

THE PLACE OF PARLIAMENTARY TRAINING  
INSTITUTES IN ENHANCING PARLIAMENTARY  
DEMOCRACY: THE CASE OF KENYA'S CENTRE FOR  
PARLIAMENTARY STUDIES AND TRAINING

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## **ABSTRACT**

In recent years, Parliamentary Training Institutes are gaining prominence in Parliaments around the world. Enhancing the capacities of members and staff of Parliaments has not always been done in structured training institutions that are owned and run by the Parliaments themselves. However, this has been changing over time and many Parliaments especially in Africa and Asia now have their own training institutions whose mandate is to train newly elected members to be able to carry out their constitutional mandates. This being a fairly new phenomenon, the few institutions that are being set up have had to learn as they go given the scarce documented best practices on the best approaches to apply to assist these institutions to perform optimally. Of key importance are tensions that could arise between the training institutions and the legislatures that create them. There is also the issue of what, how and when to train members of Parliament. The staffs of Parliament on the other hand normally view themselves as the parliamentary experts and there may also arise tensions on what their colleagues working in a training institution could possibly train them on. Besides training and research, Parliamentary Training Institutes are also called upon to lead their Parliamentary Outreach programmes as part of educating the public on parliamentary democracy. The same tensions on training arise with outreach as regards content, structure and internal competition. In this paper these issues are explored using the experiences in the last four years of the Kenya's Centre for Parliamentary Studies and Training. The paper focuses on issues of developing the right place for the training institution within the larger Bicameral parliament, curriculum development, delivery, research and using parliamentary outreach to enhance parliamentary democracy in Kenya.

## 1.0 INTRODUCTION

Parliaments form one of the three independent arms of Government in most democracies. Representation; legislation and oversight remain the core mandate of Parliaments world over. What differs between and among Parliaments is how effective they are in carrying out this very broad and complex mandate. Legislation entails passing the laws which form a country's legal framework; Oversight refers to monitoring the activities of the executive and holding the executive to account with particular emphasis to the budget making processes, implementation and audit; Representation gives Parliaments a very important and unique role – where the sovereignty of the people can be exercised either directly or through their democratically elected representatives. Given that Parliamentarians perform their work on behalf of the electorate, they also are required to consult the same people when making important decisions that affect their lives – hence the key role of public participation in Parliamentary work (Hudson 2007). Parliamentary democracy can thus be achieved when legislators effectively harness institutional potential, develop informed legislation, and administer organizational systems to promote and develop the interests and welfare of the society as well as to provide ethical leadership aimed at addressing dynamic developmental challenges.

The roles of Members of Parliament are broad and daunting and in reality most newly elected members are ill equipped to handle these roles. The academic credentials, professional and political experience they bring with them may have little relevance to the tasks and demands required to be an effective MP. According to the African Governance Report , “In terms of enacting laws, debating national issues, checking the activities of the government and in general promoting the welfare of the people, these duties and obligations are rarely performed with efficiency and effectiveness in many African Parliaments” (UNECA, 2005). A number of the reasons that lead to the lack of efficiency include lack of knowledge and skills by Parliamentarians to do their jobs effectively; in other instances, Parliamentarians are more concerned with retaining their seats than with holding the executive to account, or – if they do seek to vigorously hold the executive to account, they may find that they lose their seat before long as those they represent may find that the continuous presence of their Member in the Capital is not what they voted for but rather more tangible projects and more face to face interactions with the electorate. ‘Face time’ demands that the member is more available at the constituency rather staying in the Capital making laws and holding executive to account. Given

this dilemma, many members face the challenges on how to effectively juggle the three roles as they are equally important.

Lastly, many Parliaments continue to lack institutional capacity and resources, when compared with the resources available to the executive and judiciary thus limiting Parliamentarians in performing their functions effectively and efficiently. In addition, the minimum requirements for one to run for a political office are quite basic compared to those wishing to join the Judiciary and the Executive. In Kenya for example, one only needs to be an adult citizen of sound mind, leading to some people being elected without even some basic education. There have been attempts to increase the requirements to a minimum of a university degree but this has had some differing opinions with many being of the view that the people should be allowed to choose whomever they find suitable to represent them whether they have formal education or not. Currently, therefore, those who join the Kenyan Parliament tend to be very mixed ranging from highly qualified and experienced professionals to those who have the basic requirement of being an adult of sound mind.

Consequently, supporting and strengthening the capacities of Parliamentarians and staff of Parliaments to execute their essential functions is the key to realizing the goal of democratic Parliaments (Hudson, 2007.) Most importantly, the capacity building measures identified should provide Parliamentarians and staff of Parliaments with requisite skills and knowledge to fulfill their constitutional mandate. According to the 2005 Parliamentary Tool Kit, the International Foundation for Electoral Systems (IFES) advocates for continuous education and training programmes and professional development for Parliamentarians. This is to keep them updated on emerging democratic and governance trends.

This paper looks at what little has been written and said about PTIs and then focuses on the case of the Kenya's Centre for Parliamentary Studies and Training (CPST) and its role in promoting parliamentary democracy at national and county level.

## **2.0 LITERATURE REVIEW**

The purpose of this section is to study the history, establishment and roles of Parliamentary Training Institutes in promoting parliamentary democracy.

## 2.1 History of Parliamentary Training Institutes (PTIs)

The oldest known institute of parliamentary training is the Parliamentary Centre in Canada. It was founded by Peter Dobell in 1968 as a non-governmental organization whose activities were aimed at improving the knowledge and understanding of Canadian Members of Parliament on issues around international affairs, foreign trade and defense. In his experience at the Foreign Service, Dobell was disturbed when he noticed how the lack of knowledge and understanding by Members of Parliament on international matters was having a damaging effect on Canada's foreign policy. To improve this situation, he therefore resigned from the Foreign Service and set up the Canadian Parliamentary Centre (Dobell, 2017). Almost 50 years later, the Center still provides research services to committees within the Canadian House of Commons and has also been party to the formation of many PTIs around the world including the Kenya's Centre for Parliamentary Studies and Training (CPST) and Ghana's Africa Parliamentary Centre among others.

As at 2017, a number of PTIs have been established across the globe through different processes. In countries such as Pakistan, Cambodia and Uganda, parliamentary institutes were created by Acts of parliaments, to provide legislative, research, capacity-building and public outreach services to MPS and staff of national and state legislatures (Goraya, 2012). In the case of Kenya, the Centre for Parliamentary Studies and Training (CPST) was created through a Parliamentary Service Commission's resolution and subsequently gazetted as subsidiary legislation. In South Africa, the parliamentary institute was created by a formation of Political Parties as a membership based non-governmental organization (Nxele et al., 2012). There are a number of global parliamentary institutes which are involved in enhancing the capacity of Members and Staff of parliaments for example Commonwealth Parliamentary Association (CPA), the Inter-Parliamentary Union (IPU) and the Westminster Foundation for Democracy (WFD) (Hudson, 2007).

Parliamentary institutes can be classified as internal, external or mixed institutes. Internal institutes are those that are part of the parliamentary bureaucracy or administration (Miller et al., 2004). Internal institutions are viewed to be the most responsive as they are in close contact with other Parliamentary departments. Being part and parcel of the institution of Parliament, internal PTIs do not have a problem establishing credibility with Members and parliamentary staff. In addition, internal PTIs can also easily align their activities to fit within the Parliament's calendar

in planning their training programmes. However, depending on the political environment they operate in, internal PTIs could be caught up by the politics of the institution which may lead to conflict of interest. While being part of the Parliamentary bureaucracy gives staff of the PTI security of tenure, this may compromise innovation especially with regard to research to enhance parliamentary democracy and responsiveness to clients' needs (Johnson, 2005)

External institutes are those that are independent and external to Parliament. Examples of such institutes include Parliamentary Centre in Canada, Ghana's Africa Parliamentary Centre, Center for Legislative Development in the Philippines, and the Foundation for the Development of Parliament in Russia (Miller et al., 2004). The main advantage for such institutes is that they can operate independently and away from political control of Parliament. They however need to win the credibility of Parliament since they are seen as outsiders and there is risk of rejection as was the case of Parliamentary Institute of South Africa (PISA), in 2011 the African National Congress (ANC), whose members were the majority in Parliament rejected PISA as a project of opposition parties funded by foreign donors with no clear objectives (Mail and Guardian, 2011). External institutions can gain credibility by seeking affiliations with prestigious universities or training institutions. As a result, the prestige associated with qualifications from such institutions could work as an incentive for Members of Parliament and staff to take part in their programs (Johnson, 2005)

Mixed institutes refer to those that display the features of both internal and external institutes. A good example of mixed institutes is the King Prajadhipok's Institute (KPI) in Thailand. KPI was originally created as a division within the secretariat of the Thai House of Representatives. An Act of Parliament in 1998 made it an independent and autonomous institute. However, the chairman of the Institute's council is the president of the National Assembly. At the same time, KPI's annual reports have to be presented to the institute's council and the National Assembly. Mixed institutes are considered to be ideal as they are able to adequately perform their tasks independently, free from Parliament's control while at the same time still attached to the parliamentary system. This attachment gives them credibility while also making them sensitive to Parliament's unique needs and schedules (Miller et al., 2004).

A new emerging type of PTIs are those that are regional by nature for example the Arab Institute for Parliamentary Training and Legislative Studies hosted by the Lebanese Parliament, Beirut,

the proposed East African Parliamentary Institute and another proposed by the South African Development Community (SADC). These institutes are designed to be both internal and external in the sense that they are owned and run by a consortium of Parliaments that belong to a community or a region with similar Parliamentary practices and experiences. The structure and management of these regional PTIs tend to take similar form and shape as those owned by the individual Parliaments with the only difference being that the staff are drawn from among the member states and their mandate is also broader covering all the countries in the region that own them.

## **2.2 PTIs role in Promoting Parliamentary Democracy**

The main function of PTIs is capacity building of MPs and staff through continuous training, research that will help enhance parliamentary democracy and also promote publics' awareness of Parliament through well organized and structured parliamentary outreach through public education. Continuous training ensures that parliamentary institutes are able to impart necessary skills and competencies to MPs and staff regardless of their level of education or time spent in Parliament and as a result this enables them to effectively fulfill their functions as expected.

The fluid nature of Parliaments also means that there are always changes in the composition MPs in each election cycle. This means that PTIs have to be creative with regard to what courses to run in every stage of the life of a Parliament. For example, immediately after an election where usually more than 50% of new members are elected, the most urgent training is induction to familiarize especially the new members with their roles of oversight, legislation and representation. Inductions should also focus on helping members to even understand how the institution of Parliament works and especially to get introduced to rules and procedures, parliamentary privileges and a basic overview of what is expected of them as elected representatives and legislators who have local, national, regional and international mandate.

Parliamentary institutes also enhance the performance of parliaments through research services. The research that PTIs should carry out should take a different form and shape from the research that is done by the traditional research departments of Parliaments. While the latter focus on research aimed at answering immediate questions that are of interest to Members to assist them in their contributions either in committees or in plenary, the former should be more long term based that helps to study Parliaments over time, compare different Parliaments and help to



theorize to inform new and better ways of enhancing parliamentary democracy. PTIs can also be called upon to provide research services so as to broaden the amount of information available to Members before working on legislation. Research of this nature can help to not only enhance and promote parliamentary democracy but also be the place for preservation and transmission of parliamentary knowledge, and preserve institutional memory which would otherwise be lost especially with Members who do not make it back to Parliament (Nxele et al., 2012).

Some parliamentary institutes such as those of Kenya, India and Pakistan also run public outreach programs to create awareness of the general public on the roles and functions of parliament. This can be through media, publications, websites, exhibitions and programs that involve the schools, universities, other youth out of school, women and members of political parties. The result of such initiatives is an informed electorate who are able to measure the performance of their representatives in Parliament against the expected mandate. This increased accountability of members of Parliament to their constituents will ultimately promote parliamentary democracy in such countries.

### **3.0 THE CENTRE FOR PARLIAMENTARY STUDIES (CPST)**

#### **3.1 History and Mandate of the CPST**

In Kenya, the Parliamentary Service Commission (PSC) exists as one of the independent commissions established under article 127 of the Constitution of Kenya, 2010 and its main mandate is to provide facilities and services to enable Parliamentarians to function effectively in executing their mandate and also to undertake singly or jointly with other relevant organizations, programmes to promote the ideals of parliamentary democracy.

Based on this constitutional mandate, the PSC established the Centre for Parliamentary Studies and Training (CPST) under Legal Notice No.98 of 22nd July, 2011 as one of its directorates to facilitate the process of capacity building for Members and staff of Parliament and County Assemblies. In addition to serving the Members and staff of Parliament and County Assemblies, PSC expanded the objectives and mandate of CPST, to serve other stakeholders, who may be interested in gaining an appreciable understanding of Parliament, to also serve the Parliaments of the East African Community, the Great Lakes Region and the Continent of Africa at large but

not limiting itself from engagement with other global Parliamentary institutions. The overall goal of establishing the CPST was thus to enhance democracy and governance through the Parliament of Kenya (CPST, 2017a)

The mandate and functions of the CPST as outlined in the Legal Notice require the Centre to: conduct courses for the exposition and enhancement of the knowledge, skills and experience of members and staff of parliament; conduct courses on parliamentary matters to other persons as may be approved by the CPST Board; provide directly or in collaboration with other institutions of higher learning, facilities for parliamentary research, studies and training; participate in the preservation and transmission of parliamentary knowledge in Kenya; conduct examinations and grant, academic awards as may be necessary; contribute to the effective and efficient execution of the roles and functions of Parliament in democratic governance; and prepare modules of training on legislation, representation and the oversight roles of Parliament in collaboration with other interested institutions (CPST, 2017a).

### **3.2 Management of the CPST**

The Parliamentary Service Commission Regulations, 2011, which were gazetted in Legal Notice No. 95 of July 22, 2011, vests the management of the Centre in a Board which is responsible for the policy direction of the Centre. The board comprises of seven (7) board members, six (6) of whom are commissioners, one (1) from the academia and three (3) parliamentary staff (the two Clerks) and the Executive Director who is the Secretary to the Board (CPST, 2017b).

The CPST has two directorates, namely, the Directorate of Administration and Corporate Affairs and the Directorate of Curriculum Development, Training and Research. CPST is supported by a lean team which provides technical and administrative support for the Centre. The PSC's strategic plan provides the overall direction of the Centre on issues of capacity building while the CPST also has an independent strategic plan which is anchored on the main one. The first five year strategic plan is coming to an end in 2017 and plans are advanced on the preparation of the 2018 to 2022 strategic plan. This helps to give the Centre some distinct character from the main institution of Parliament as it also works with other Parliaments both in the country and outside.

### 3.3 Funding of the CPST

There are different models of funding State owned training institutions. One of the models is the bureaucratic model whereby all funding is from the State. The CPST operates under this model as it is fully funded by the Parliamentary Service Commission. However, the PSC resolved that a minimal fee would be charged to all clientele drawn from outside of PSC. These include the County Assemblies which run as fairly independent institutions from the Central Government and hence have their own funding for capacity building. The fee charged by the CPST depends largely on the duration of the training; the level of the course offered; the caliber of participants and other services to be offered during such trainings.

The advantages the CPST has experienced with utilizing this model is that it has remained and retained the identity of being part of Parliament with job security for the staff who are then able to focus their attention on their work without worrying about issues of raising enough to pay for salaries and other overheads. This model also helps the Centre to enjoy credibility as an institution of Parliament which also allows for easy tapping of the expertise within the institution that would be harder to get if it were external.

Through this funding model, the main disadvantage is lack of autonomy as almost all policy directions are dictated from the PSC. This has sometimes led to poor and delayed service delivery as some very minor decisions have to sometimes go through many bureaucratic processes. There are also some internal institutional politics that interfere with the running of the Centre which sometimes affect service delivery. These politics also affect the access to the key internal clients of Members and staffs as the Houses have full control of who, when and where the training should be offered.

Working with development partners who wish to give either monetary or non-monetary support to the CPST has also been affected by the bureaucratic nature of Parliament. This sometimes makes potential partners to prefer working with non-governmental organizations that have less rules of engagement. However, due to the credibility accorded by the very fact that CPST is an institution of Parliament, many partners are willing to wait until all the ground is well covered in order to start working with the Centre. This has helped the CPST to enter into several high level Memoranda of Understanding, which even though they took a long time to realize, the partners see the worth of working with the Parliament.

The bureaucratic model, even though problematic is ideal especially when PTI's are in the process of establishing themselves as they stand a good chance of enjoying protection from their mother Parliaments. However, with time PTI's need to embrace other models that guarantee their independence for example the collegial model whereby funding is from state subsidies and private funds. Additionally PTI's should also explore sustainable innovative ways of raising funds.

In the case of CPST, we are still at that stage where the institution is quite young and belonging fully to Parliament is more beneficial than detrimental. However, the move towards full autonomy needs to be supported from the onset so that systems are put in place that will help this to happen over time. In Kenya, the ideal would be to work towards becoming a full state corporation which at the initial stages still enjoys state funding and is assisted to become fully financially independent and eventually to even earn revenue for the Government – this is the current state of the Executive owned – Kenya School of Government (KSG).

#### **4.0 CPST'S ROLE IN PROMOTING PARLIAMENTARY DEMOCRACY**

The CPST has played a key role in promoting parliamentary democracy through development of crucial publications and tools that ensure the smooth running of its operations; offering training to Members and staff of legislatures, conducting research that inform the development of training programmes; preservation and dissemination of knowledge and forming collaborations with institutions of similar mandate. This section will focus on the activities the CPST has undertaken since its inception so as to promote parliamentary democracy.

##### **4.1 Development of the CPST Curriculum and Manuals**

Based on the Legal notice that established the CPST, one of the core mandate is developing modules of training in legislation, representation and oversight roles of Parliament, in partnership with the National Assembly and the Senate, other national or supranational parliaments, and other centre's or institutes executing similar mandates.

In the year 2011, the CPST together with several stakeholders who included staff of parliament, development partners, academia and civil society representatives undertook to develop a training curriculum. The first step was to identify which would be the key areas that an MP would need to cover during the tenure. Seventeen key areas were identified as critical ones that all Members

and staff should cover. The team of stakeholders then worked according to their expertise in developing seventeen (17) short courses which have issues of women, youth and people with disabilities fully mainstreamed. This was done to ensure that all training offered at the CPST was inclusive and did not have any language or examples that would make some participants to feel marginalized.

Subsequent to this, in the year 2014, the CPST undertook to develop training manuals from the curriculum with the main objective of standardizing content delivered to participants. The training manuals were developed under the following thematic areas: the Constitution, Parliament and Systems of Governance; Legislative and Procedural Matters; Public Finance Management; Human Resource and Administration of Parliament and Facilitative/Cross-Cutting issues. We also developed a facilitators manual which is meant to guide all trainers/facilitators to ensure that they follow some laid down guidelines and methods that would be the

Different actors were involved in different capacities in supporting the curriculum and manuals development process. Some of the activities were directly funded by the Parliamentary Service Commission whereas some have been funded by development partners. The development partners who supported this process both financially and technically included; Canadian Parliamentary Centre (CPC), West Minister Foundation for Democracy (WFD), State University of New York (SUNY)- PSP, Society for International Development (SID), Electoral Institute for Democracy in Africa (EISA), UN Women and Ford Foundation.

#### **4.1.1 Challenges and possible solutions to effectively implement the CPST Curriculum**

The implementation of the curriculum has been occasioned by the following challenges:

##### **1. Lack of Sequence**

The acquisition and mastery of new knowledge and skill takes place in a predictable sequence. However due to the unique nature in which legislatures operate, it is difficult to offer trainings in a sequential manner since legislators and staff of parliaments do not attend trainings in a sequential form. This results in lack of coordination when implementing the curriculum.

We have decided to move beyond the current curriculum and develop sequential mandatory courses initially for staff – which are based on their specific schemes of service. For the future, we hope to identify key areas that we can consider as mandatory training for Members and hopefully through the standing orders make them a requirement for every newly elected Member. The courses will be arranged in a sequential manner so that to allow for logical development of knowledge and skills.

## 2. In - House Facilitators

Facilitators are the most important human resource in the implementation of a curriculum. A sufficient supply of trained facilitators is therefore needed if the implementation of the curriculum is to be effective. The CPST solely relies on facilitators from the Parliamentary Service Commission and external consultants who have expertise in different fields. The officers from the Parliamentary Service Commission are not always readily available to train since they are mostly engaged in their respective roles of supporting Members of Parliament. Additionally due to the busy nature of parliaments, in-house facilitators rarely get time to interact with crucial documents like the curriculum, training manuals and the facilitator's guide prior to the trainings but only at the point in which they are called upon to offer training. This has sometimes resulted in quality being compromised yet at the same time the internal facilitators are most preferred by trainees due to their hands- on experience. These same internal facilitators have also posed competition given their unique experience that may not reside within the CPST. Some of the clients call them directly to offer training programmes.

We hope to handle this through using CPST as a place where serving and retired staff and former members can spend a minimum of a year as full time facilitators so that they can dedicate all their efforts to training, developing materials and documentation of their experiences which can be used to enhance training.

With partnerships that I discuss later in this paper, the internal competition will be reduced dramatically as individual facilitators, however good, cannot offer the brand and credibility that comes with running programmes with reputable Universities and Research bodies.

### 3. Duration and Timing of Courses

One of the challenges the CPST has encountered in rolling out training is timing. Members of Parliament and County Assemblies have indicated that the timing of most programmes make it hard for them to attend. This is because during the week they attend House sessions and committee sittings and on weekends they retreat to their respective constituencies and wards to meet the electorate.

One of the ways we can overcome this challenge is to fully synchronize the House Calendars with the training one so that there is also time that is put aside purely for training.

### 4. Training Venues

The CPST has an infrastructure that can accommodate seventy trainees at one go. However it does not provide accommodation facilities and this results in logistical challenges since trainees have to rely on other means to access the CPST training premise. Consequently the CPST relies on hotels from time to time for purposes of offering residential trainings and the task of procuring the hotels is some time long and tedious. The culture of training in our country also tends to make training that is offered away from the institution most attractive. With majority of our clients based in Nairobi where the Centre is also located creates the challenge of attracting them to the courses even when they are of much higher quality than those offered by the competition.

We hope to overcome this challenge once we have a modern training centre outside the Capital Nairobi where staff and members can find attractive to come and spend time on training. We also hope that if we manage to host the East African Parliamentary Institute (EAPI) then, the CPST will become the Centre of choice for staff and Members from the East African Region.

One of the key lessons learnt from the implementation of the curriculum is the need to develop a curriculum on management and promotional courses. The CPST is in the process of developing a curriculum on management courses to train Parliamentary Officers undertaking supervisory

duties. The Centre has since developed four courses to cater for all the staff members undertaking supervisory duties in various departments. The courses developed are: Introduction to Administration and Customer Care services in the legislature; Foundations of Legislative Practice and Administration; Legislative Supervisory Course; and Senior Legislative Management Course.

## **4.2 Capacity Building and Training Initiatives**

Since the year 2013, the CPST has successfully trained its clientele in all the six thematic areas as envisaged by the CPST curriculum. The three main approaches the CPST uses in conducting its trainings are the supply driven approach which involves the development of a training calendar by the CPST on a yearly basis and circulating it to its relevant stakeholders; the demand driven approach is whereby stakeholders that are interested in trainings make direct requests to the CPST for training and lastly trainings done in collaboration with the support from development partners.

Notably, the CPST has not only conducted trainings for Kenyan legislators but also Members and Staff from other Parliaments namely; Malawi, Tanzania, Uganda, The Gambia, Seychelles, Zambia and South Sudan. CPST's premier courses as reflected in the annual training calendar include Public Finance Management; Hansard; Legislation and Procedure; the Role and Responsibilities of County Assembly Service Boards, Role and Mandate of Committees, Public Participation, Oversight and Parliamentary Leadership.

Additionally, the CPST actively took part in inducting the Members of County Assemblies in 2013 and currently we are working hard to develop a uniform induction manual for inducting Members of County Assemblies after Kenya holds its general elections in August, 2017.

### **4.2.1 Facilitators for the CPST Trainings**

It is important that an appropriate blend of knowledgeable and experienced facilitators conduct parliamentary trainings. The CPST Trainers are drawn from current and former senior staff of Parliament; the Academia and other professionals from key public and private sector institutions. Some of the trainers are also former Members of Parliament who served as chairpersons and members of various committees or as commissioners. The trainers undergo through Training of



Trainers Courses to enhance their skills in training adult learners through the use of adult training methodologies. The CPST uses a unique training model also known as "The CPST Way" of Training.

As a way of practice, the facilitators usually undertake a briefing session before facilitating trainings where they are inducted on the CPST way of Training and enrich the programme for the respective trainings. The facilitators also sign a code of conduct and contract which stipulates the rules of engagement with the CPST. This ensures that the centre attracts high caliber facilitators and as a result an improvement in the quality of trainings offered.

#### **4.2.2 Monitoring and Evaluation and Impact Assessment**

Monitoring and evaluation is the key to improve training programmes. The CPST evaluates all courses by administering questionnaires before, during after each day for purposes of quick feedback which can inform changes in content and methodology. The aim of the questionnaires is to rate the facilitator regarding content and knowledge, style and delivery, responsiveness and learning environment. It also seeks participants' advice on any shortcomings as well as suggestions for the future. Additionally, the tools are valuable in assessing the impact of the training programmes and the current needs for the development of future training programmes.

#### **4.3 Fostering Research**

The initial programmes developed by the CPST for County Assemblies were mainly done from a demand based approach and therefore developed from a technical analysis of the skills and knowledge required to undertake the core functions of representation, oversight and legislation based on experiences from the national legislature, demands of the Constitution and subsidiary legislation, all undertaken under a transition framework.

In an effort to improve the training programmes offered to legislatures after a two year period the CPST with the support of Agile and Harmonized Assistance for Devolved Institutions (AHADI) sought to conduct a Learning Needs Assessment for twenty one (21) County Assemblies with the broad objective assessing the training needs of Members of County Assemblies and staff. The findings of the report that was launched in May, 2017 will inform the design of training programmes for those who will be elected in the August 2017 general election.

#### **4.4 Public Outreach Initiatives**

Through the initiative of the CPST Board after a visit to the Indian parliament and was very impressed by the outreach work, the PSC started a very vibrant Parliamentary Outreach programme in the year 2015. The leadership of this programme has been in the hands of the Executive Director of the CPST who was the first chair the Public Outreach Committee. Through this initiative, the PSC has been able to use various channels to enhance and promote the ideals of parliamentary democracy. The main channels used have been having an annual parliament week with several activities to educate the public on Parliament lined up, participation of the Kenyan parliament in the country-wide Agricultural exhibitions where very many members of the Public and students attend, finalizing publications (FAQs and a parliamentary handbook) that provide easy to read information on the history and working of the Parliament of Kenya. Building on this very noble initiative, we hope more will be done to demystify the institution of Parliament.

#### **4.5. Partnerships and Collaborations with Other Institutions**

In a bid to expedite parliamentary democracy there emerged a need for the CPST to enhance its working relations with academic and research institutions with the intent to developing partnerships in areas of research, consultancy and capacity building. This ensures that the gap in skills, knowledge, expertise, logistics, and information resource sharing has been bridged. The CPST has since entered into partnerships with University of Nairobi, Kenya, McGill University in Canada, the United Nations Institute of Training and Research (UNITAR) and Organization for Social Science Research in Eastern and Southern Africa (OSSREA).

In May, 2017 the CPST hosted the 2nd Global Symposium of Parliamentary Training Institutes (PTI's) whose main goal was to harness the capacities of PTIs for enhanced parliamentary practices and good governance. From that PTIs symposium held in May, it was agreed that an International Association of PTIs be formed to allow for more knowledge and experience sharing to help towards the growth of Parliamentary Democracy through training and research.

### **5.0 CONCLUSION**

Legislatures have a distinctive role to play and one which makes them pivotal to democratic governance. On the other hand, effective democratic governance is impossible without well structured capacity building and research which can inform and improve the work of

Parliaments. This is a role that PTIs can play very well and the case of CPST has indicated that despite many challenges some great strides can be made. In the end, the true value of parliamentary training will be felt by citizens who will reap the benefits of better representation from the parliamentarians.

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