



**KENYA SCHOOL FOR DEVOLUTION AND COMMUNITY LED DEVELOPMENT**

**School Curriculum for the**

**CERTIFICATE COURSE ON COMMUNITY LED DEVELOPMENT**



**SCHOOL  
FOR DEVOLUTION &  
COMMUNITY LED DEVELOPMENT (D&CLD)**

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*Transforming the Public Service, Non-State Actors and Communities  
for a **working Devolution***

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## **Vision**

Excellence in devolved governance and participatory development practice

## **Mission**

To be a premier leader in learning for devolution and pioneering sustainable community led development solutions for governments, communities, local and global community development ecosystems towards improved service delivery, civic competence and contribution to the localization of SDGs

***Wauni wa Kwika Nesa na Ulungalu***

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## **BACKGROUND**

The government of County is committed to meeting the Promise of the Devolution as enshrined in the Constitution Kenya, 2010; Inspire Hope to its citizens, modeling a working devolution at the county level while being a leader per excellence for the 47 Counties of Kenya, East Africa, Africa and the world at large. The Constitution of Kenya establishes a devolved governance system in accordance with the principles and values of devolution articulated by Articles 174 and 175 of the constitution. The Fourth Schedule of the Constitution sets out the functions and powers of the National and County governments.

Capacity Development (also referred to as 'capacity building' or capacity strengthening) remains the backbone for Kenya's devolution. It promotes the process where individuals, organisations and societies obtain and strengthen the capabilities to set and achieve the devolution agenda over time. It is a continual process, important for the growth and development of devolved governance functionalities, individuals, organisations and societies.

Devolution has, as per the Constitution, mandated county governments to address key drivers of poverty, such as inadequate housing, nutrition, protection, water, sanitation and economic empowerment, which disproportionately affect communities. County governments hold the key to effective service delivery, making it imperative for policies, budgets, and plans to be tailored to the needs of vulnerable populations. The capacity development of the people including Children, Youth, Women and Marginalized Groups in Kenya is therefore the basis of Why Devolution Must Work!

### **ABOUT THE KENYA SCHOOL FOR DEVOLUTION AND COMMUNITY LED DEVELOPMENT**

The Kenya School for Devolution and Community-led Development, the first of its kind in Kenya and Africa, has been set up through a partnership between the Movement for Community-led Development (MCLD) and the Government of Makueni County. It seeks to train citizens, community leaders, civil society professionals and government officials from across the county and the country to ensure that every person has a voice in decisions that affect their lives. The School is a result of a Memorandum of Understanding between MCLD and the County Government of Makueni re-signed in March 2023, to strengthen CLD to tackle development challenges.

The School located in the county's Wote Town was officially launched by His Excellency Mutula Kilonzo Junior, Governor Makueni County and Dr. John Coonrod, MCLD Founder, on March 16, 2023 as a Center for Collaborative Learning demonstrating the power of government-civil society partnerships.

### **OBJECTIVES OF THE SCHOOL**

1. To design, deliver and integrate innovative skills- based capacity development on devolved governance, participatory approaches and community led development curriculum;
2. To enhance peer to peer learning/ benchmarking/ consortiums on devolution for counties, national and international governments, researchers and organizations while linking them with real time service delivery and communities;

3. To provide centralized, cost effective and accessible training for large numbers of county staff through outsourcing and networking with established institutions in devolution and good governance;
4. To organize technical support, training programs, conferences, seminars and workshops for elected representatives of community committees, local development organizations and rural communities into effective agents of change;
5. To facilitate outreach, collaborations and partnership events for local development organizations' growth and sustainability
6. Analyze and offer solutions to problems encountered in devolution related implementation of the programs for grassroots development, decentralized governance and related livelihood guarantee programs; and
7. Enhance collaborative partnerships with local and global devolution and community development ecosystems, stakeholders and innovators in governance

### PRINCIPLES

- a) **Prioritizing the People**- we believe in learning, unlearning, co-learning and full participation
- b) **Innovation and Sustainability**- Devolution that works is self-sustaining and self-governing
- c) **Pride in Kenya** – the promise of devolution in Kenya adds value to its diversity and heritag
- d) **Excellence** – We have only one standard EXCELLENCE!
- e) **Leading by Example** – We strive to lead by EXAMPLE.
- f) **Teamwork** – We cultivate the spirit of TEAMWORK; Citizen – Government – civil society partnerships co-create devolution so that no one is left behind
- g) **Integrity** – We are ETHICAL and PROFESSIONAL in our CONDUCT.
- h) **Innovation** – We encourage and reward INNOVATION, especially BREAKTHROUGH IDEAS.

### THE CURRICULUM

The Community Led Development certificate course at the School comprises modules on Devolution and Localization of SDGs; Community-Led Development; Community Led-Governance; Community-led Climate Actions, Adaptation, Biodiversity and Resilience; Participatory Planning and Budgeting; Participatory Project Management; Gender and CLD; Access to Information and Development communication in CLD. The modules are delivered by proximate leaders and experts from Kenya through collaboration with development professionals from around the world.

### TEACHING METHODOLOGY

The School uses a participatory Learning-by-Doing methodology, building on the existing knowledge, wisdom and expertise of participants through discussion, small group work, and a plethora of collaborative learning techniques. It equips them with tools and the latest discussions from the field of development.

## THE CURRICULUM OUTLINE

### COURSE UNIT ONE

#### UNIT CODE: CLD101- UNDERSTANDING DEVOLUTION AND THE LOCALIZATION OF SDGS IN KENYA

##### 1.0 Introduction

This course unit introduces learners to the overview of devolution in the Kenyan context and provides key concepts that will equip them with knowledge on the localization of SDGs and public participation as a basis for effective conceptualization and implementation of community led development programming.

##### 2.0 Objectives

At the completion of the course unit requirements, the learners will be able to:

- 1) understand the background of the Kenyan devolution and experience their historic role in improving the quality of life for the people at the villages, ward, county, country and world.
- 2) critically understand the concept of the 17 Sustainable Development Goals (SDGs) and its localization at the country and county level
- 3) apply the lenses of SDGs as a guide to tackling the communities most pressing challenges – including ending poverty and bringing economic prosperity, social inclusion, environmental sustainability and peace and good governance to all by 2030.
- 4) Have a perspective on the concept to public participation and its role in facilitating the localization of SDGs, community led development and addressing long-standing poverty through participation in economic opportunities, investment and service delivery

#### COURSE UNIT CONTENT

##### Lecture 1: Understanding Devolution in the Kenyan Context

##### Understanding Devolution in the Kenyan Context

- i. Concept of Devolution
  - a) Define Devolution
  - b) Difference between Devolution and Decentralization
  - c) Objects and Principles of Devolution
  - d) Distinct features of Kenya's Devolution
  - e) Benefits of Devolution
- ii. Overview of the Legal Framework for Devolved Governance in Kenya
  - a) The Constitution of Kenya, 2010
  - b) Devolved Governance – County Government Act, 2012
  - c) Public Finance Management Act, 2012
- iii. Structures and Functions of the National and County Government (Devolved Functions)
  - a) Structures and Functions of National Government
  - b) Structures and Functions of County Government

## Lecture 2: Understanding Public Participation

- i. Concept of public participation
- ii. Principles and best practices in public participation
- iii. Shifting the power for effective Public participation
  - a) Citizen power and participation
  - b) Dimensions of Public Participation
- iv. The history and development of public participation practice in Kenya-the case study of Makueni
- v. Challenges facing public participation
- vi. Tools for Public Participation

## Lecture 3: Localization of SDGs in the Kenyan Context

- 1.1 What are SDGs, concept of localization under devolution
- 1.2 Localization of SDG at National Level
- 1.4 Localization of SDG at County Level
- 1.5 Devolution and its principles as an enabler of SDGs
- 1.5 Public Participation as a pillar for Localization of SDGs at community level
- 1.6 Case Studies on international practice of Devolution and localization of development

## Lecture 4: Poverty and the Graduation Approach to Development

- i. The concept of poverty
  - a) Who are the poor
  - b) Definition of poverty
- ii. Dimensions of poverty
- iii. Underlying causes of Poverty
- iv. Poverty and SDGs
- v. Public participation and poverty alleviation
- vi. A graduation approach from poverty
- vii. Case Studies on the graduation model approach



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## COURSE UNIT TWO

### UNIT CODE: CLD 102-COMMUNITY LED DEVELOPMENT

#### 1.0 Introduction

This short course programme is designed to provide development practitioners, communities and county staff working with communities with a better understanding of community led development and its components as well as underpinnings of the concept. It also aims to help them understand how to apply community mobilization, theory of change, social inclusion, conflict resolution and management and group dynamic strategies, steps and techniques in their undertakings to ensure meaningful community participation and ownership in their programming so that community projects and programs are sustainable, self-reliant and community led and driven.

#### 2.0 Objectives

After going through this unit, the learner should be able to,

1. Have an understanding of community led development and action planning
2. Discuss community dynamics, social inclusion and mobilization.
3. Understand conflict resolution and management in CLD.
4. Develop and implement community action plans.
5. Describe theory of change (ToC) and logical Frameworks and learn how to develop them

### COURSE UNIT CONTENT

#### Lecture 1: Overview of community led development

- Definitions Community, Community development and community led development
- Principles of Community led development
- Features of Community led development
- Importance of Community led development
- Barriers and enablers of community led development
- Case studies – India and Makueni

#### Lecture 2: Community Dynamics

- Understanding community dynamics
- Stages of group formation
- What are conflicts and types of community conflicts
- Causes of conflicts
- Ways of resolving and managing conflicts

#### Lecture 3: Social inclusion in community led development

- Definitions of key terms and concepts in social inclusion
- Classification of special and marginalized groups

- Legal backgrounds on rights of special and marginalized groups
- Special and marginalized groups in CLD
- Factors hindering special and marginalized groups participation in CLD
- Strategies for enhancing special and marginalized groups participation in CLD

#### **Lecture 4: Community mobilization for development**

- Community mobilization concept
- Principles of community mobilization
- Key aspects of community mobilization
- Strategies and mechanisms of community mobilization
- Key steps in community/social mobilization
- Why community/social mobilization is important
- Community mobilization skills

#### **Lecture 5: Community led research and data for decision making**

- Introduction to community led research and use of data for decision making concept
- Where to access data on communities
- Community data collection techniques
- How to conduct community led research?
- Research stakeholders
- Significant of community data in development
- Dissemination of community research findings and proposals
- Linking the data to plans, policies and budgets

#### **Lecture 6: The community led development theory**

- Understanding theory of change
- Basic components of ToC
- Understanding logical framework approach
- How to develop ToCs for CLD

#### **Lecture 7: Community action planning**

- Community action planning concept
- Case studies of CAPs – India&Makueni
- Principles of community action planning
- Importance of community action planning
- Components of community action plan
- Asset/resource mapping techniques/tools - ABCD Tools
- Cycle/Stages of developing CAPs

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## COURSE UNIT THREE

### UNIT CODE: CLD103- COMMUNITY LED GOVERNANCE

#### 1.0 Introduction

This course unit introduces learners to the overview of Community-Led Governance, practice and linkage with community resource mobilization and wealth creation in the context of localization of SDGs

#### 2.0 Objectives

At the completion of the course unit requirements, the learners will be able to:

- 1) Understand the concept of Community-Led Governance
- 2) Understand community tiers with governments and how to engage with them
- 3) Expand learner's ability to facilitate communities in increasing incomes and eliminating poverty (SDG 1)
- 4) Be clear on the Key steps for mobilizing voluntary action and achieving success
- 5) Create an expanded understanding of the "ecosystem" funding available for community-led actions

### COURSE UNIT CONTENT

#### Lecture 1: Concept of Community-Led Governance

- 1.1 What is Community-Led Governance
- 1.2 Terms and Concepts of Community-Led Governance
- 1.3 Embedding CLD Principles in governance practice- Principles of subsidiarity
- 1.4 Community leadership and effective governance
- 1.5 Legal frameworks for Community Governance
- 1.6 Case Study

#### Lecture 2: Community Organizing and Management

- 2.1 Define community-based organization (CBO, SHG, LDO, cooperatives, welfare organizations, Ndwaë Ngone Mwaitu groups etc )
- 2.2 Understanding management, management structures in community-based organizations
- 2.3 Community Leadership and management
- 2.4 Communication in Community organizations
- 2.5 Time Management in community organizations
- 2.6 Record keeping (Minutes, Operational/Management records, Stakeholder records, financial records and Reports)
- 2.7 Meetings for community organizations
- 2.8 Sustainability of Community Entities (succession planning)
- 2.9 Conflict management

#### Lecture 3: Community Economics (Community Wealth Building)

- 1.1 Understanding Community Wealth Building
- 1.2 Importance of Economic Empowerment in Communities
- 1.3 Strategies for building Community wealth (Tapping into community resources: Mapping income streams)

- 1.4 Promoting small business and entrepreneurship (Forms of enterprise formations to generate wealth; Barriers and limitations to community economics)
- 1.5 Leveraging local assets for communities' economic growth
- 1.6 Access to Financial services and resources for communities
- 1.7 Fostering collaboration and cooperation among community stakeholders

#### Lecture 4: Community Resource Mobilization

- 1.1 Understanding the concepts of community resource Mobilization
- 1.2 Features for Resource Mobilization (Resource Mapping, Donor landscaping, Donor Mapping, Donor Approaches)
- 1.3 Importance of community Resource Mobilization
- 1.4 Steps to Successful Community Resource Mobilization
- 1.5 Community proposal development
- 1.6 Cases and templates of Fundable Proposal
- 1.7 Project fund reporting

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## COURSE UNIT FOUR

### UNIT CODE: CLD 104-COMMUNITY LED CLIMATE ACTION, ADAPTATION, RESILIENCE AND LEARNING

#### 1.0 Introduction

This unit introduces learners to key elements of community led disaster risk management resilience and learning and equipping them with a general understanding of the key concepts, knowledge and skills in environmental concerns affecting development at community level, related legal frameworks and their application, international treaties on risk and disaster management and the climate action plans and techniques on utilization and management of community assets with respect to environmental concerns

#### 2.0 Unit objectives

At the completion of the unit, learners should be able to;

- 1) Understand and apply knowledge on environmental concerns within their communities
- 2) Critically understand the meaning of community resilient and adaptation
- 3) Apply knowledge on strategies for risk and disaster preparedness and management
- 4) Be able to demonstrate understanding on sustainable ways of living in communities
- 5) Understand and apply knowledge in climate change and adaptation

### COURSE UNIT CONTENT

#### Lecture 1: The Concept of Community Resilience

- 1.1 What is community resilience
- 1.2 Critical analysis on elements of community resilient
  - 1.2.1 Case studies
- 1.3 Characteristics of a resilient community A
- 1.3 Strategies to build resilient communities

#### Lecture 2: Understanding the Environment

- 2.1 Environment and development
- 2.2 Components of the environment
- 2.3 Basic principles of environment
- 2.4 Human activities and environment
- 2.5 Environmental implications on development
- 2.6 Environmental impact assessment
- 2.7 Environmental policies and institutions in Kenya

2.8 Economic growth and environmental implications

2.9 The ecosystem analysis

### **Lecture 3: Community Led Disaster and Risk Management**

3.1 Concept of risk management

3.3 Community resilience in disaster management

3.4 Sources of Risks

3.4.1 Types of Risks and their management

3.6 Principles of Risk Management

3.7 Risk management process

3.8 Disaster preparedness and management

3.9 Development communication and disaster management

### **Lecture 4: Community Led Climate Action**

4.1 Understanding climate change (the concept)

4.1.1 Effects and impacts of climate change

4.1.2 Global warming

4.2 The role of communities/agencies in climate change action

4.3 Integrated climate change policies

4.4 Mitigation options towards climate action/change

### **Lecture 5: Sustainable Livelihoods**

5.1 Sustainable development

5.1.1 Ways to sustainable living

5.1.2 Principles of sustainable development

5.3 Environmental advocacy

5.5 critical analysis of the sustainable development goals (SDGs)

### **Lecture 6: Community Led Biodiversity Conservation**

6.1 Defining biodiversity and related terms

6.2 Threats to biodiversity ecosystem

6.3 Engaging communities: Understanding community-led biodiversity conservation

6.4 Mapping out biodiversity types and resources

6.5 Fostering sustainable interactions between communities and surrounding biodiversity

## REFERENCES FOR UNIT 5

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## COURSE UNIT FIVE

### COURSE CODE: CLD105- PARTICIPATORY PLANNING AND BUDGETING

#### 1.0 Introduction

This course unit introduces learners to the concepts of planning, budgeting and their participatory processes. It provides the legal basis of county planning, budgeting and public participation as critical processes for mainstreaming the localization of SDGs and Community Led Development Programming.

#### 2.0 Objectives

At the completion of the course unit requirements, the learners will be able to:

- 1) Understand key budget concepts on planning, budgeting and participatory processes
- 2) Appreciate the history of the concept of participatory budgeting
- 3) Explore the legal frameworks in Kenya for participatory planning and budgeting
- 4) Linkage between participatory budgeting and the localization of SDGs
- 5) Understand the components, stages of participatory planning and budgeting and the economic functions of a government budget
- 6) Acquire skills in budget analysis from various perspectives throughout the entire cycle.

### COURSE UNIT CONTENT

#### Lecture 1: Understanding Key Budget Concepts on Planning, Budgeting and Participatory Processes

- i. The Concepts of Plans and Budgets
  - a) Define Budget
  - b) Understand the characteristics of government budgets
  - c) Economic Functions of a budget
  - d) Components of a government budgets
  - e) Sources of County Government Budgets
  - f) Concept of Government expenditure
- ii. Overview of the Legal Framework for participatory planning and Budgeting
  - a) Constitution of Kenya, 2010
  - b) County Government Act, 2012
  - c) Public Finance Management Act, 2012

#### Lecture 2: Understanding Public Participation in Planning and Budgeting (Participatory Budgeting)

- i. Concept of Budgeting, participatory Planning and Participatory Budgeting
  - a) Principles of good budgeting
  - b) Kenya's Budget Cycle
  - c) Key budget Documents
  - d) County plans and Budget timelines

- ii. Understanding the participatory planning and Budgeting processes
  - a) The history of Participatory Budgeting
    - a) Global perspectives
    - b) Kenyan perspectives
    - c) The Case of Makueni County
  - b) Participatory planning processes
  - c) Participatory Budgeting processes
- iii. Pre-conditions for success Participatory Planning and Budgeting

### **Lecture 3: Understanding budget analysis**

- 1.1 Defining budget analysis
- 1.2 Objectives and Principles in budget analysis
- 1.3 Approaches in Budget analysis
- 1.4 Case studies in budget analysis

### **Lecture 4: Participatory Budgeting and the Localization of SDGs**

- i. Understanding the role of participatory Budgeting in the localization of SDGs
- ii. Dimensions of linkages between participatory budgeting and SDGs
- iii. Case studies of Participatory Budgeting
- iv. Lessons for acceleration of SDGs through Participatory Budgeting

## REFERENCES FOR UNIT 5

Fozzard A. (2001). The Basic Budgeting Problem: Approaches to Resource Allocation in the Public Sector and their implications for Pro-Poor Budgeting. Centre for Aid and Public Expenditure Working Paper No. 147. London: Overseas Development Institute

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National Gender and Equality Commission (2014) Guidelines for Gender Responsive Budgeting (GRB) in Kenya. Edition one. Nairobi, Kenya.

Republic of Kenya (2012) County Governments Act, 2012, Nairobi.

Republic of Kenya (2012) Public Finance Management Act, 2012, Nairobi

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Save the Children Sweden (2002). Child Budget Analysis Training Manual

Transparency International – Kenya. (2014). Budget making in Kenya: What the law says, all you need to know about the budget making process in Kenya. Nairobi, Kenya



## COURSE UNIT SIX

### UNIT CODE: CLD106-PROJECT MANAGEMENT

#### 1.0 Introduction

To equip the students with knowledge and skills for initiating and managing sustainable community projects. The course will inculcate in learners a disciplined and systematic approach, required for success and effectiveness of community development projects.

#### 2.0 Objectives

This course will seek to:

- 1) Equip learners with knowledge in understanding the concepts of project management
- 2) Enable learners, identify types of community projects and their role in development
- 3) Impart skills for application the project management cycle and identification of project risks in the management cycle
- 4) Enable learners implement and manage the various aspects of a community projects such as finances, work and time schedules, materials, capital and human resource

#### THE COURSE CONTENT

##### Lecture 1: The concept of project planning and Implementation

- 1.1 Introduction to project management concepts
- 1.2 The link between projects and programs
- 1.3 Project classification and types

##### Lecture 2: Project Identification Process

- 2.1 Sources of project ideas
- 2.2 Various approaches used in project prioritization
- 2.3 Needs analysis
- 2.4 Questions and class discussions

##### Lecture 3: The Project Cycle

- 3.1 Project initiation
- 3.2 Project planning phase
- 3.3 Project implementation phase
- 3.4 Project monitoring and control
- 3.5 Summary and conclusion

##### Lecture 4: Project Risks

- 4.1 Sources of projects risk
- 4.2 Risks analysis, mitigation and management in project management

##### Lecture 5: The project environment

- 5.1 Project quality, cost and time
- 5.2 Stakeholder mapping and analysis
- 5.3 Project teams and stakeholder roles in project management

##### Lecture 6: Project Monitoring and Evaluation

- 6.1 CLD Monitoring and evaluation plans
- 6.2 Types of project evaluation
- 6.3 Project sustainability

**REFERENCES FOR UNIT 6:** The PMoK Guide (Project Management Institute Seventh Edition)

## COURSE UNIT SEVEN

### UNIT CODE: CLD107- GENDER AND COMMUNITY-LED DEVELOPMENT

#### 1.0 Introduction

The purpose of this session is to enhance gender sensitive and accountable services to the people. It promotes gender mainstreaming in its critical role for achieving all of the 17 Sustainable Development Goals. Gender is a theme that permeates across all of these SDG goals; be it poverty eradication, clean water and sanitation, life on land and peace, justice, and strong institutions, among the various goals, gender issues are ever-present.

#### 2.0 Objectives

This session will equip learners to:

- 1) Understanding the key terms and concepts in Gender, Gender Mainstreaming and development
- 2) Linking Gender, Development and the SGDs
- 3) Effective participation of women in government budgeting and planning
- 4) Community mobilization for gender equality
- 5) Gender Transformation
- 6) Participatory Gender Monitoring and Evaluation

#### Lecture 1: Concept of Gender and Development

- 1.1 Defining key Gender terms and Concepts
- 1.2 Legal and Policy Framework on Gender
- 1.3 SDG 5 and Gender Equality
- 1.4 Gender Planning for Sustainable Local Development
- 1.5 Gender Analysis

#### Lecture 2: Gender as a Human Right

- 2.1 Understanding human rights
- 2.2 Gender as a human right
- 2.3 Gender Mainstreaming
- 2.4 Gender Based Violence

#### Lecture 3: Gender Responsive Planning and Budgeting

- 3.1 Define planning and budgeting
- 3.2 County Government Planning and Budget Cycle
- 3.3 Engendering development
- 3.4 Define Gender Responsive Budgeting
- 3.5 How to do Gender Responsive budgeting
- 3.6 Benefits and challenges of gender responsive budgeting

#### Lectures 4: Community Mobilization for Gender Equality

- 5.1 Understanding community mobilization
- 5.2 Role of women leaders in community mobilization and development
- 5.3 Political participation and Leadership Structure - case of Makueni County

### 3.4 Communication and Awareness-Raising for Gender Equality

#### **Lecture 5: Gender Transformation**

- 5.1 Fair Distribution of Wealth, Goods and Services
- 5.2 Economic Empowerment of Women
- 5.3 Promotion of Peace and Security
- 5.4 Protection of Children
- 5.5 Working with boys and men to end GBV
- 5.6 Partnership and Cooperation for Gender Equality

#### **Lecture 6: Participatory Gender Monitoring and Evaluation**

- 6.1 Define Participatory Gender Monitoring and Evaluation
- 6.2 Purpose and Actors in Participatory Gender Monitoring and Evaluation
- 6.3 Indicators for Participatory Gender Monitoring and Evaluation
- 6.4 Tools for Participatory Gender Monitoring and Evaluation

#### **REFERENCE FOR THE UNIT**

Glazebrook, T., & Opoku, E. (2020). Gender and sustainability: Learning from women's farming in Africa. *Sustainability (Switzerland)*, 12(24), 1–20. <https://doi.org/10.3390/su122410483>

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Parker, A. R. (1993). *Another point of view: a manual on gender analysis training for grassroots workers*. UNIFEM.

## COURSE UNIT EIGHT

### UNIT CODE: CLD108 ACCESS TO INFORMATION AND GOOD GOVERNANCE

#### 1.0 Introduction

Through this unit, learners will be exposed to access to information and how it enables good governance. It provides legal frameworks and avenues through which the public can access information. The session also highlights the role of whistle blowers in promoting accountability.

#### 2.0 Objectives

This course unit will help learners to:

- 1) Understand the Access to Information Legal Frameworks
- 2) Legal Obligations on Public Institutions to implement Access to Information
- 3) Roles and safety of Whistle Blowers

### COURSE UNIT CONTENT

#### Lecture 1: An Overview of the Access to Information Framework and Obligations on Public Institutions

- 1.1 Definition of access to information and related terminologies
- 1.2 An Overview of the Access to Information Framework
- 1.3 Obligations on Public Institutions

#### Lecture 2: Enforcing the Right of Access to Information

- 2.1 Legal avenues to enforce access to information
- 2.2 Limitations of access to information

#### Lecture 3: Protection of Whistle Blowers

- 3.1 Avenues to Whistle Blow
- 3.2 What constitutes Whistle Blowing
- 3.3 Safety of a Whistle Blower

## COURSE UNIT NINE

### UNIT CODE: CLD109-SOCIAL ACCOUNTABILITY

#### 9.1 Introduction

The purpose of this session is to introduce to learners the concept of social accountability as their foundation for holding government accountable and to learn on the various tools and methodologies used in social accountability.

#### 9.2 Objectives

This session will equip learners to:

- 1) Understand the concept of social accountability
- 2) Appreciate the various tools and methodologies in undertaking social accountability initiatives

#### Lecture 1: Concept of social accountability

- 1.1 Key definitions of social accountability concept and terms
- 1.2 Components of social accountability

#### Lecture 2: Social Accountability Mechanisms and Tools: Community Score Cards

- 1.3 Community score cards
- 1.4 Definition of community score cards
- 1.5 Benefits of Community Score Cards
- 1.6 Steps in Developing a Community Score Card

#### Lecture 3: Social Accountability Mechanisms and Tools: Social Audit, Citizen Charters

- 3.1 Definition of Social audit
- 3.2 The importance of Social Auditing
- 3.3 The Values of Social Audits
- 3.4 Tips for Facilitators of Social Audits Activities
- 3.5 Process of Conducting a Social Audit
- 3.6 Definition of Citizen charters
- 3.7 Importance of citizen charters
- 3.8 Case studies using citizen charters

#### Lecture 5: Social Accountability Mechanisms and Tools: Public Expenditure Tracking, Public Revenue Monitoring

- 5.1 Definition of Public Expenditure Tracking
- 5.2 The importance of Public Expenditure Tracking Surveys
- 5.3 Benefits of Participatory Expenditure Tracking Surveys
- 5.4 Steps in Participatory Expenditure Tracking Surveys (PETs)
- 5.5 Definition of Public revenue reporting and monitoring
- 5.6 Components of public revenue reporting and monitoring
- 5.7 Benefits of public revenue reporting and monitoring

## COURSE UNIT TEN

### UNIT CODE: CLD110-TELLING YOUR STORY OF CHANGE (DEVELOPMENT COMMUNICATION)

#### 10 Introduction

The purpose of this session is to gain confidence in using a number of participatory tools to assess and describe the change and identify lessons.

#### 11 Objectives

This session will equip learners to:

- 7) Learn on emerging ways to identify and tell stories of change
- 8) Integrate CLD in communication their development work
- 9) Use tools and techniques to communicate impacts and lessons

### COURSE UNIT CONTENT

#### Lecture 1: Integrating CLD in Development Communications

- Listening and appreciation
- Theoretical Frameworks: Participatory Development Communication theory and Socio-Ecological Model of Communication
- Integrating CLD in Messaging

#### Lecture 2: Data-driven Communication

- Data collection
- Implementing lessons based on your data
- Crafting your story of change and sharing it
- Outreach strategies: Public displays of projects, targets, teams etc

### REFERENCE

- MCLD's Assessment Tools
- MCLD World-view of Systems Change approach