

**GOVERNANCE, GENDER & CLIMATE JUSTICE TRAINING MODULE FOR  
GRASSROOT WOMEN LEADERS**

**Presented to:**



**By**

**SPECTRUM AFRICAN RESEARCH AND DEVELOPMENT INSTITUTE (SPARDI)**

**JULY, 2023**

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## Abbreviations

<b>IEBC</b>	Independent Electoral and Boundaries Commission
<b>HBRA</b>	Human Right Based Approach
<b>KNCHR</b>	Kenya National Commission on Human Rights
<b>MoU</b>	Memorandum of Understanding
<b>UDHR</b>	Universal Declaration on Human Right
<b>UN</b>	United Nation
<b>UNDEF</b>	United Nation Democratic Fund
<b>VAWG</b>	Violence Against Women and Girls
<b>WEL</b>	Women's Empowerment Link
<b>WMCA</b>	Women Member of County Assembly

## Acknowledgment

We wish to recognize and thank individuals who contributed to the successful development of this manual on Governance, Gender and Climate Justice.

We acknowledge the efforts and commitment by a team of dedicated personnel at Women Empowerment Link in supporting the development of this manual.

WEL also wishes to greatly acknowledge the financial support from the United Nations Democracy Fund (UNDEF) that has enabled the development of the Manual.

Special gratitude is extended to WEL partners and stakeholders who participated by identifying existing gaps that informed the areas of focus for this training manual.

Lastly, we are very thankful to Spectrum African Research and Development Institute (SPARDI), particularly Fredrick Owuor Odinga and Mildred Nzau for leading the review and development of this training manual.

We anticipate that this document will be useful in increasing knowledge and developing skills to WEL staff, women leaders, duty bearers and partners organizations.

## About the Manual

Women Empowerment Link (WEL) is a Nonprofit, Nonpartisan, Non-governmental Women's rights organization that has been working in Kenya for the last twelve years. It envisions a world in which women and girls realize and embrace their rights by empowering women and girls to realize their full potential, worth, and strength politically, socially, and economically. WEL in partnerships with government and non-governmental entities enables change through its four thematic areas including transformative leadership, elimination of violence against women & girls, sustainable livelihood for women and climate justice.

In Kenya, women's participation in local governance (county level) is not sufficient. First, women's representation in local elected bodies (county assemblies) does not comply with the 2/3rd gender rule, inclusion of not more than two-thirds of the members of representative organs from the same gender guaranteed by the Constitution of 2010 and the Devolution Act of 2012. Second, the capacity of women, currently elected as representatives and the capacity of future representatives is not sufficient. The women elected members of county assemblies still lack the connectivity with other women, do not have needed capacity of oversight, legislative functions and- advancing women's political and development agenda. More so, there is inadequate mechanism created for women to participate in local decision-making, legal, and policy support for women.

WEL promotes women's participation in politics and governance through capacity building and mentorship programs including strengthening capacities and skills for women aspirants, elected and nominated women leaders, movement building at community level, sensitization campaigns and policy advocacy at county and national level. In addition, WEL has been on the forefront in policy formulation and advocacy on gender responsive frameworks that seek to strengthen structures for prevention and response to VAWG, strengthening referral networks and community led activism.

Nakuru, Kitui, and Homa Bay Counties have been selected by WEL to ensure increased representation of women in governance and political processes. This will be by increasing the knowledge and awareness of women's potential in decision-making processes, enhancing the capacity of women in elected bodies and governments; and creating an enabling legal and policy environment to promote women's participation in decision-making. Thus WEL is developing a training manual to enable capacity strengthening of women leaders from local women groups on human rights based approaches in development, management of group dynamics, gender equality, advocacy, women empowerment and highlights in the constitution of Kenya 2002 and the devolution Act 2012.

## Why this Manual?

This manual is specifically develop to enable:

1. Improved understanding of women leaders in mobilization, development and implementation of advocacy plans.
2. Creation of a chain of women trainers to train other women through outreaches
3. Improved understanding of women on the roles of MCAs, other political leaders and procedures of recalling their leaders..

4. Demand for better services, leadership opportunities and hold leaders accountable to their manifesto at the ward, sub county and county level.

### **Who should use this Manual?**

This manual is developed primarily to be used by trainers and those drawn from women-led institutions including groups and non-state institutions. However, individuals and groups that are keen in enhancing their understanding of human rights based approaches in development, management of group dynamics, gender equality, advocacy, women empowerment and highlights in the constitution of Kenya 2002 and the devolution Act 2012 in their daily engagements may also use it for self-education.

### **How to use the Manual?**

The training manual will be used as a guide for training women advocate participants in various communities. Trainers will apply the methodology and ensure sessions are completed within an appropriate time and evaluation is carried out at the end of the training.

### **Training Methodology**

The training will adopt a participatory learning which is learner-driven and trainer-assisted methodology to covered contents of this Manual. It is highly recommended that the choice of training methods for each unit be premised on principles of adult learning. Stress is made of the use of participatory methodologies in helping adults to learn. The Trainer/Facilitator is expected to select suitable methods that safeguard, promote and acknowledge the unique characteristics of adult learners and their specific social justice concerns.

### **Pre and post training assessment**

The progress of each session will be assessed continuously based on feedback from the learners/ participants. At the beginning and end of each day a formal evaluation will be carried out to determine the baseline and the extent to which objectives have been met. The evaluation will touch on matters ranging from content, evaluation, and material to housekeeping issues.

### **Overview of the training components and time allocated**

<b>Unit</b>	<b>Description</b>	<b>Time (hours)</b>
1	Human Rights Based Approach in Development	7 Hours
2	Gender Equality, Women Empowerment & Leadership	7 Hours
3	Management of Group Dynamic	3 Hours
4	Leadership and advocacy	4 Hours



## **Unit 1: Human Rights-Based approaches in development**

### **1.1 Introduction**

This unit aims to enable participants to understand and apply human rights-based approaches in their day-to-day engagements. Understanding human rights, and their great importance for everyone is a valuable resource when working with people whose rights have been brutally disrespected. It assists us to understand the suffering we encounter and find ways to respond to it in a respectful and helpful way.

### **1.2 Objectives**

The objective of this unit is to enable the participants to:

1. Understand the concept of human rights-based approaches and its application in day to day engagements;
2. Defined, identify and comprehend the roles of duty bearers and rights holders in their respective areas of work/engagement;
3. State the difference between HRBA and other approaches.

### **1.3 Unit content**

#### **1.3.1 Human rights**

Human rights are defined as the sum total of universal guarantees protecting individuals and groups against actions and omissions that interfere with fundamental freedoms, entitlements and human dignity. Human rights cover all aspects of life and their exercise enables women and men to shape their own lives in dignity, equality and respect for human dignity. They comprise civil and political rights, social, economic and cultural rights and the collective rights of peoples to self-determination, equality, development, peace and a clean environment

#### **1.3.2 Characteristic of Human Rights**

Some of the most important characteristics of human rights are that they are:

1. Universal. The birth right of all human beings and are internationally guaranteed.
2. Indivisible. The categorization of some rights as first generation and others as second generation undermines a dangerous hierarchy that undermines the enjoyment of rights.
3. Interrelated. Each of the human rights relate to one another. Premised on the inherent dignity and equal worth of all human beings and cannot be waived or taken away.
4. Impose obligations on States and State actors. These obligations require a State to do something e.g. ensure that everyone has access to food, basic education, health and shelter and also not to violate rights e.g. refrain from unlawfully curtailing individual's freedom of movement or invading individual's privacy.
5. Are legally protected

### 1.3.3 History of Human Right

The horrors experienced during the Second World War, most notably the genocide committed by the Nazi regime, shocked the world. There was international agreement that such atrocities could not be condoned and that a unified declaration against human rights violations was necessary to prevent such violations from recurring.

1. Established the United Nation Commission on Human Right in 1945
2. The United Nations General Assembly adopted the Universal Declaration of Human Rights (UDHR) on 10 December 1948 spelling out basic civil, political, economic, social and cultural rights that all human beings should enjoy.
3. The International Bill of Human Rights that constitutes the International Covenant on Civil and Political Rights and the International Covenant on Economic, Social and Cultural Rights.
4. Codification of UDHR in international, regional and national legal systems.
  - The African Union and its predecessor, the Organisation of African Unity, have spearheaded development and domestication of the African Charter on Human and Peoples Rights (1981), The African Charter on the Rights and Welfare of the Child (1990), Convention Governing the Specific Aspects of Refugees Problems in Africa (1969) and The Khartoum Declaration on Africa's Refugees Crisis (1990).
  - Through ratification of international human rights treaties, governments undertake to put into place domestic measures and legislation compatible with their treaty obligations and duties for instance Kenya has created a commission on human rights.
5. Indivisibility of Human Rights

During the Cold War, human rights discourse became highly politicized at the international level with the polarization of States that prioritized civil and political rights on the one hand (such as the right to a fair trial, freedom of religion, freedom of speech, etc.), and those that prioritized economic, social and cultural rights on the other (e.g. right to health, right to education, right to an adequate standard of living, right to food, etc.)

In the 1993 Vienna Conference, a consensus was reached that recognized all rights as equally important. The Vienna Declaration on Human Rights provides that “all human rights are universal, indivisible and interdependent and interrelated.” There is no hierarchy in human rights, meaning that civil, cultural, economic, political and social rights have equal status. The Vienna Declaration of Human Rights also recognized that women's rights are human rights.

#### 6. Collective or group rights

In some cases the equal worth and dignity of all human beings can only be assured through the recognition and protection of individuals' rights as members of a group in a given society. The term 'collective rights' or 'group rights' refers to the rights of peoples and groups, including ethnic and religious minorities and indigenous peoples, where the individual is defined by his or her ethnic, cultural or religious community. In many instances human rights claims are generally made more effectively by people acting together as a group. For example, although all human beings have the right to freedom of association, it is when that right is asserted collectively that it can be realized most meaningfully.

In some specific cases the rights in question may protect a common interest that a particular group of people, rather than any single individual is entitled to or may claim; such as the

rights of indigenous peoples to traditional lands. In this particular context the trainer should introduce examples of the Maasai, the Turkanas and other Kenyan communities affected by the phenomenon.

### **1.3.4 Human right-based approach**

Human rights based approach (HRBA) is defined as an approach that integrates the norms, principles and standards and goals of the international human rights system into governance and development. It is about empowering people to know and claim their rights and increasing the ability and accountability of individuals and institutions responsible for respecting, protecting and fulfilling rights. Thus enabling people to participate in shaping the decisions that impact on their human rights and increase the ability of those with responsibility for fulfilling rights to recognise and know how to respect those rights, and make sure they can be held to account.

### **1.3.5 Evolution of HRBA**

The discourse on development and service delivery has evolved from the paradigm of benevolence where interventions were seen as charitable acts of the state under the feudal system and nascent capitalism to providing services based on perceived needs of the people in mature stages of capitalism.

There has been a protracted debate over the differences between needs and rights and whether development interventions need to be motivated by needs or human rights. The most basic difference is that needs do not imply duties or obligations although they may generate promises and may prompt charitable responses. By contrast, human rights always imply correlative duties and obligations of the State and its entities that are recognized by human rights law and which strengthen development efforts.

Although human rights are need-based claims, a human rights approach to development differs sharply from the basic needs approach, as the latter does not imply the existence of some form of ‘duty-bearers. When demands for meeting needs have no ‘object’, there is no designated person or mechanism charged with the specific duty of meeting needs, and rights are therefore vulnerable to ongoing neglect and violation. A human rights-based approach expands choices and capabilities and encourages every person to define and direct the course of her or his empowerment.”

### **1.3.6 Characteristics of HRBAs**

1. Assessment and analysis which identify the human rights claims of the rights-holders and corresponding obligations of duty-bearers as well as the immediate, underlying structural causes when rights are not realized
2. Programs that assess the capacities of rights holders to claim their rights, as well as those of duty bearers to fulfill their obligations and then develop strategies to enhance these capacities.
3. Programs that monitor and evaluate both outcomes and processes guided by human rights standards and principles.
4. Programing that is informed by international, regional and national human rights instruments, bodies and mechanisms

### 1.3.7 Distinction of HRBA to other Development Approaches

HRBA is an approach which presupposes that the ultimate goal of all development programmes is the realization of human rights contrary to other approaches such as charity and need based as shown in table 1. The development process is normatively based on international human rights standards and principles which recognize human beings as rights holders and establishes obligations for duty bearers. Within this context, the development process is deemed as being aimed at progressive realization of all human rights. It, therefore, underscores the equal importance to the outcome and process of development.

#### **Activity on distinction of different development approaches**

*Step 1: Participants are divided into small groups of 5-10 people.*

*Step 2: Participants agree on division of responsibilities in the small groups (Chair, secretary and presenter)*

*Step 3: Participants discuss and document the distinction/characteristics of Charity, Need and Right Based Approach to Development.*

*Step 4: Presentation and reflections*

**Table 1: Distinction of different development approaches.**

<b>Charity Based Approaches</b>	<b>Need Based Approaches</b>	<b>Human Right Based Approaches</b>
People may receive help based on compassion	People deserve help	People have a right to assistance
Resources are scarce so the rich and powerful should have mercy on those who lose out	Resources are scarce so some people will lose out	All people, without discrimination have the right to full potential - even though resources may be scarce
Is not based on needs or recognise rights but moral considerations	Meets needs without empowerment	Recognizes that rights can only be realized with empowerment
Individuals, states and institution conscience is relied upon	States and state institutions are encouraged, but not obligated, to act on peoples development needs	States and state institutions are legally and morally bound to act
There are no goals, processes or outcomes. Only compassion	All work leads towards a predetermined goal	While the goal is important, outcome and processes leading thereto are overarching
Focuses on manifestation of problems	Focuses on immediate causes of problems	Focuses on structural causes and their manifestations
Individuals seen as victims	Individuals are objects of development interventions	Individuals and groups are empowered to claim their right

**Source: KNCHR**

### **1.3.8 Benefits of HBRA**

#### **A. Government**

- Aligns problems with human rights
- Identifies right holders and duty bearers and their capacity gaps
- Promotes institutional and behavioral changes of duty bearers
- Leads to optimal utilization of resources
- Shifts focus from average targets to disparities beyond the targets.

#### **B. Citizens**

- Empowers rights holders to claim their rights.
- Prioritizes the rights of marginalized groups.
- Promotes participation and information sharing.
- Enhances accountability for results and process.

### **1.3.9 Core Principles and Standards**

HRBAs are approaches that integrate the norms and principles of the international human rights system into governance and service delivery. Based on the Common Understanding developed by the UN system, HRBA is founded on ten core principles, namely:

1. Recognition. People are recognised as key actors in their own development as opposed to being passive recipients of goods and services.
2. Participation. Active participation of the people is seen as both a goal and a means.
3. Empowerment. Strategies employed must empower the people.
4. Inclusivity. Analysis and interventions include all stakeholders.
5. Subsidiarity. Development must be locally-generated and locally-owned.
6. Synergy. Both top-down and bottom-up approaches are used in a mutually reinforcing manner so as to create positive, mutually empowering and mutually complementing energy.
7. Equity. HRBA in interventions aim at reducing disparities
8. Accountability. Programmes emphasize accountability to all stakeholders.
9. Social justice. Programmes focus on the marginalized, disadvantaged and excluded groups.
10. Equality and non-discrimination. HRBA recognises all human beings as equal and whose needs are only tampered by natural or environmental circumstances. Discrimination based on gender, race, ethnicity, disability, religion, creed, political ideology or any other consideration is therefore forbidden and amounts to gross violation.

Human rights are upheld by the rule of law and strengthened through legitimate claims for duty bearers to be accountable to international standards. These are the same standards upheld in HRBAs to governance and service delivery:

1. Universality and Inalienability: Human rights are universal and inalienable. All people everywhere in the world are entitled to them. The universality of human rights is encompassed in the words of Article 1 of the Universal Declaration of Human Rights: “All human beings are born free and equal in dignity and rights.”
2. Indivisibility: Human rights are indivisible. Whether they relate to civil, cultural, economic, political or social issues, human rights are inherent to the dignity of every human person. Consequently, all human rights have equal status, and cannot be positioned in a hierarchical order. Denial of one right invariably impedes enjoyment of other rights. Thus, the right of

everyone to an adequate standard of living cannot be compromised at the expense of other rights, such as the right to health or the right to education.

3. **Interdependence and Interrelatedness:** Human rights are interdependent and interrelated. Each one contributes to the realization of a person's human dignity through the satisfaction of his or her developmental, physical, psychological and spiritual needs. The fulfillment of one right often depends, wholly or in part, upon the fulfillment of others. For instance, fulfillment of the right to health may depend, in certain circumstances, on fulfillment of the right to development, to education or to information.
4. **Equality and Non-discrimination:** All individuals are equal as human beings and by virtue of the inherent dignity of each human person. No one, therefore, should suffer discrimination on the basis of race, colour, ethnicity, gender, age, language, sexual orientation, religion, political or other opinion, national, social or geographical origin, disability, property, birth or other status as established by human rights standards.
5. **Participation and Inclusion:** All people have the right to participate in and access information relating to the decision-making processes that affect their lives and well-being. Rights-based approaches require a high degree of participation by communities, civil society, minorities, women, young people, indigenous peoples and other identified groups. **Accountability and Rule of Law:** States and other duty-bearers are answerable for the observance of human rights. In this regard, they have to comply with the legal norms and standards enshrined in international human rights instruments. Where they fail to do so, aggrieved rights-holders are entitled to institute proceedings for appropriate redress before a competent court or other adjudicator in accordance with the rules and procedures provided by law. Individuals, the media, civil society and the international community play important roles in holding governments accountable for their obligation to uphold human rights.

### **1.3.10 Rationale for adopting HRBAs in Service Delivery**

**Activity:** *In plenary participants are guided to discuss reasons for supporting Human Right Based Approach in service delivery.*

The rationales for adopting HRBA are three, namely intrinsic, instrumental and institutional.

#### ***Intrinsic rationale***

1. A HRBA is based on the universal values (freedom, equality, solidarity, etc.) reflected in the human rights principles and standards that provide a common standard of achievement for all women, men and children and all societies, communities and nations.
2. A HRBA moves development action from the optional realm of benevolence (or charity) into the mandatory realm of law.
3. A HRBA establishes duties and obligations and corresponding claims, while underscoring the importance of creating accountability mechanisms at all levels for duty-bearers to meet their obligations.
4. A HRBA ensures people are not passive beneficiaries of State policies but active participants in their own development and further recognizes them as rights-holders, thereby placing them at the center of the development process.

### ***Instrumental Rationale***

A HRBA leads to better and more sustainable human development outcomes because it:

1. Focuses on analyzing the inequalities, discriminatory practices and unjust power relations that exacerbate conflict in human rights and development processes.
2. Has a special focus on groups subjected to discrimination and suffering from disadvantage and exclusion. These groups include: the poorest of those already living in poverty, such as women survivors of violence and abuse; out-of-school youth; persons living with HIV; commercial sex workers; minorities and indigenous peoples; persons with disabilities; refugees and internally displaced persons; and aging populations.
3. Emphasizes participation, particularly of discriminated and excluded groups at every stage of the programming process.
4. Depends on the accountability of the State and its institutions with regard to respecting, protecting and fulfilling all the human rights of all people within its jurisdiction.
5. Gives equal importance to the processes and outcomes of development, as the quality of the process affects the achievement and sustainability of outcomes

### ***Institutional Rationale***

1. Development challenges are examined from a holistic lens guided by human rights principles while taking into account the civil, political, economic, social and cultural aspects of a problem.
2. A HRBA facilitates an integrated response to multifaceted development problems, including addressing the social, political, legal and policy frameworks that determine the relationship and capacity gaps of rights-holders and duty-bearers.
3. A HRBA suggests using the recommendations of international human rights mechanisms in the analyzing development challenges and strategic response thereto.
4. A HRBA shapes relations among various development actors since it is based on partnership, participation, inclusivity and mutual respect in accordance with human rights principles

**Activity to discuss challenges and solutions for applying Human Right Based Approach in our daily to day activities.**

*Step 1: Participants are divided into small groups of 5-10 people.*

*Step 2: Participants agree on division of responsibilities in the small groups (Chair, secretary and presenter)*

*Step 3: Participants discuss challenges of protection of Human Rights in our communities.*

*Step 4: Presentation and reflections*

*Step 5: Participants agree in plenary 3 top solution to challenges of protection of human rights in our communities.*

**Facilitators Notes:** *The challenge of protection of human rights in our communities are numerous. These include:*

- 1. Ability to provide immediate and timely protection to persons faced with torture, arbitrary or summary execution, being made to disappear involuntarily, or the women who are subject to violence.*
- 2. States are overwhelmed and unable to prevent gross violations of human rights.*
- 3. Endemic poverty that causes millions of people to suffer deprivation, indignity and limitation in retaliation for their potential.*
- 4. Inability to support children development - health, education, free from child labour, food, clothing, housing*
- 5. The injustices perpetrated against women in many parts of the world are shocking to the human conscience.*

### **1.3.11 Human Right Based Approach and the Constitution**

This session is intended to equip the participant with knowledge and appreciation of the Constitution of Kenya and how it anchors human rights in the milieu of local and national economic social and political life; and to inculcate in the participant the motivation to promote and defend their and fellow citizens' human rights.

#### **Objective**

This session will enable the participant to:

- ❖ Understand the Bill of Rights (Chapter 4) and the linkage between international human rights instruments and local challenges and how the Constitution seeks to respect, promote and fulfill them ;
- ❖ Identify and comprehend the roles of duty bearers and rights holders in their respective areas of work/engagement;
- ❖ Identify core ways of manifestation of human rights violations or administrative injustices and groups that are amenable to or more at risk of human rights violation in Kenya; and
- ❖ Develop/identify a framework(s) for assessing and monitoring HRBAs mainstreaming in governance

The Constitution guarantees twenty-six specific rights and makes it a fundamental responsibility of the State and every organ of the State, as the principal duty bearer, to observe, respect, protect, promote and fulfill the rights and fundamental freedoms set out in the Bill of Rights. In addition to the usual rights to life, liberty and association, the Constitution guarantees such rights as privacy, consumer rights and access to information held by the State; the freedom and independence of the press; the right to a clean and healthy environment; economic and social rights including to social security provided by the State; the use and enjoyment of one's own language and culture; the right to marry a person of the opposite sex based on the free consent of the parties; equal rights at the time of, during and on dissolution of the marriage; and administrative action that is expeditious, efficient, lawful, reasonable and procedurally fair. If a right or fundamental freedom of any person has been, or is likely to be, adversely affected by administrative action, that person has the right to be provided with written reasons for the action.

The Constitution also has special rights for children; for persons with disabilities; and for the youth. The State is also obliged to provide for minorities and marginalized groups to be represented in



governance functions of the public sector and to provide access to employment and special opportunities in educational, cultural and economic fields. It further requires the government to provide measures for older persons to fully participate in the affairs of society; to pursue their personal development; to live in dignity and respect, free from abuse and to receive reasonable care and assistance from their family and the State. With respect to the environment, the State is required to maintain a tree cover of at least ten per-cent of the country's land area and the right to a clean and healthy environment is protected and is justiciable without having to demonstrate actual loss or injury.

In the context of a broader constellation of economic and social rights, the Constitution provides for such basic entitlements as rights to food and nutrition, shelter, access to clean water and sanitation, education as well as decent housing (Article 43). It is in this context that such protections of group rights such as the rights of children (Article 53), the rights of persons with disabilities (Article 54), the rights of the youth, minorities and marginalized groups and older members of society (Articles 55-57) are understood.

The Constitution proceeds to provide in Article 43(2) that “the state shall provide appropriate social security to persons who are unable to support themselves and their dependents.” The reference to persons who are unable to support themselves and their dependents clearly denotes the state is obliged to provide social assistance to the poor and vulnerable members of society. This dovetails seamlessly with international human rights instruments, including the Universal Declaration of Human Rights (UDHR) together with the International Covenant on Civil and Political Rights and its two Optional Protocols, and the International Covenant on Economic, Social and Cultural Rights

### **1.3.12 Conclusion**

The Unit's aim is to promote understanding of Human Rights Based Approach. This is of great importance to everyone. It is also a valuable resource to users when working with people whose rights have been brutally disrespected. It will assist users to understand the suffering citizens encounter and find ways to respond to it in a respectful and helpful way. It aligns with the Constitution 2010 that strives towards the fulfillment, respect, observance, promotion and protection of human rights for all in Kenya. Thus giving effect to Chapter Four of the Constitution, which is the legal and constitutional framework on human rights in Kenya.

### **1.3.13 References**

1. Manual on Human Right Approach, Mental Health and Human Rights Info
2. The Constitution of Kenya, 2010, GoK
3. Training Manual on Human Right Approach to Governance and Development, Kenya National Commission on Human Right,
4. Women in Political Leadership Training Manual, Women Empowerment Link, September, 2020
5. Statement on new challenges in the promotion and protection of human right, United Nations

## Unit 2: Gender Equality, Women Empowerment & Leadership

### 2.1 Introduction

This unit aims to introduce the basic concepts on gender equality and women's empowerment to the participants. It aims at enhancing the skills and the awareness of these women to work for the empowerment of women and girls. It will also introduce the key tenets of leadership as envisioned by the constitution of Kenya 2010 while underscoring the importance of women's representation and participation in decision making and influencing change.

### 2.2 Objectives

1. To build the capacity of participants on how socially constructed gender norms affect the daily lives of women and men.
2. To equip participants to identify and address the harmful impact of gender norms and the importance of gender mainstreaming and women empowerment.
3. To put women in control of educating and empowering themselves to take action in issues affecting their lives.
4. To increase knowledge of the Constitution of Kenya and its guarantees on inclusion and accountability.

### 2.3 Unit Content

#### 2.3.1 Gender Related Terminology

##### *What is Gender?*

Gender is the collection of social, cultural, and psychological features that a society often considers as either masculine or feminine.

Determined by social factors – history, culture, tradition, societal norm, religion, and family norms Gender in any given society involves the socialization of boys and girls, men and women that determine roles, responsibilities, opportunities, privileges, limitations, and expectations different in different cultures.

##### *What is Sex?*

Sex is the biological and physiological characteristics that describe the difference between individuals as female and male. Sex classifies a person as either male or female.

Sex characteristics are:

- Universal and naturally unchanging

- Defined by genetic make-up such as chromosomes, external and internal genitalia, and hormonal status.

**Table 2: The Difference between Sex and Gender**

<b>Sex</b>	<b>Gender</b>
Biological/born with it	Social/Learned
Same everywhere	Changes according to social context
Same throughout time	Changes over time

***What are Sex Roles?***

Sex roles are biologically and physiologically determined functions distinct to females and males. Sex roles are naturally unchanging and include:

Women: Pregnancy, giving birth, breastfeeding

Men: Impregnation

***What are Gender Roles?***

Gender roles are behaviors, activities, tasks, and responsibilities that females or males learn in society (e.g., cooking, income generation, and decision making).

Gender roles:

- Can change over time.
- Are affected by age, race, economic status, culture, education, religion, technology, ethnicity, etc.

***What are Gender Stereotypes?***

Gender stereotypes are rigidly held and oversimplified beliefs about the characteristics of females and males. They define how people should be, and they limit options and life choices for everyone: women, men, boys, and girls.

They also violate human rights and strengthen assumptions that reinforce inequality.

Society overlooks the reality of individual differences and instead, judges' females and males simply for being a man or being a woman. · For example: Men are strong, and women are weak; women are emotional, and men are able to make important and objective decisions.

**Table 3: Gender Stereotype**

<b>AGGRESSIVE-BOLD</b>	<b>TIMID- PASSIVE</b>
<p>Behaviors:</p> <p>Will easily present himself to run for political office. Is not fazed by hiring goons to cause violent disruption at an opponent meeting. Will use money to bribe/ coerce voters/ supporters.</p>	<p>Behaviors:</p> <p>May be a good candidate but will not easily present herself to run for political office. Will likely not be confrontational or respond to attacks during campaigns.</p>

**2.3.2 Gender Concepts**

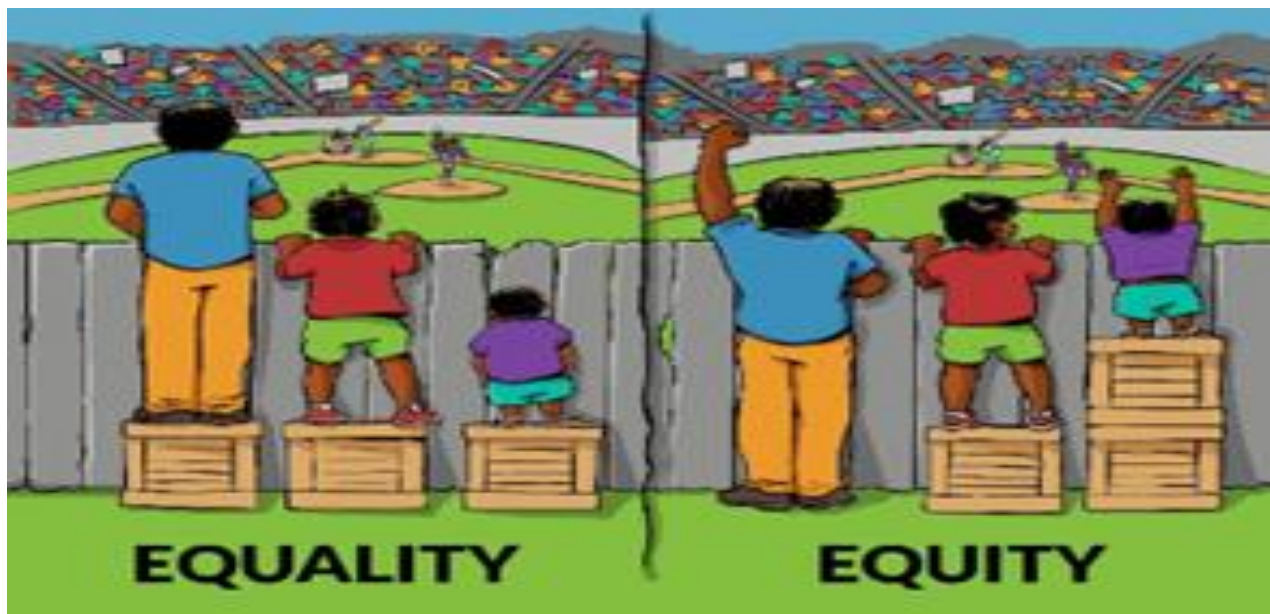
***Gender Equality vs. Gender Equity***

Gender Equality refers to receiving the same resources regardless of sex.

For example, all Kenyan children have the right to free primary school, no matter if you are a boy or a girl.

Gender Equity refers to the fair sharing of resources, opportunities, and benefits according to any given social framework. For example, in primary school, boys may do better academically because before and after school they have time to rest and do homework. Meanwhile, their sisters are tasked with domestic chores because of society’s expectation of daughters. Therefore, boys are learning more and earning better grades.

*Figure 1: Gender Equality and Equity*



### **2.3.3 Gender Relations**

Gender relations refers to how men and women relate to each other because of an imbalance of power; more specifically, the roles men and women are expected to play and the impact of their interactions.

Gender relations intersect with all other influences on social relations, such as gender, age, ethnicity, race, religion, positions, etc. – to determine the position and identity of people in a social group. Gender relations are socially ascribed, and can change with time to become more equitable

Power relations tend to result in one party being worse off than the other, creating problems at both household and social levels.

### **2.3.4 Gender Equality Approaches**

**Formal Equality:** Is the right to equality between men and women, and does not take biological and gender differences between men and women, since in this approach men and women are equal, and should be treated in the same way. Therefore, in this approach imposing male standards on women is not accepted and as a result, it will prevent women from equal access to resources, and privileges. Therefore, this approach calls for the right to equality between men and women.

**Gender-neutral policy:** while not excluding women per se, may result in de facto discrimination. For example, a company that is hiring for high-paying jobs may say that it is using non-discriminatory practices because men and women are equally able to apply and be considered but, in reality, women are disadvantaged because they often lack access to the advanced training required for such jobs.

**The substantive Equality:** focuses on diversity, difference, disadvantage, discrimination and ensuring that they are addressed, and benefit equally. People are in an unequal position and need to be treated differently, based on the position they are occupying.

**Gender-sensitive program:** recognizes that the role of women is not less important than that of men in addressing environmental and development issues. It recognizes that women and men may be different and their needs must be addressed in order to achieve sustainable development of society since they have different roles.

### **2.3.5 Gender Mainstreaming Strategies/Tools**

This involves women and men in consultations about how gender includes sex-disaggregated data, so based on that you can develop Formulate gender-sensitive and/or specific objectives, indicators and mainstream. Your plans. Activities.

### **Activities**

1. *This session blends small-group work with plenary work. The first hour entails a large-group conversation around sex vs. gender, sex roles and gender roles, gender stereotypes, gender norms.*
2. *Divide participants into four groups. Ask two groups to brainstorm how gender stereotypes are limiting or restrictive to men. Ask the other two groups to brainstorm how gender stereotypes are harmful to women.*
3. *Presentations by participants*

### **2.3.6 References**

A Gender Training Manual By The Alliance Of Bioersity International And CIAT.  
<https://cgspace.cgiar.org/bitstream/handle/10568/125266/manual.pdf?sequence=1&isAllowed=y>

Gender Mainstreaming Training Manual [https://pdf.usaid.gov/pdf\\_docs/PA00WHBW.pdf](https://pdf.usaid.gov/pdf_docs/PA00WHBW.pdf)

### **2.3.7 Women Empowerment**

**Empowerment** refers to people - women, men, boys and girls - all taking control over their lives: setting their own agendas, gaining skills (or having their own skills and knowledge recognized), increasing self-confidence, solving problems, and developing self-reliance.

It requires an expansion in their ability to make strategic life choices in a context where this agency was previously denied to them. We cannot empower each other but we can support the processes that promote self-empowerment.

**Women's empowerment** is the breaking of personal limitations to self-determination regarding education, participation, mobility, economic independence, public speaking, awareness and exercise of rights, political participation and many more factors that ensure individual women's empowerment and self-worth.

Women are the cornerstone of family life, and therefore also of community life. Empowerment is the expansion of a woman's ability to make strategic life choices in a context where this ability was previously denied. Raising their awareness, education, skills and providing them with basic resources can help them become catalysts for change and help build a better world for all.

## Activity

### My Tree of Life

1. Give each participant a handout of the tree of life.
2. Explain that trees have a universal meaning in many cultures and represent “life”. This exercise will use the image of a tree and is meant to help the participants to reflect on their own lives so they can better understand how they became the women they are today.
3. Then present a flipchart with the following instructions (see below) on how to “name” the different parts of their personal tree of life.
  - The ROOTS represent the family and community you come from and other people or things that influenced you when you were young (both good influences and bad influences).’
  - The TRUNK represents everything about your life today: what you do, who you live with: your work, your family, your community.
  - The FRUITS represent all your achievements: the things you were able to achieve through your efforts (whether small, every-day achievements or big achievements). Give each one a separate fruit.
  - The BUDS represent your hopes for the future (small or big hopes).
4. Explain that when you say “naming”, you would like the participants to either write words or draw little things or symbols next to their respective roots, trunk, fruits or buds (e.g. for the roots, they might want to draw the house where they grew up as children or the face of a particular school teacher who supported them, etc.). For the section on “achievements” (“fruits”), stress that they do not have to look for big things, but for things that they feel they have done well in their life, e.g. bringing up their children.
5. When they have finished, ask the participants to split up into groups of 3 or 4 and to share their drawings with each other. Remind them of the rules they committed themselves to in that morning’s exercise, i.e. that they would listen to and respect each other’s views, create an environment where people feel safe and empowered to share, etc. Emphasize that they are free to share those parts of their tree that they want to, but they are under NO obligation to share everything. Ask the participants not to comment on what their group members say, but just listen and be present.
6. Bring the participants back to the plenary, and calmly read the following sets of questions.
  - How was this exercise? What was easy? What was hard?
  - How did you feel when you shared your experience? What was easy? What was hard?
  - How did you feel when you were listening to someone else’s tree of life? What was easy? What was hard?

Invite every participant to say something about how she felt to get an idea about the level of openness that has been created so far in the group, or how much it still needs to be nurtured. Emphasize that you only want them to talk about how they FELT while they were sharing their trees; above all, they should NOT repeat any parts of the stories that their colleagues told them.

7. Ask the participants if, while they were discussing their trees, they noticed that they had had similar experiences in their lives. They might respond by giving shared experiences of being disadvantaged because of being a girl / woman, e.g. their parents choosing to educate a male child rather than them etc. Summarize by saying that such common experiences of women not having the same rights, power and opportunities as the men in their families, communities and society can be called the “oppression of women”: It is not only an individual problem faced by some women, but is part and parcel of the rules and structures of most societies. The training will help them to understand not only how we can help individual women, but also how we can contribute to change in our communities so that the problems of women can one day be addressed at their very roots.

In order to empower themselves and others women must be able to self-reflect and understand



their own perception of themselves, understand the behaviors and attitudes of others, and strategize to create change not only within themselves but also in their communities.

*Self-reflection* means that I am able to look at myself and assess my behavior, feelings and thoughts. It involves thinking about myself, what made me the person I am today, and how my life experiences as a child and teenager have influenced the course of my life, my relationships and my work. It also includes becoming aware of both my strong and weak points.

*Figure 2: My Tree of Life*



Why and how do people change their behaviors and attitudes?

Behavior change is a long process and is rarely achieved in a few days. It takes time, and one encounters many problems along the way. It is like walking down a long road on which there are barriers that prevent an easy passage.



## Activity

1. Ask the participants why they think that people in their communities –sometimes even women themselves – do not want to take part in activities that break the stereotypes about women’s leadership and decision making. Note down their contributions. Ensure that the issue of fear of change is given ample consideration: resistance comes not just from men who fear that they might lose their authority if women become more powerful, but also from women who are frightened that such changes will challenge their position in their family and community.
2. Allow time for the participants to share their views or even give their own testimonies. Where appropriate, ask them about their own fears and blockages regarding change.
3. Summarize by saying that we have to be considerate towards these fears, take them seriously and not to work directly against them, but rather to help both women and men to see and feel that change will benefit everyone. So, our strategies need to underline how everybody can benefit from change.
4. Deconstruct this journey to change using the Road to Change Model.
5. Illustrate the principle of the road to change by creating a ‘symbolic’ road in the training room, with its various sections and barriers, using the handout “The road to change – the steps we take and the barriers we break” as a guide.

Lay a rope on the floor to symbolize the road, and place four chairs on it to symbolize the four barriers that can be seen on the handout. This will divide the rope road into five sections.

- Starting point: people are unaware of the topic
  - First step: people learn something about that topic
  - Second step: more people get more information
  - Third step: people try out the new behavior
  - Fourth step: people maintain the new behavior
  - Barrier 1: people remain unaware that their behavior is causing the problem
  - Barrier 2: people reject the new information
  - Barrier 3: people do not want to try the new behavior
  - Barrier 4: people go back to the old behavior
6. Discuss with the participants at every step how they would go about addressing the problem and how they will overcome the barriers.

### 2.3.8 Collaboration for Gender Equality

It is important to note that while change happens over time, it is also never the result of one person’s individual action. Increasing the voice and agency in leadership will take collaboration among women everywhere.

The following activity will give women perspective and appreciation of what it takes to work collaboratively.

### **Activity: Thinking about our ability to cooperate**

Game in pairs / sharing in plenary

1. Ask the participants to pair up with someone in the group who they might not have interacted with very often so far. Give each pair a marker and a sheet of paper.
2. Give the following instruction (prepared on newsprint beforehand): Both of you should hold the marker at the same time and, without speaking at all, you should draw a hut, a tree and a woman. Do NOT talk and do NOT let go of the marker.
3. Give the group about 5 minutes for drawing. When you can see that everyone has finished, ask the pairs to share with each other about the experience of drawing together.
4. After some 10 minutes of sharing, ask the participants in plenary how the exercise was, and how they managed to draw. Each pair should show the group their drawing and share briefly about their process. When each pair has shared, ask what this exercise has taught them about themselves and their ability to cooperate with others. Make it clear that you want them to discuss the dynamics of drawing together, rather than talking about everything that happened (i.e. how hard it was to draw without speaking, or how good or bad their drawing looks). Explain that you are interested in hearing who wanted to lead, and who was happy to follow? How did they decide who was going to take charge, how did they agree on what they were going to do? Or did one person do the whole drawing, while the other just let their hand be moved?

### **2.3.8 References**

Training Manual for Women's Empowerment (Basic Level)

## Unit 3: Management of Group dynamics

### 3.1 Introduction

The unit will help the participants to learn about managing changes which take place within groups, interaction and forces obtained between group members in a social setting.

### 3.2 Objectives

By the end of the unit, the participants will be able to:

- Understand ways of managing changes, interactions and forces within a group.
- Appreciate advantages and disadvantages of a group

### 3.3 Unit content

- Definition of group dynamics
- Group dynamic characteristics
- Principles of group dynamics
- Elements of group dynamic
- Stages of group dynamic
- Importance of group dynamics.
- Group dynamic in problem solving and decision-making

#### Activities - In plenary, participants share experience about their groups

*Step 1: Ask the participants whether any of them belong to a group.*

*Step 2: Ask members who belong to groups to explain what their group is like.*

- *What is the main activity of the group?*
- *How many members do they have?*
- *What is the composition of the group? (young women, single mothers, middle age women among others)*
- *Ask them what made them join the group?*

*Summarize by saying that a group refers to a collection of individuals who have regular contact and frequent interaction, mutual influence and who work together to achieve a common set of goals. Emphasize the importance of having a goal as a key element of success.*

#### 3.3.1 What is group dynamics?

Group dynamics refers to the understanding of forces within a group. As a term, it can be used as a means for solving any sort of problem, influencing teamwork as well as enhancing innovation and production in a group such as the women group.

Group Dynamics is concerned with the interactions and forces among group members. More specifically, it refers to the following issues:

1. How has a group come into being?

2. Why has the group emerged?
3. What is its size and composition of the group?
4. What are the activities of the group?
5. How do members interact and resolve things?
6. What are the processes used by members to share information, work related issues?
7. How do members behave and influence each other?
8. What informal networks are put to use to spread rumors?
9. How members are reacting to formal leaders, work rules, challenges, etc.?

In order to understand group dynamics, one has to take into account the components, elements or characteristics which make a group.

### **3.3.2 Group Dynamics – Important Characteristics**

- I. Group dynamics describes how a group should be organized and operated. This includes a pattern of leadership and cooperation.
- II. Group dynamics consists of a set of techniques such as role playing, brainstorming, group therapy, sensitivity training etc.
- III. Group dynamics deals with the internal nature of groups, their formation, structure and process, and the way they affect individual members, other groups and the organization as a whole.
- IV. Group dynamics refers to changes which take place within groups and is concerned with the interaction and forces obtained between group members in a social setting.

### **3.3.3 Main principles of group dynamics**

In order to achieve the best use of Group Dynamics the following principles as discussed by Dorwin Carl Wright need to be followed. These include:

1. Strong sense of belongingness.
2. Maintain attractiveness of the group to its members.
3. Sustained relevance of the group.
4. Good reputation to enhance prestige of members
5. Avoid selective application of group norms on some members.
6. Information accessible to all members
7. Strong pressure for change in the group is established by creating a shared perception by the members of the need for change.
8. Interrelatedness as change in one part produces strain in other related parts.

### **3.3.4 Elements of group dynamics**

1. Group membership
2. Leadership in the group.
3. Formal hierarchy to support decision making in the group.
4. Group activities or tasks - Monthly meetings, contribution, get together to enhance cohesion.
5. Interactions - There are two types of interaction. One exist when people are discussing (meeting) and the other exist when people are performing a task (teamwork)

6. Established group norms
7. Group cohesiveness - The “Stick-together” characteristics of groups and their impact on group members.
8. Members satisfaction

### **3.3.5 Stages of Group Dynamics**

It is important to have some basic sense of the stages of how a typical team moves through while evolving into a high-performing team. Awareness of each stage of group dynamics helps the leaders to understand the reasons for each members’ behavior during that stage and thus enables the team to develop into the next stages.

#### ***1. Forming***

This stage is the initial get together where members affirm their identity and that of others in the group. They consider questions such as “What am I here for?”, “Who else is here?” and “Who am I comfortable with?” Thus members should therefore introduce themselves to each other and engage in activities that enable them to know each other. The team leader here must have clear and strong leadership to ensure that the group members feel the clarity and comfort required to evolve for the next stage.

#### ***2. Storming***

At this stage, the members have developed relations and are comfortable in the group. Thus members are willing to voice their individual differences. It is important to join together members who share the same beliefs in positions of leadership to develop the group. It is therefore highly advisable to involve members by allowing them to voice their concerns in order to feel represented and understood. The team leader should help members to voice their views, and to achieve validity about their purpose and priorities.

#### ***3. Norming***

This is the stage where the members are beginning to share a common commitment to the purpose of the group, including to the organization's overall goals and how each of the goals can be achieved. The team leader must therefore focus on continuing to clarify the roles of each and every member, and a clear and workable structure and process for the group member to achieve their goals.

#### ***4. Performing***

This is the stage where the team is working effectively and efficiently toward achieving organizations and individual goals. In this stage, the style of leadership becomes more indirect as team members take on stronger participation and involvement in the group process.

## 5. Adjourning

If the groups are formed temporarily, then another stage follows, called Adjourning. In the adjourning stage, the group disperses after the group activity is completed. Here, priority is given to wrapping up the activities rather than increasing performance.

### 3.3.6 Group Dynamic in Problem Solving and Decision-Making

Generally, a group is said to be effective when its members play out their roles and responsibilities together to reach the objectives assigned within the time limit given.

#### **Activity: Participants identify what is working well and what is not working well in women groups**

*Step 1: Divide the participants into groups of 5 -10*

*Step 2: Participants select the leaders (Chair, secretary and presenter)*

*Step 3: Ask participants to identify what has made their groups/ women groups in the community to work well, or not so well. Enlist 5 points each aspect.*

*Step 4: Participants present their discussion in plenary.*

When they have finished, point out that in order for a group to function well, all members:

- Share the group's aims
- Accept the group's rules
- Accept the group's structure
- Work together
- Produce quality work
- Accept the distribution of roles and tasks within the group
- Identify with the group and fully accept their responsibilities, e.g. speak in terms of "us," "our," "we are going to do," etc.

Explain that timely addressing of problems affecting women groups and their inclusion in decision making enhance cohesion among members and ownership of the group enabling members to have a sense of belonging and ability to be a high performing group.

### 3.3.7 What is the importance of Group dynamics?

Group members are always influenced by the interactions of other members in the group. A group with a good leader always performs better as compared to a group with a weak leader. A good leader practices the 7 C in leadership that include clarity, courage, compassion, commitment, consistent, communicating and coaching

Every group can give the effect of synergy, meaning, if the group has members with a positive attitude then its output is more than doubled every time. Thus, group dynamism results in increased satisfaction.

The group can also infuse the team spirit among the members. The attitude, insights & ideas of members in a group also depends on group dynamics. For example, negative thinkers tend to convert positive thinkers with the help of the facilitator.

Also, if the group works as a cohesive group, the cooperation and convergence can result in maximization of productivity. Furthermore, group dynamics can also reduce disturbance in the group. Lastly, it reduces membership fallouts due to emotional attachment among the group members.

### **3.3.8 Conclusion**

The unit enhanced understanding of the concept of group dynamics. It therefore provided the participants with the opportunity to reflect on the meaning, characteristics, principles, elements, problem solving and decision-making and importance of group dynamics. With improved understanding on group dynamics, the groups including women group will improve their strengths, success factors and measures of performance thus better group cohesion and effectiveness in realization of collective action.

### **3.3.9 References**

1. Group dynamics, <https://www.economicdiscussion.net/organizations/group-dynamics/32339>
2. Group Dynamic, [https://www.gov.nl.ca/iet/files/CCB\\_GroupDynamicsGuide.pdf](https://www.gov.nl.ca/iet/files/CCB_GroupDynamicsGuide.pdf)
3. Group Dynamics Training Guide
4. PeopleHum, <https://www.peoplehum.com/blog/human-resource-function-the-ultimate-guide-to-employee-satisfaction>
5. Training Manual Group Development and Capacity Building.
6. Training Manual for Facilitator on Group Dynamics

## Unit 4: Leadership and Advocacy

### 4.1 Introduction

This unit aims to build the capacity of women grassroots leaders on leadership and advocacy skills. This will enable women leaders to work effectively at community level to influence change.

### 4.2 Objectives

- To increase participants' knowledge of civic duty, roles and responsibilities of citizens.
- To increase participant knowledge of roles & responsibilities of county legislators.
- To outline the basic principles of citizen participation, including defining the meaning of citizen participation and the source of power for citizens to be active participants in their community

### 4.3 Unit Content

#### 4.3.1 The Constitution of Kenya 2010\_ Right to Inclusion & Civic Participation

How can we Exercise our Power?

##### *1. Indirect Involvement*

Citizens give power to a number of people to act on their behalf mainly through elections. Since we as citizens can not all go to Parliament to discuss issues affecting our constituencies, we instead choose a few Members of Parliament (and other representatives) who will represent and speak on our behalf in Parliament (assembly)" or County Assembly and we bestow upon them the responsibility to represent our views in legislative houses. This is what we did in August 2022.

##### *2. Direct involvement*

Citizens participate as owners of the government and provide information on issues affecting them and their communities. For example, when you attend a county planning meeting and share your concerns, you are directly involved in the decisions of the government.

#### 4.3.2 Women's Participation in Elections

Meaning of special interest groups in the electoral and governance process: These are groups of persons who require special attention or considerations in the electoral process. Special interest groups in the electoral process include women, youth, and persons with disabilities, elderly, minorities and marginalized groups.

Rights and responsibilities of special interest groups in electoral process:

- Register as voters.
- Right to stand for elective office
- Vote in an election and by-election and referenda



- Be assisted to access a voting station.
- On-spot assistance and be accorded assistance, priority mainly on the voting day.

#### Status of SIGs' Participation in the Electoral Process in Kenya

- Article 100 of the Constitution of Kenya 2010 requires Parliament to enact legislation to promote the representation in Parliament of women, persons with disabilities, youth, ethnic and other minorities, and marginalized groups.
- Schedule five of the Constitution requires that such law should have been enacted within five years of the passing of the Constitution of Kenya 2010, which means the Law should have been in place by August 2015.
- The 11<sup>th</sup> Parliament effected amendments to the Political Parties Act and the Elections Act hoping it would give effect to Article 100 and lead to an increased number of representations in Parliament of SIGs. This was in the 2022 elections.
- On two-thirds, there have been 7 attempts to legislate the two-thirds gender rule that have all failed to pass in parliament.

#### What does this entail?

- It means that while efforts have been put in place to promote political participation of the SIGs, much remains to be achieved.
- That we are likely to have a limited number of people from the SIGs elected to occupy positions of leadership. Currently elected and nominated women in Parliament are only 24.8%, while elected women MCA's are only 8%.
- We must encourage all actors (political and civic) to create an enabling environment for enhanced participation of the SIGs in the electoral process.

#### 4.3.3 Responsibilities of Citizens

Regardless of the presence of elected representatives, citizens have responsibilities to:

- Respect, uphold and defend Kenya's sovereignty.
- Live out the national values and principles of: patriotism, national unity, sharing and devolution of power, the rule of law, democracy and participation of the people.
- Uphold human dignity, equity, social justice, inclusiveness, equality, human rights, non-discrimination and protection of the marginalized.
- Ensure good governance, integrity and accountability are upheld.
- Uphold the rights and fundamental freedoms in the Bill of Rights and to ensure they are observed in making social, economic and cultural policies.
- Cooperate with the State to protect and conserve the environment and the country's natural resources and ensure sustainable development is carried out.
- Monitor how state officers are functioning to ensure the guiding principles of leadership and integrity are respected and maintained.

#### **4.3.4 Responsibilities of Leadership**

- Inspires and influences others to give their maximum efforts and cooperation for the attainment of group objectives.
- Supervises and coaches to ensure proper and prompt execution of instructions
- Motivates by creating a conducive work environment along with a personal sense of belonging to the organization, which helps to motivate employees in order to achieve organizational goals
- Communicates effectively to voters in order to generate ideas, create mutual understanding and coordination, provide information and facilitate communication and reduce conflict among group members.
- Mediates to resolve conflicts.

#### **4.3.5 Guiding Principles of Leadership**

- Objectivity and impartiality in decision making, and in ensuring that decisions are not influenced by nepotism, favoritism, other improper motives or corrupt practices.
- Selfless service based solely on the public interest, demonstrated by:
  - Honesty in the execution of public duties.
  - The declaration of any personal interest that may conflict with public duties;
  - Accountability to the public for decisions and actions;
  - Discipline and commitment in service to the people.

#### **4.3.6 Role of Elected Officials**

##### **County Woman Member of the National Assembly**

- Represents the people of a constituency and special interests in the National Assembly.
- Makes laws in the National Assembly
- Approves nominations for various public offices before appointment by the President
- Sits in Parliamentary committees of various sectors
- Approves national budgets
- Has a role in impeachment of the president
- Have oversight role over the executive and other state of government

##### **County Assembly Ward Representative**

##### **The County Assembly Ward Representative:**

- Represents the ward in the county assembly
- Makes laws for the county
- Approves budgets for the county
- Approves referendum Bills through popular initiatives
- Recommend Impeachment of the Governor

#### **4.3.7 Recalling A Member of County Assembly**

The electorate in a county ward may recall their member of the county assembly before the end of the term of the member on any of the grounds specified in subsection

A member of a county assembly may be recalled where the member—

- a. is found, after due process of the law, to have violated the provisions of Chapter Six of the Constitution.
- b. is found, after due process of the law, to have mismanaged public resources;
- c. is convicted of an offense under the Elections Act (No. 24 of 2011).

A recall of a member of the county assembly under subsection (1) shall only be initiated upon a judgment or finding by the High Court confirming the grounds specified in subsection (2).

A recall under subsection (1) shall only be initiated twenty-four months after the election of the member of the county assembly and not later than twelve months immediately preceding the next general election.

A recall petition shall not be filed against a member of the county assembly more than once during the term of that member in the county assembly.

A person who unsuccessfully contested an election under the Elections Act (No. 24 of 2011) shall not be eligible, directly or indirectly, to initiate a petition under this section.

#### **4.3.8 Petition For Recall Of A Member Of The County Assembly**

The process of recalling an MCA (Member of the County Assembly) should be initiated by a petition which should be filed with the Independent Electoral and Boundaries Commission (IEBC). The petition should be—

In writing;

Signed by a petitioner who is a voter in the ward in respect of which the recall is sought.

The petition should—

- Specify the grounds for the recall of a Member of the County Assembly from those listed above (as they appear in Section 27(2) of the County Governments Act);
- Contain a list of such number of names of voters in the Ward which should represent at least thirty per cent of the registered voters in that Ward; and
- Be accompanied by the fee prescribed (by IEBC) for an election petition.

The list of names in the petition should contain the names, address, national identity card or passport number and signature of the voters supporting the petition.

The voters supporting the petition should represent the diversity of the people in the Ward (for example, in terms of age, gender, sex, ethnicity, et cetera).

The petitioner should collect and submit to the Commission (IEBC) the list of names (of the voters in the ward) within a period of thirty days after filing the petition.

The Commission should verify the list of names within a period of thirty days of receipt of that list.

The Commission, if satisfied that the requirements are met, should within fifteen days after the verification, issue a notice of the recall to the Speaker of the County Assembly.

The Commission (IEBC) should conduct a recall election within the Ward within ninety days of the publication of the question (for the recall election).

A recall petition should not be filed against a Member of the County Assembly more than once during the term of that member in the County Assembly.

Where a recall election results in the removal of a Member of the County Assembly, the Commission should conduct a by-election in the affected Ward.

A member of the County Assembly who has been recalled is not prohibited to run in the by-election conducted in the Ward affected by the recall.

#### **4.3.9 Advocacy - Speaking Truth to Power**

As citizens, we have an obligation to ensure that we hold our leaders accountable to deliver what they are constitutionally mandated as well as that which they promised in their manifestos. The constitution.

#### **4.3.10 Citizen Participation**

Citizen participation (or 'public participation') is an action or series of actions a citizen takes to participate in the affairs of his or her own government and/or community. When done correctly, citizen participation can bring the government closer to its citizens, produce more transparent public policies and decisions, and enable citizens to hold government leaders more accountable.

Citizen participation is in its most potent form when citizens act together and utilize their collective voice to impact government policies and decisions regarding their community. As a group, citizens can more effectively articulate their concerns and build consensus on solutions to issues in a way they would otherwise be unable to do on their own.

#### **4.3.11 Types of Citizen Power**

There are three basic types of citizen power:

- passive,
- fiscal and
- Physical.

These powers form the base of citizen participation in democratic systems and can be used individually or as part of a group.

- Passive citizen power relates to participation that does not require direct physical action, like petition signing, writing letters, voting and releasing publications;

- Physical citizen power requires direct physical participation like protesting, volunteering, working for government or boycotting; and
- Fiscal citizen power relates to financial action like taxes, donations, endorsement spending, and consumption.

#### **4.3.12 Participation in Kenya's Governance**

The Constitution makes citizen participation a central part of Kenya's governance. Article 10(2)(a) states that "participation of the people" is one of our country's values and principles of governance. Article 232(1) (d), meanwhile, instructs public servants to include citizens "in the process of policy making."

##### ***Participation in Devolved Government***

In terms of direct constitutional references to citizen participation in devolved government, Article 174(c) says that an object of devolution is to "enhance the participation of people in the exercise of the powers of the State and in making decisions affecting them." Article 184(1)(c) further requires that mechanisms "for participation by residents" be included in national legislation to urban areas and cities governance and management.

##### ***Participation in the Legislatures***

The Constitution provides citizens with the right to participate in the decision-making process and other duties of the national and county legislative bodies. Specifically, Articles 118(1)(b) and 196(1)(b) direct the national and county legislatures respectively to "facilitate public participation" in its work. Additionally, Article 119(1) states that citizens have the "right to petition Parliament to consider any matter within its authority," meaning that Kenyans can request Parliament to take up issues important to them. Citizens' Access to Information The Constitution supports access to information by all citizens, which is a key ingredient to effective and active citizen participation. Kenya's national and county legislative bodies, for instance, are directed by the Constitution to conduct their work in an open and transparent manner; Articles 118 (1) (a) and 196(1)(a) specifically direct Parliament and the county assemblies respectively to hold public meetings and conduct their work in the full view of all citizens. Another reference to public information sharing is in Article 201 (1) (a), which states that there be "openness and accountability" and public participation when it comes to public financial matters.

#### **4.3.13 Activating Citizen Power**

The roadmap to successful citizen participation in local governance and community affairs can fit into six steps:

1. Identify community needs
2. Assemble a citizen group Citizen Participation
3. Form partnerships and networks
4. Utilize tools and tactics
5. Keep the community informed

## 6. Seek feedback

### **Case Study: A Legacy of Citizen Participation in Kenya**

Kenya icon and Nobel Laureate Wangari Maathai transformed the simple idea of planting a tree to preserve the environment into a national and international movement for environmental activism and the promotion of human rights, empowerment of women, social responsibility and the restoration of democratic principles in Kenyan society. Wangari Maathai's story teaches us that citizen participation is not for the privileged few or educated elite in Kenya. It also teaches us that citizens with the simplest of ideas can make a monumental impact on their community. The actions of Maathai's Green Belt Movement attracted the attention of tens of thousands of women across Kenya who joined to make changes in their community. The Movement created a national network of more than 6,000 village nurseries and its more than 50,000 women members have planted about 20 million trees in total. Their actions as a group had a far-reaching impact on not only the future of Kenya's environment, but also the role of women in social and political change and the protection of human rights for all Kenyans.

You should first identify the needs or issues of your community and then assemble a group of citizens to address those needs or issues. Once you form a group, it should seek to work with other likeminded groups through partnerships and networks. This will improve the overall impact of your group's work. Finally, your group and its partners should utilize tools and tactics to engage the community and then follow up with citizens to keep them informed of the progress and/or challenges they face.

#### ***1. Identify Community Needs***

- Knowing the specific needs of your target community will guide your activities to ensure they are effective.
- Understanding the common concerns in your target community will help you to do things like build support for an issue, recruit volunteers for a project or identify partners for collaboration.
- Consultations can occur in many ways and are modified to meet resource and/or time constraints.
- Informal meetings such as in women chamas, community events (e.g. weddings, funerals, cultural dances, etc.) and open-ended discussions (e.g. village debates, barazas, etc.) are more useful.
- Open citizen forums are the most effective, especially when they include common mwananchi and community leaders.

#### ***2. Assemble a Citizen Group***

Once you identify the needs of citizens within a community, it is then time to organize with others who share these concerns. As discussed earlier, citizen power is your power to affect change and governance within your community. This power grows when citizens join to pursue their objectives together.

### ***3. Form partnerships and networks***

A network or partnership develops among community groups based on a set of common issues, concerns or principles. A network or partnership may have different degrees of formality, but its primary function is to expand the reach and influence of its individual member groups.

When building your network or partnership it is important that member groups have a clear understanding of its purpose, goals and objectives from the very beginning. This will help members make collective decisions more easily. You can formalize your relationships with other groups through a written agreement such as a Memorandum of Understanding (MoU), which all partners should sign. The MoU can either have an end date or be an open agreement among partners. By building a network or partnership among groups within your community, can help individual groups overcome five key challenges:

1. Lack of information (little knowledge about local resources and the legitimate and efficient use of them);
2. Lack of political influence (little credibility with local authorities and support services such as finance agencies and legal services);
3. Lack of political credibility (small scale of influence with which to negotiate and poor knowledge of the rules and regulations surrounding your issue);
4. Lack of administrative experience (no history with the bureaucracy of the newly devolved government); and
5. Lack of collective confidence (few joint experiences on which to establish mutual trust and from which to take calculated risks).

Creating a network or partnership will also benefit others. It develops community capacity, builds a support network for everyone and promotes independence.

### ***4. Utilize Tools & Tactics***

#### ***Community Forums***

The best way to gain the support of a community or to engage them on important issues is to hold open forums where local citizens can learn more information and provide feedback. Such community forums can deepen community ownership because they feel genuinely consulted on their views. Used correctly, these forums will build trust.

#### ***Town Halls & Public Consultations***

All levels of government must offer the public opportunities to provide input into the policies, programs and projects that have an impact on citizen's lives.

- It is your responsibility to monitor the media newspapers, FM Radio, websites, social media sites (e.g. Facebook and Twitter, etc.) to stay up to date with the on-going public consultations and town hall meetings that are being held in your community. You can also use these communication methods to spread your own message.
- Ask town hall organizers to add you to their distribution lists for media advisories or email invitations, if they are available.

- Once you are aware of the meetings, it is important that you attend regularly and use the opportunity to listen closely and speak up when time is made available for public comment.

*NB: Be Prepared Before You Speak Remember you must be prepared to clearly explain the issue you are there to talk about, explain what solutions you are seeking and show how strong your community support is!*

### Barazas

Barazas are an excellent platform for engaging the community - more of a social affair where the community gathers to raise awareness, share knowledge, ideas, and network (form relationships). Barazas are ways to bring large and diverse groups of people together at a short notice. Common types of barazas are residents' meetings in a given area to discuss issues that affect them. There are many residents' association meetings that take place in estates on a weekly or monthly basis. When organizing a Baraza it is important that you identify topics for discussion in advance. This is important because otherwise you may have too many issues up for discussion without a clear direction or resolution to any of them.

### Public Petitions

Public petitions can be an important avenue for those who wish to influence public officials. A well-documented and supported petition will always have persuasive influence in all areas of public policy-making. Petitions to other targets (non-government) can also help to form or shape public opinion and ultimately bring about change. A successful petition will complement a strategy that includes direct lobbying, letter writing and media exposure. Possible targets include:

- National and county governments, parliaments, and politicians
- Political parties, presidents, prime ministers, governors, senators, and ambassadors
- Media organizations
- Neighborhood authorities
- Business associations

### Lobbying & Advocacy

Lobbying is the practice of engaging with governments, often from outside, to support change, request information or to hold officials accountable for their commitments.

#### Identify & Engage Key Stakeholders

- Identify individuals who have the greatest influence on the decision-making process - it is important to locate contact information for key stakeholders during your initial research.
- Develop a target list of names from community leaders, elected politicians, government officials, and other civil society groups.
- Stay in touch informally with these contacts so that you develop a relationship of trust with them before you have to approach them.

After communicating with your list of contacts, identify influential individuals who support or are interested in your point of view. Even if your supporters do not have decision-making power directly linked to your issue of interest, they may be able to help you by exerting influence on the



key decision-makers. Elected representatives are not the only ones who hold influence. Be sure to develop relationships with staff that work with elected officials.

#### **4.3.14 References**

The Constitution of Kenya 2010

[The Citizen Handbook](#)

[County Public Participation](#)