean focusing on the knowledge, skills and attitudes necessary to support legislators to review the activities of the county executive government, ensuring that executives implement budgets and policies legally, effectively, transparently, and according to the intent of the people.

The schematic representation in the next page summarizes the idealized learning environment, with the learner (not the trainer) at the centre. Agreements exist - at the top of the diagram - between the various stakeholders to the professional development process, and at the bottom of the diagram it is clear that the whole framework is grounded in good HR management and capacity building practice. The TNA process will then evolve counter-clockwise beginning with the four levels of monitoring drawn from a know model from Donald Kirkpatrick’s Learning Evaluation Model (1994), which will form the first baseline information as the process evolves to gathering information on the progress of the previous capacity building interventions, assessment of the learning methods outlined in the menu for different learning audiences. The detailed learning needs proper will be defined by the identification of the specific areas where there are gaps in knowledge, skills and performance between the constitutional and personal goals of the legislators.

Tin assessing the training needs of the staff, the needs assessment will identify how and which occupational discrepancies or gaps exist, potentially introduced by the new demands on their work. It will also examine new ways to do work that can eliminate the discrepancies or gaps. Finally, individual assessments will be expected to also provide information on which employees need to be trained and what kind of training is needed. It is against this background that this study sets out to establish the training needs for members and staff of county assemblies at the three levels of organizational, occupational and individual levels.

4. Research objectives

The broad objective of this study will be to assess the training needs of County Assembly members and staff. The study will have four specific objectives which will be to:

- i. Document the training and capacity profile of members of the county assemblies and staff
- ii. Establish the training needs of members and staff of County Assemblies at the organizational level;
- iii. Establish the training needs of members and staff of County Assemblies at the occupational level;
- iv. Evaluate the training needs of members and staff of County Assemblies at the individual level;

Annex 5:

List Of Participants at The Leadership and Legislative Procedures Training for County Assemblies Clerks

VENUE: DESALEGN HOTEL –ADDIS ABABA

DATES: 24TH TO - 29th FEBRUARY, 2016

List of Participants

S/No	Name	Designation	County
1.	Denis Musyoka Mutui	Clerk	Kwale
2.	Mohammed Dube	Clerk	Tana River
3.	Mboche Wanyoike	Clerk	Lamu
4.	Michael Ngala	Clerk	Taita Taveta
5.	J.K Ariithi	Clerk	Meru
6.	Jim Kauma	Clerk	Embu
7.	Felix Mbiuki	Clerk	Machakos
8.	Julius Ariwamoi	Clerk	West Pokot
9.	Patrick Leshore	Clerk	Samburu
10.	Richard Chepkonga	Clerk	UasinGishu
11.	Jane Mutai	Clerk	E/ Marakwet
12.	Barnaba Kosgei	Clerk	Nandi
13.	Jasper Mutuiri	Clerk	Laikipia
14.	Daniel Konyango	Clerk	Kajiado
15.	Martin Epus	Clerk	Kericho
16.	Patrick Kamwessar	Clerk	Kakamega
17.	Linet Mugalitsi	Clerk	Vihiga
18.	John Mosongo	Clerk	Bungoma
19.	Allan Mabuka	Clerk	Busia
20.	Isaac Felix Olwero	Clerk	Siaya
21.	Philip Otiende Adundo	Clerk	Kisumu
22.	James Nyaoga	Clerk	Kisii
23.	Daniel Orina	Clerk	Nyamira
24.	Jacob Ngwele	Clerk	Nairobi
25.	Luisa Waye-Hive	Deputy Clerk	Seychelles
26.	John Kagoro	Principal Clerk	Uganda
27.	Taaka Judith,	Senior Clerk Assistant	Uganda

Annex 6:

List of Participants for the CPST Training to County Assemblies Speakers

3rd - 8th May 2016 At Addis Ababa- Ethiopia

No	Names	County	Designation
1.	Hon. William Kamket	Baringo	Speaker
2.	Hon. Geoffrey Kipnetich	Bomet	Speaker
3.	Hon. John Makali	Bungoma	Speaker
4.	Hon. Robert Katina	west Pokot	Speaker
5.	Hon. Kochei Albert	E/Markakwet	Speaker
6.	Hon. Mohamed Tubi	Isiolo	Speaker
7.	Hon. George Risa Sunkuyia	Kajiado	Deputy Speaker
8.	Hon. Buluma Morris	Kakamega	Speaker
9.	Hon. Anne Adul	Kisumu	Speaker
10.	Hon. George Ndotu	Kitui	Speaker
11.	Hon. Nduati Kariuki	Muranga	Speaker
12.	Hon. Kaberia Joseph Isaac	Meru	Speaker
13.	Hon. Ole Kamwaro Ololtisatti	Narok	Speaker
14.	Hon. Joash Nyamoko	Nyamira	Speaker
15.	Hon. Ndegwa Wahome	Nyandarua	Speaker
16.	Hon. Lelegwe Steve	Samburu	Speaker
17.	Hon. David K. Sifuna	Transzoia	Speaker
18.	Hon. Geoffrey E. Kaituko	Turkana	Speaker
19.	Hon. Sammy Ruwa	Kwale	Speaker
20.	Hon. Ochilo Samuel .O	Homa Bay	Speaker
21.	Hon. B. Wamwala	Busia	Speaker
22.	Hon. Nuh Nassir	Tana River	Speaker
23.	Hon. Maganga Meshack Maganga	Taita Taveta	Speaker
24.	Hon Jimmy Kahindi	Kilifi	Speaker
25.	Hon Benard Mungata	Machakos	Speaker
26.	Hon. Kerosi Ondieki	Kisii	Speaker

Annex:

Research Team

S/no	Name	Designation	County
Cluster 1			
1.	Ms. Linet Misati	Chief Business Development and Liaison Officer, CPST/ Cluster Coordinator	
2.	Mr. Francis Aywa	Technical Lead Consultant	
3.	Mr. K. Kioko Joshua	Research Assistant	Machakos
4.	Mr. Lekiliara Jonah	Research Assistant	Marsabit
5.	Mr. Ntongai Nathan Thurania	Research Assistant	Meru
6.	Mr. Ngamau Samuel Kiguru	Research Assistant	Murang'a
7.	Mr. Njeru Mutuiiri Kenneth	Research Assistant	Tharaka Nithi
8.	Ms. Judy Wandia	Representative from Society of Clerks at the Table (SOCATT)	
Cluster 2			
9.	Dr. Philip Buchere	Director- Curriculum Training & Research, CPST/Cluster Coordinator	
10.	Mr. Jason Oyugi	Technical Lead Consultant	
11.	Ms. Violet Asiko	Research Assistant- USAID/ AHADI	
12.	Mr. Noor Abdiaziz Mohamed	Research Assistant	Garissa
13.	Ms. Fatma Manyenze	Research Assistant	Mombasa
14.	Ms. Margaret Muthoni	Research Assistant	Lamu
15.	Ms. Cecilia Epuu	Research Assistant	Turkana
Cluster 3			
16.	Mr. Ali AbdulMajid Ahmed	Assistant Hansard Editor/ Cluster Coordinator	
17.	Prof. Jacqueline Oduol	Technical Lead Consultant	
18.	Mr. Hussein Abdi Abdullahi	Research Assistant	Isiolo
19.	Mr. Gakuru Muchiri Albert	Research Assistant	Kiambu
20.	Ms. Wamaitha Koigi Juddy	Research Assistant	Kiambu
21.	Mr. Nduati Kamau Stephen	Research Assistant	Kiambu
22.	Ms. Nyanchoka Vena Maryvine	Research Assistant	Nairobi
	Mr. Munuhe Antony Gathu	Research Assistant	Nairobi
23.	Mr. Ndoo Mukamba Philip	Research Assistant	Nairobi

24.	Ms. MukabaneVihenda Vera	Research Assistant	Kakamega
25.	Mr. Apwoka Elijah Allan	Research Assistant	Kakamega
26.	Ms. KiboneNamonyo Brigid	Research Assistant	Kakamega
27.	Mr. JumaAkeyo Raphael	Research Assistant	Siaya
28.	Ms. Regina Mutheu	Representative from County Assemblies Forum (CAF)	
Cluster 4			
29.	Dr. Martin Mbewa	Senior Research Officer, CPST / Cluster Coordinator	
30.	Dr.Kang'etheNgigi	Technical Lead Consultant	
31.	Mr. Paul Maina	Research Assistant- USAID/ AHADI	
32.	Ms. Chepngeno Mercy Milgo	Research Assistant	Bomet
33.	Mr. Onguso Benson Nyangau	Research Assistant	Kisii
34.	Mr. KibiwottMaiyo Felix	Research Assistant	Nandi
35.	Ms. Onsongo Beatrice	Research Assistant	Nyamira
36.	Ms. BarasaMusanga Annette	Research Assistant	Trans Nzoia
37.	Mr. Isiji Brian	Research Assistant	Vihiga
Entry Data Team			
38.	Mr. Samuel Balongo	Technical Lead Consultant- Statistician	
39.	Ms. Rose Namanda	Data Entry Clerk	
40.	Mr. David Mbogo	Data Entry Clerk	
41.	Mr. Emmanuel Obinda	Data Entry Clerk	
42.	Mr. Samuel Peru	Data Entry Clerk	