THE COUNTY ASSEMBLY OF GARISSA

GARISSA COUNTY ASSEMBLY

PUBLIC COMMUNICATION AND CIVIC EDUCATION

STRATEGY

2026 – 2029

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Enhancing Public Participation, Transparency and Accountability through Effective Communication

PUBLIC PARTICIPATION

EFFECTIVE COMMUNICATION

CIVIC EDUCATION

TRANSPARENCY & ACCOUNTABILITY

An Informed Citizenry, A Stronger Democracy

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1. Introduction

This document is a detailed, ready-to-adopt operational strategy for public communication and civic education by the Garissa County Assembly for the period 2026–2029. It provides the strategic vision, measurable objectives, target audiences, key messages, multi-channel delivery approaches, institutional arrangements, a fully elaborated 12-month activity plan with timelines and responsible parties, unit-cost-based budgets, monitoring frameworks, risk mitigation measures, and complete operational detail for two flagship programmes.

The strategy is deliberately tailored to Garissa County's Arid and Semi-Arid Lands (ASAL) reality: nomadic and semi-nomadic pastoralist lifestyles, Somali-language dominance (with local dialect variations), strong Islamic cultural and religious norms, vast low-density geography of approximately 44,753 km², recurrent droughts and flash floods, complex clan dynamics, a significant youth population, low formal literacy in many remote areas, and the unique dynamics of host communities living alongside large refugee populations near Dadaab.

It directly supports the Third Garissa County Integrated Development Plan (CIDP) 2023–2027 under the theme "Economic recovery, reengineering basics, climate change, and people-responsive socio-economic transformation." Priority linkages include pastoral economy and livestock development, water and climate resilience, health services, gender and social protection, roads and infrastructure, education and ICT, peace and cohesion, and drought response.

Two flagship programmes constitute the structured backbone of sustained civic education under this strategy:

Flagship 1 – Schools Civic Education Programme (Grades 6–8) – a rigorous five-day experiential learning programme held at the County Assembly premises that builds foundational knowledge of the Constitution of Kenya, devolution, and the County Assembly while developing public speaking, critical thinking, debate, and leadership skills among 400 learners per year.

Flagship 2 – Ward Youth Civic Champions Programme (Pilot Phase – 6 Wards) – a network of 60–90 trained young people (aged 18–35) who continuously educate and mobilise their communities on the Constitution, devolution, public participation mechanisms, petitioning, and responsible citizenship, while creating clear, trusted channels for community issues and petitions to reach the Assembly.

The strategy is designed for progressive institutionalisation. Year 1 (FY 2026/2027) establishes systems, generates evidence, and delivers the pilot phases of both flagships. Years 2–3 consolidate gains, expand geographic

coverage of the Youth Champions model, deepen school partnerships, and reduce unit costs through local ownership and efficiencies.

2. Current Context

2.1 Demographic and Geographic Profile

Population: Approximately 971,000 (2025/2026 projection).

Demographics: Predominantly Somali communities organised in diverse clans; overwhelmingly Muslim; pronounced youth bulge; low formal literacy rates particularly in remote pastoral wards.

Administrative structure: 30 electoral wards across six constituencies (Garissa Township wards – Waberi, Galbet, Township, Iftin – plus wards in Balambala, Lagdera, Dadaab, Fafi, Ijara and others).

Geography: Vast ASAL territory with low population density, long travel distances between settlements, seasonal mobility of pastoral households, and limited all-weather road access in many wards.

2.2 Communication and Institutional Assets

High mobile phone penetration even in remote areas, enabling social media, SMS, USSD and WhatsApp reach.

Strong Somali-language community radio stations with wide coverage (Star FM 97.1 Garissa/Dadaab, Qoys FM and others).

Existing network of mosques, markets, water points, ward offices and schools that serve as natural information hubs.

Political leadership provided by the Speaker with overall oversight of Assembly functions.

2.3 Budget and Legal Environment

County budget in recent years has ranged between KSh 8.6–10+ billion (equitable share trends).

The County Assembly receives a dedicated operational allocation; Article 196 of the Constitution and the County Governments Act create clear expectations for ring-fenced public participation and civic education funding.

This strategy proposes a Year-1 investment of KSh 43,500,000 (approximately 2–4% of a typical Assembly operational envelope), prioritising high-reach, low-cost channels and two high-impact flagship programmes.

2.4 Vision, Mission, and Strategic Objectives

Vision: A well-informed, empowered, and actively engaged citizenry in Garissa County that meaningfully participates in County Assembly processes, holds leaders accountable, and contributes to resilient, inclusive devolved governance.

Mission: To deliver accessible, culturally sensitive, multilingual public communication and sustained civic education that bridges the gap between the Garissa County Assembly and residents — with particular emphasis on structured school-based experiential learning and a permanent ward-level youth champions network — thereby fostering transparency, accountability, and responsive representation.

Strategic Objectives (SMART, measurable and localised):

- Increase public awareness of the County Assembly's roles (legislation, representation, oversight, budgeting), processes, and linkages to CIDP priorities by at least 50% within three years, measured through baseline and periodic Knowledge, Attitudes and Practices (KAP) surveys disaggregated by gender, age, ward and disability.
- Facilitate inclusive, barrier-free public participation in legislation, budgeting, oversight and petitions, achieving at least 40% representation from women, youth, persons with disabilities and marginalised groups/clans across all formal activities.
- Build capacity of citizens — especially pastoralists, women, youth, school learners in Grades 6–8, and remote communities — on constitutional rights (including Article 35 access to information and the right to petition) and civic responsibilities through structured, age-appropriate programmes.
- Establish robust two-way feedback mechanisms, including regular "You Said, We Did" reports published in Somali and clear, accessible petition pathways mediated by Youth Civic Champions, so that public inputs visibly influence Assembly decisions and rebuild trust.
- Institutionalise sustainable structures, partnerships and resourcing — including full integration of the Schools Civic Education Programme and the Ward Youth Civic Champions Programme into annual work plans and budgets — while systematically addressing ASAL-specific barriers of mobility, low literacy, climate shocks and geographic isolation.

3. Target Audiences & Inclusivity Measures

- **Primary Audiences**: Pastoralist communities in remote manyattas/wards, women and girls (addressing cultural and mobility barriers), youth (high proportion), PWDs, elderly, minority clans, refuges, and residents in drought-prone or host-refugee areas near Dadaab.

- **Secondary Audiences**: MCAs and Assembly staff (internal capacity), elders/imams, chiefs, CSOs/NGOs, media houses, schools/madrassas, and the County Executive.
- **Inclusivity Standards**: Enforce minimum quotas of 30% women and 30% youth in all forums; use gender-sensitive timing and venues (including women-only sessions where culturally appropriate); provide audio, visual, and simplified formats for low-literacy audiences and PWDs; offer transport support for remote participants; employ neutral, clan-sensitive facilitation to minimize elite capture; integrate messages respecting Islamic values and Somali cultural norms.

4.0 **Primary Audiences**

The strategy prioritises the following primary audiences because they face the greatest barriers to meaningful participation in County Assembly processes and stand to benefit most from structured civic education:

Pastoralist communities living in remote manyattas and low-density wards. These communities experience high mobility due to seasonal livestock movements, long distances to service points, limited access to formal information channels, and lower formal literacy levels. Civic education must therefore be mobile, oral, timed around market days and livestock movements, and delivered in local Somali dialects.

Women and girls. Cultural norms, domestic responsibilities, mobility restrictions, and limited public speaking opportunities often reduce their participation in mixed public forums. The strategy therefore requires gender-sensitive timing and venues, women-only sessions where culturally appropriate, and deliberate targeting of messages on social protection, gender-responsive budgeting, and safe participation spaces.

Youth aged 18–35. Garissa has a pronounced youth bulge. Young people have energy and potential for mobilisation but often lack accurate knowledge of devolution, Assembly processes, and practical petitioning skills. They form the core of the Ward Youth Civic Champions Programme and are also a key secondary audience for the Schools Programme pipeline.

School learners in Grades 6, 7 and 8. This age group is at a critical stage of civic identity formation. The Schools Civic Education Programme targets them with age-appropriate, experiential learning that builds foundational knowledge and skills before they enter adulthood.

Persons with disabilities, the elderly, and minority clans. These groups frequently experience exclusion from public processes due to physical, informational, attitudinal, or social barriers. The strategy requires deliberate inclusion quotas, accessible formats (audio, visual, simplified), and transport support.

Residents of drought-prone areas and refuges and host communities living near refugee settlements (especially Dadaab and Fafi). These populations face compounded pressures from climate shocks, resource competition, and the dynamics of hosting large refugee populations. Civic education in these areas must integrate messages on climate resilience, peaceful coexistence, and equitable resource management.

4.1 Secondary Audiences

Secondary audiences are those whose engagement is essential for the success, legitimacy, and sustainability of the strategy:

- **Members of the County Assembly and Assembly staff.** Internal ownership, capacity, and consistent messaging from elected leaders and staff are critical. MCAs serve as mentors in the Schools Programme and political sponsors of the Youth Champions Programme.
- **Elders, imams and traditional leaders.** These gatekeepers control community entry, influence turnout, and can legitimise or undermine civic messages. Monthly briefings and respectful engagement that links civic education to Islamic principles of justice, consultation (shura), and stewardship are required.
- **Chiefs, Ward Administrators and local administrators.** They provide mobilisation support, security coordination, and community entry, especially in remote wards.
- **Civil society organisations and NGOs.** They offer technical expertise, co-funding opportunities, and complementary outreach platforms.
- **Development partners.** They provide technical assistance, financial support, and strategic alignment with broader resilience, governance, and civic education initiatives.
- **Media houses, especially Somali-language radio stations.** Radio remains the highest-reach channel for nomadic and low-literacy populations and is central to the mass communication strategy.
- **Schools, madrassas and the County Department of Education.** These institutions are indispensable partners for the Schools Civic Education Programme (learner selection, teacher accompaniment, curriculum alignment, and post-programme follow-up).
- **The County Executive and relevant national bodies.** Coordination with the Executive ensures that public inputs are received and acted upon, while national partners can provide technical and financial support.

4.2 Inclusivity Standards (Non-Negotiable)

The following standards are mandatory across all activities, programmes, and selection processes under this strategy:

Minimum 30 percent women and 30 percent youth representation in all public forums, workshops, and selection processes. Attendance registers must be disaggregated and monitored quarterly.

Gender balance and deliberate inclusion of learners with disabilities in every Schools Programme cohort. Schools that cannot meet these criteria will not be prioritised for selection.

Gender balance plus deliberate inclusion of persons with disabilities, refugees, and marginalised clans in the selection of Youth Civic Champions. Selection criteria and scoring tools must explicitly reward diversity.

Gender-sensitive timing and venues, including women-only sessions where culturally appropriate, to reduce barriers to women's participation.

Heavy use of audio, visual, illustrated, and simplified formats for all low-literacy audiences and persons with disabilities. Written English or complex Kiswahili materials will never be the primary delivery format.

Transport support for remote participants to reduce economic and distance barriers, especially for women, persons with disabilities, and residents of low-density wards.

Neutral, clan-sensitive facilitation and transparent or randomised selection methods to minimise elite capture and ensure that dominant clans or local elites do not monopolise participation opportunities.

All messaging, materials, and facilitation approaches must respect Islamic values and Somali cultural norms. Content will be pre-tested with local religious and traditional leaders where appropriate.

These standards will be monitored through disaggregated attendance data, selection documentation, and periodic spot checks by the Civic Education and Public Participation Unit.

5.0 Key Messages

All communication and education activities under this strategy revolve around a consistent set of core messages. These messages are deliberately linked to the priorities of the Third Garissa County Integrated Development Plan (CIDP) 2023–2027 and to ongoing legislative and budget processes, including the Social Protection Bill, the Annual Development Plan (ADP), the County Fiscal Strategy Paper (CFSP), supplementary budgets, and sectoral oversight reports on health, water, livestock, and climate resilience.

The purpose of the message framework is to ensure that every radio programme, village forum, school session, Youth Champion outreach activity, poster, SMS, WhatsApp update, and "You Said, We Did" report reinforces the same core ideas in language and formats appropriate to the audience. Consistency builds recognition, trust, and cumulative learning over the three-year period of the strategy.

Core Messages (refined for realism and clarity)

1. **What the County Assembly actually does for you**
   The Garissa County Assembly makes laws (for example on social protection, water, and livestock), represents your ward, checks how the County Executive spends money and delivers services, and approves the budget. MCAs are your direct link — they can raise issues from the village in the Assembly and follow up on stalled projects.

2. **How you can take part — practical steps that work**
   You have the right to give your views. You can:

   - Submit a written memorandum or petition (simple templates and deadlines will be shared).
   - Attend public hearings and budget forums in your ward.
   - Speak directly to your MCA or Ward Administrator.
   - Use accessible technology channels (SMS, WhatsApp groups, voice notes, or simple online forms) to send feedback even when you are on the move or cannot attend in person.
     Clear timelines and examples will be provided so participation remains realistic for pastoralists, low-literacy audiences, and remote communities.

3. **What devolution has delivered — and what is still possible in Garissa**
   County-level decisions now control resources for livestock markets, water pans and boreholes, health facilities, social protection, peacebuilding, and drought response. These are not abstract benefits; they are the projects and services that affect daily life in an ASAL county. The Assembly's role is to make sure these resources are used well and reach the people who need them most.

4. **Garissa's real priorities**
   Messages will focus on the issues that matter most locally: supporting the pastoral economy, managing rangelands, adapting to climate change and drought, empowering women and youth, reducing resource-based conflict, and promoting peaceful coexistence between host communities and refugees. These priorities will be linked to

actual bills, budgets, and oversight reports so people can see the connection between their input and county decisions.

Technology will be used as a practical enabler — not as a replacement for face-to-face engagement — to extend reach, speed up feedback loops, and make participation easier for mobile and remote populations.

5.1 Core Message Clusters

Cluster A – Roles and Powers of the Garissa County Assembly

The County Assembly is the legislative arm of the County Government. Its three core functions are legislation, representation, and oversight. Through legislation it passes bills and laws on matters such as social protection, water, livestock development, and climate adaptation. Through representation, each Member of the County Assembly (MCA) is the voice of their ward. Through oversight, the Assembly monitors how the County Executive delivers services and spends public funds. The Assembly also plays a central role in the annual budget process and in the vetting of nominees for county positions. Citizens have a constitutional right to know what the Assembly is doing and to influence its decisions.

Cluster B – Public Participation Rights and Practical Processes

Every resident of Garissa County has the right to participate in the work of the County Assembly. Practical ways to participate include submitting written memoranda on bills or the budget, attending public hearings and Bunge Mashinani sessions, filing petitions on matters of public concern, and engaging directly with the MCA of one's ward. Notices for public participation must be given 14 to 21 days in advance and must be available in plain Somali. The strategy will provide step-by-step, age-appropriate guidance on how to prepare a memorandum, how to speak effectively in a public hearing, how to draft a simple petition, and how to follow up on inputs already submitted. Real examples from Garissa will be used so that the process feels practical rather than abstract.

Cluster C – Devolution Dividends in an ASAL Context

Devolution was designed to bring decision-making and resources closer to the people. In Garissa this means local control over resources that matter most to pastoralist and host communities: livestock markets and disease control, water pans and boreholes, climate resilience measures, health facilities, social protection schemes, peacebuilding initiatives, and timely drought response. When citizens participate effectively, the Assembly is better able to allocate resources to these priorities and to hold the Executive accountable for delivery. The strategy will continuously link civic education to visible local benefits so that participation is seen as useful rather than theoretical.

Cluster D – Garissa-Specific Priorities

Messages will consistently highlight the issues that dominate daily life and political debate in Garissa: support for the pastoral economy, sustainable rangeland management, climate adaptation and drought preparedness, empowerment of women and youth, management of resource-based conflicts, and the maintenance of harmonious relations between host communities and refugee populations, especially in and around Dadaab and Fafi. These themes will be woven into radio programmes, school debates, Youth Champion sessions, and public hearings so that civic education remains relevant to local realities.

5.2 Message Adaptation by Audience

Different audiences require different language, depth, and delivery methods while still receiving the same core messages.

Schools Programme (Grades 6–8): Language is heavily simplified. Abstract concepts are turned into stories, role-play, visual aids, mock Assembly sittings, and structured debates. The emphasis is on understanding basic structures, practising respectful speaking and listening, and recognising personal responsibility as a future citizen.

Youth Champions and adult community sessions: The focus is practical and action-oriented. Sessions concentrate on "how-to" skills — how to prepare a petition, how to track simple budget information, how to engage an MCA constructively, and how to report community issues. Delivery is almost entirely in local Somali dialects and uses concrete local examples.

Elders and imams: Messages are framed around stewardship of community resources, the importance of cohesion, and Islamic principles of justice, consultation (shura), and accountability. Engagement is respectful and seeks their endorsement so that civic education is seen as compatible with cultural and religious values.

Women-only sessions: Emphasis is placed on social protection, gender-responsive budgeting, safe and culturally appropriate ways to participate, and the specific barriers women face. Timing, venue, and facilitation style are adjusted to maximise comfort and turnout.

Across all audiences the tone remains empowering, neutral, non-partisan, and respectful of Somali culture and Islamic values. The primary language is always Somali, with Kiswahili and English used only as secondary summaries for formal documents and digital channels.

6.0 Tone and Delivery Formats

6.1 Tone

All public communication and civic education under this strategy will adopt a consistent tone that is empowering, neutral, respectful of Somali culture and Islamic values, and strictly non-partisan. The emphasis is always on practical agency — what citizens can actually do — rather than on abstract theory or political blame. Messages should leave people feeling more informed and more capable of engaging, not more frustrated or divided. Facilitators, radio presenters, Youth Champions, and Assembly staff will be trained and briefed to maintain this tone at all times.

6.2 Primary Language

The primary language of delivery is Somali, using the widely understood local dialects spoken across Garissa's wards. Kiswahili and English will be used only as secondary languages for formal written documents, technical summaries, and digital content aimed at more literate or external audiences. Every major public notice, simplified bill summary, and "You Said, We Did" report will have a clear Somali version as the main text.

6.3 Preferred Delivery Formats

Formats are ranked according to reach and suitability for low-literacy and highly mobile audiences. The strategy deliberately favours oral, visual, and interactive methods over long written documents.

1. *Short audio and video clips (2–5 minutes) optimised for mobile phones and radio.* These will cover core topics such as the roles of the Assembly, how a bill becomes law, how to submit a petition, and key points from the budget process. Clips will be recorded in clear Somali and distributed via radio, WhatsApp, and Bluetooth sharing in remote areas.
2. *Illustrated posters and infographics with minimal text.* Visual-heavy designs will be placed at mosques, markets, water points, ward offices, trading centres, and schools. Text will be limited to short Somali phrases and key numbers.
3. Drama, Somali poetry (gabay), and songs. These traditional and popular forms are highly effective for conveying civic messages in a culturally resonant way. They will be used in village forums, school sessions, and radio programmes.
4. Live radio talk-shows with call-in segments. The weekly "Assembly & You" series on partner stations (including Star FM and others) will combine short presentations with open call-in opportunities so that residents can ask questions and share views in real time.
5. Simplified bill summaries and "You Said, We Did" reports in Somali. Every major bill, budget document, and public participation exercise will be accompanied by a short, plain-language Somali summary.

Quarterly “You Said, We Did” reports will show citizens how their earlier inputs influenced Assembly decisions.

6. Learner workbooks, order papers, and debate score-sheets for the Schools Programme. These materials support the five-day experiential programme and give learners concrete tools for mock sittings and debates.
7. Facilitation toolkits and monthly reporting templates for Youth Champions. Champions will receive simple, durable toolkits containing key message cards, session guides, and easy-to-use reporting forms so they can maintain quality and consistency in the field.
8. FAQs, success stories, and visual bill trackers on the Assembly website and WhatsApp channels. Digital content will complement radio and face-to-face work, especially for more connected urban and youth audiences, while remaining secondary to oral and visual methods for the wider population.
9. All materials will be pre-tested with sample audiences (including low-literacy groups, women, youth, and elders) before full production and distribution. The Communications Officer, working with the Civic Education and Public Participation Unit, will maintain a central repository of approved Somali scripts, audio files, and visual designs to ensure consistency across all channels and programmes.

7.0 Strategies and Channels

The strategy adopts a hybrid, ASAL-adapted multi-channel approach. It deliberately prioritises high-reach, relatively low-cost methods that work in a vast, low-density, low-literacy, and highly mobile environment, while embedding two intensive flagship programmes that provide depth, continuity, and a clear pathway from awareness to active participation.

The overall logic is simple: mass channels create broad awareness and keep the Assembly visible; the two flagship programmes build deeper knowledge, skills, and sustained local capacity; face-to-face and community-anchored methods ensure that messages reach the most remote and excluded residents; and strict compliance standards guarantee that public participation is not only invited but also documented and answered.

7.1 Flagship Programmes

The two flagship programmes form the structured backbone of the strategy.

- **Schools Civic Education Programme:** Four five-day experiential cohorts are held each year at the County Assembly premises. Each cohort brings 100 learners (five schools × 20 learners) from Grades 6–8 for an intensive programme of learning, guided tours, mock sittings, debates, and interaction with MCAs and staff. The annual target is 400 learners. Full operational detail is provided in Section 10.1.

- **Ward Youth Civic Champions Programme:** A network of 60–90 trained young people (aged 18–35) is established in six pilot wards, including the refugee-hosting wards of Dadaab and Fafi. Champions deliver continuous community-level civic education, support public participation processes, assist residents with petitions, and channel community issues to the Assembly. Full operational detail is provided in Section 10.2.

These two programmes are complementary. The Schools Programme builds foundational civic knowledge and skills at an early age and creates a future pipeline of informed citizens. The Youth Champions Programme provides ongoing, ward-level presence and a practical bridge between communities and the Assembly.

7.2 Mass-Reach Channels

- Radio, Audio and videos remain the highest-reach channel for nomadic and remote populations. Formal partnerships will be established with Star FM 97.1 (Garissa/Dadaab), Qoys FM, and other Somali-language stations. The core product is a weekly "Assembly & You" programme of approximately 30 minutes, supported by short jingles and live call-in segments. During droughts, floods, or other climate shocks, the strategy will rapidly pivot additional content onto radio and SMS so that communication is not interrupted.
- **Mobile and Face-to-Face methods** are essential for reaching people who cannot easily travel to Garissa town. Outreach vans and motorcycles will take teams into remote manyattas. Bunge Mashinani (mobile Assembly sessions) will take the chamber and public gallery to selected wards. Village-level forums will be timed around market days, livestock movements, and prayer times to maximise turnout and reduce conflict with daily livelihoods.
- **Digital and Mobile tools complement radio and face-to-face work.** SMS and USSD bulk messaging will be used for timely statutory notices. Ward-based WhatsApp channels, moderated by Youth Champions and community facilitators, will allow two-way exchange of information and questions. The official Assembly website (garissaassembly.go.ke) will carry bill trackers, simplified documents, and downloadable Somali materials for those with connectivity.
- Print and Visual materials will be kept simple and visual-heavy. Illustrated posters and flyers in Somali will be placed at mosques, markets, water points, ward offices, trading centres, and schools — locations where people naturally gather.
- Community Anchors provide legitimacy and local ownership. Monthly briefings will be held with imams and elders so that they can announce upcoming events and reinforce key messages. Systematic

engagement with schools and madrassas will support both the Schools Programme and longer-term civic culture.

7.3 Compliance Standards

Three non-negotiable standards govern all public participation under this strategy:

- All notices for bills, budgets, policies, and public hearings must be published 14 to 21 days in advance and must include plain-language Somali summaries distributed via radio, SMS, posters, and community structures.
- Every Assembly committee that receives public inputs must document those inputs and provide formal written responses. These responses form the basis of the quarterly "You Said, We Did" reports published in Somali.
- Disaggregated attendance and participation data (by gender, age, ward, and disability status) must be collected for every public activity. This data feeds the monitoring system and allows the Steering Committee to track whether inclusivity standards are being met.

Together, the flagship programmes, mass-reach channels, and compliance standards create a coherent system that combines breadth of awareness with depth of engagement and clear accountability for how public voices are heard and answered.

7.4 Institutional Framework

- **Lead Unit**: Dedicated **Civic Education and Public Participation Unit** under the Director Information Services.
- **Partnerships**: County Executive, NDMA (for drought coordination), national bodies (e.g., Uraia Trust or State Department for Devolution), NGOs focused on resilience/peacebuilding, media houses, mosques, and schools.
- **Capacity Building**: Conduct a baseline Knowledge, Attitudes, and Practices (KAP) survey + annual training for MCAs/staff and community facilitators.

8. **Detailed 12-Month Activity Plan**

(Aligned to the supplied quarters: April 2026 – March 2027)

The 12-month plan is phased, climate-flexible, and fully integrates both flagship programmes. Activities can pivot rapidly to radio and SMS if droughts, floods, or insecurity make face-to-face work difficult. Every activity prioritises Somali-language delivery, strict inclusivity quotas, and visible feedback loops so citizens can see how their inputs are used.

I. Quarter 1: April – June 2026

(Launch and Foundation Building)

8.1 Strategy Launch and Enabling Environment

- **Official Strategy Launch Event (mid-April)** High-profile event at the County Assembly Hall or main grounds, broadcast live on partner radio stations. Programme includes an address by the Speaker, a short drama on public participation, distribution of the initial Somali toolkit, and speeches from MCAs, elders, imams, youth and women representatives, civil society, and the Governor's liaison. Both flagship programmes are formally launched. *Responsibility:* Steering Committee and Civic Education & Public Participation Unit. *Outputs:* Media coverage package, signed launch communiqué, first batch of materials distributed.
- **Baseline Knowledge, Attitudes and Practices (KAP) Survey (April–May)** Representative sample across all 30 wards measuring knowledge of Assembly roles, participation processes, and linkages to CIDP priorities. Methodology combines household interviews, focus-group discussions, and key-informant interviews, implemented with a local university or experienced CSO. *Responsibility:* Civic Unit. *Output:* Baseline report with disaggregated findings and targeting recommendations.
- **Development of Core Materials (April–June)** 5,000 illustrated posters and flyers; ≥10 short Somali audio clips (2–5 min) covering Assembly functions, bill stages, budget process, Social Protection Bill, climate resilience and petitioning; learner workbooks for the Schools Programme; facilitation toolkits and monthly reporting templates for Youth Champions. *Responsibility:* Communications Officer (production) with technical review by Civic Unit. *Output:* Complete, pre-tested toolkit ready for distribution.

8.2 Human Resource Foundations

- **Training of 60 Community Facilitators (May–June)** Two facilitators per ward, priority to women and youth from diverse clans. Curriculum: neutral facilitation, core civic content, feedback handling, cultural sensitivity, basic data collection. Includes stipends, venue, materials and certification. *Responsibility:* Civic Unit. *Output:* Certified network of 60 local facilitators with signed codes of conduct.

8.3 Flagship Programme Start-up

- **Youth Champions – Phase 1 Preparation (April–June)** Final selection of four additional pilot wards (beyond Dadaab and Fafi) using transparent criteria (geographic balance, demographic diversity, existing youth structures). Curriculum and materials adapted;

- selection criteria and tools designed;
- Ward office staff oriented; initial partner mapping and resource mobilisation.
- *Responsibility:* Civic Unit.
- *Outputs:* Confirmed list of six pilot wards, complete recruitment package, orientation reports.

Schools Programme – Preparation and Cohort 1 (May–June)

Five-day curriculum and learner workbook finalised;

formal collaboration agreement signed with Department of Education;

five schools selected (mix of refugee-hosting and non-refugee-hosting wards, gender-balanced, inclusion of learners with disabilities);

logistics arranged. First five-day cohort delivered at the Assembly.

Responsibility: Directorate of DIS and Directorates of legislation.

Outputs: First 100 learners completed, pre-/post-knowledge quiz results, end-of-cohort report, certificates issued.

8.4 **Public Participation Pilot**

- **Pilot Bunge Mashinani (June)** Sessions in six diverse wards (urban Garissa Township + remote wards from Lagdera, Dadaab or Fafi). Theme linked to Social Protection Bill or water/climate issues. *Outputs:* Documented public inputs and initial feedback commitments.

II. Quarter 2: July – September 2026

(Intensive Civic Education and Budget Preparation)

8.5 **Mass Communication**

- **Weekly Radio Civic Education Series ("Assembly & You")** 30-minute programmes plus jingles on Star FM and partner stations covering devolution, Assembly roles, ADP 2026/2027 and CFSP processes, with live call-in segments. *Responsibility:* Communications Officer. *Outputs:* Consistent weekly reach, call-in logs, listener feedback summaries.
- **Village and Manyatta-Level Civic Forums (bi-monthly from July)** Small interactive sessions using drama, poetry and discussion on devolution, the pastoral economy and drought resilience. Scheduled around market days and prayers; transport support for remote participants. Led by trained community facilitators, progressively joined by Youth Champions. Target: ≥2 sessions per ward per month. *Outputs:* Disaggregated attendance registers.

8.6 Flagship Programme Delivery

- **Youth Champions – Phase 2 Recruitment and Core Training (July–August)** Ward-level awareness campaigns and open application process; transparent shortlisting and selection of 10–15 champions per pilot ward (target 60–90 total) with strict gender, disability and marginalised-group quotas. Intensive core training workshop covering full curriculum plus facilitation and reporting skills. Materials, IDs and basic tools issued. *Responsibility:* Civic Unit. *Outputs:* Trained and equipped cohort, signed role descriptions and codes of conduct, post-training knowledge assessment results.
- **Schools Programme – Cohort 2 (August–September)** Second five-day cohort of five schools × 20 learners, same operational standards as Cohort 1. *Responsibility:* Civic Unit. *Cumulative reach:* 200 learners; continuous improvement based on Cohort 1 feedback.

8.7 Targeted and Budget-Linked Activities

- **Targeted Workshops for Special Groups (August–September)** Women-only sessions on social protection and gender budgeting; youth sessions linking peacebuilding to sports and drama; accessible sessions for persons with disabilities and the elderly using audio formats. *Responsibility:* Civic Unit. *Outputs:* Dedicated sessions meeting or exceeding inclusivity quotas.
- **Public Hearings on the ADP 2026/2027 and County Fiscal Strategy Paper** Ward-level consultations with 14–21 days' advance Somali notices via radio, SMS, mosque and market boards. *Responsibility:* Public Participation Unit. *Outputs:* Memoranda received, collated and formally responded to.

III. Quarter 3: October – December 2026

(Peak Participation and Oversight)

8.8 Peak Public Participation

- **Bunge Mashinani Mobile Sessions (October–November)** Expanded to 8–10 wards using large tents configured as chamber plus public gallery. Focus on oversight reports covering health, water and livestock markets. *Responsibility:* All Sectoral Committees with Civic Unit support. *Outputs:* Direct public–MCA interaction and documented inputs.
- **Public Hearings on Key Bills and Budget** Intensified hearings for any supplementary budgets, Finance Bill elements or new legislation, with simplified Somali summaries distributed in advance. *Responsibility:* Relevant sectoral committees. *Outputs:* High-quality, documented public inputs.

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8.9 Flagship Continuity

- **Youth Champions – Phase 3 Community Roll-out (September 2026 – March 2027 continuous)** Champions conduct regular civic education sessions, barazas and targeted outreach. Monthly coordination and mentoring meetings with the Civic Unit. Community issues systematically documented and petitions linked to relevant Assembly committees and MCAs. *Responsibility:* Champions with Civic Unit oversight. *Outputs:* Continuous ward-level civic presence, monthly activity reports, functioning petition pipeline to the Assembly.
- **Schools Programme – Cohort 3 (October–November)** Third five-day cohort delivered. *Cumulative reach:* 300 learners.

9.0 **Feedback and Youth Structures**

- **"You Said, We Did" Feedback Forums (December)** Radio broadcasts and selected town-hall sessions showcasing how prior public inputs influenced outcomes (e.g., adjustments to the Social Protection Bill or budget allocations). *Responsibility:* Civic Unit. *Outputs:* Trust-building reports published in Somali.
- **School and Madrassa Governance Clubs** Clubs established or strengthened in ≥20 institutions; debates on devolution, climate action and peace; synergised with Schools Programme graduates where possible. *Responsibility:* Education partners with Civic Unit support. *Outputs:* Functioning clubs and youth engagement pipeline.

IV. Quarter 4: January – March 2027

(Review, Thematic Campaigns and Consolidation)

9.1 Thematic Campaigns

- **Drought Resilience and Climate Campaign (January–February)** Sessions and radio content explicitly linked to CIDP priorities (water pans, rangeland management, livestock insurance). Mobile teams deployed in coordination with NDMA. *Responsibility:* Civic Unit and partners. *Outputs:* Resilience-focused public inputs and raised awareness.
- **Youth and Women Empowerment Campaign (February–March)** Combined drama, sports and leadership/civic training events. *Responsibility:* Youth and Women Caucus working with Champions. *Outputs:* Targeted empowerment outcomes and visibility.

9.2 Flagship Completion and Learning

- **Schools Programme – Cohort 4 (January–February)** Final five-day cohort of the year. *Output:* Annual target of 400 learners achieved; full-year outcome report produced.
- **Youth Champions – Phase 4 Review and Scale-up Planning (February–March)** Comprehensive end-of-pilot evaluation covering reach, knowledge change, quality of engagement, operational lessons and cost-effectiveness. Success stories documented; county-wide scale-up plan with resource requirements for Years 2–3 developed. *Responsibility:* Civic Unit and Steering Committee. *Outputs:* Evaluation report and approved scale-up roadmap.

9.3 Institutional Review

- **Mid-Term Review and Refresher Training (March)** Analysis of data on awareness, attendance, input incorporation and trust levels. Refresher training for facilitators, Champions and selected MCAs. *Responsibility:* Steering Committee. *Outputs:* Adaptive recommendations for Year 2.

10.0 ACTIVITY IMPLEMENTATION PLAN (2026/2027)

10.1 Quarter 1 (July – September 2026)

Activity	Key Sub-Activities	Expected Output
Project Inception	Signing of MOU with partners, inception meeting, stakeholder mapping, work planning, formal launch of both flagship programmes	Project launched and implementation structures established
Baseline KAP Survey	Development of tools, field data collection across 30 wards, analysis and baseline report	Baseline KAP Report completed
Community Facilitator Training	Recruitment of facilitators (priority to women, youth and diverse clans), initial training, provision of manuals and mentoring	60 trained community facilitators
Youth Champions Programme – Preparation, Recruitment and Training	Final selection of six pilot wards (including Dadaab and Fafi), curriculum adaptation, transparent recruitment of 60–90 champions, core training workshop, issuance of toolkits and identification	Trained and equipped Youth Civic Champions ready for roll-out
Schools Civic Education	Finalisation of five-day curriculum, collaboration agreement with Department of	First cohort of 100 learners completed with pre- and post-

Activity	Key Sub-Activities	Expected Output
Programme – Cohort 1	Education, selection of five schools, logistics and delivery of first five-day cohort	knowledge results and certificates issued
Communication Campaign and Production of IEC Materials	Radio programmes, SMS alerts, website updates, design, translation, printing and distribution of posters, flyers and simplified Bills	Public awareness campaign launched and IEC materials produced and distributed
Ward Public Hearings	Conduct hearings on priority Bills and Assembly business with advance Somali notices	Public views collected and documented

10.2 **Quarter 2 (October – December 2026)**

Activity	Key Sub-Activities	Expected Output
Village/Manyatta Civic Forums	Conduct interactive forums across wards using trained facilitators and Youth Champions, timed around market days and prayers	Increased citizen awareness and participation
Targeted Workshops	Specialised sessions for women, youth, persons with disabilities and elders	Inclusive civic education conducted
Schools Civic Education Programme – Cohort 2	Delivery of second five-day cohort (five schools × 20 learners)	Cumulative 200 learners reached
Youth Champions Programme – Community Roll-out	Champions begin regular civic education sessions, barazas, petition support and monthly reporting; mentoring meetings with Civic Unit	Continuous ward-level civic presence and petition pipeline established
School/Madrassa Governance Clubs	Establish and support governance clubs, linked where possible to Schools Programme graduates	Governance clubs operational
Public Hearings	Consultations on ADP, Bills and sectoral issues	Public submissions received
Communication and Media	Continued radio programmes, SMS campaigns, website updates and digital content	Citizens continuously informed
Monitoring Visits	Field monitoring and quality assurance	Monitoring reports produced

10.3 **Quarter 3 (January – March 2027)**

Activity	Key Sub-Activities	Expected Output
Village/Manyatta Civic Forums	Continued community forums in all target wards	Community participation expanded
Thematic Campaigns	Drought resilience, governance and citizen empowerment	Increased public awareness on priority themes

Activity	Key Sub-Activities	Expected Output
	campaigns (coordinated with NDMA where relevant)	
Schools Civic Education Programme – Cohort 3	Delivery of third five-day cohort	Cumulative 300 learners reached
Public Hearings	CFSP and Budget consultations	Citizen inputs incorporated into the budget process
"You Said, We Did" Forums	Feedback meetings (radio and selected town halls) on how public inputs influenced Assembly decisions	Citizens receive clear feedback
Media Campaign	Sustained radio, digital platforms and IEC distribution	Sustained public awareness
Mid-Year Monitoring	Performance review and implementation assessment	Mid-year progress report

10.4 **Quarter 4 (April – June 2027)**

Activity	Key Sub-Activities	Expected Output
Village Civic Forums	Final round of civic forums	Annual outreach completed
Schools Civic Education Programme – Cohort 4	Delivery of final five-day cohort of the year	Annual target of 400 learners achieved and full-year outcome report produced
Youth Champions Programme – Review and Scale-up Planning	End-of-pilot evaluation, documentation of success stories and development of county-wide scale-up plan for Years 2–3	Evaluation report and approved scale-up roadmap
Public Hearings	Finance Bill, Budget Estimates and Annual Plans	Statutory public participation completed
Annual Communication Campaign	Intensified radio, SMS, website and social media updates	Enhanced public access to Assembly information
Annual Reporting and Project Review	Citizen scorecards, project evaluation, annual report, and Steering Committee review meeting to approve Year 2 plan	Annual Performance Report, Citizen Scorecard and Year 2 implementation plan approved

Annual Performance Targets

Indicator	Target
Community facilitators trained	60
Village/Manyatta civic forums conducted	360
Ward public hearings conducted	45

Indicator	Target
Targeted stakeholder workshops	40
School/Madrassa Governance Clubs supported	25
Schools Civic Education Programme learners reached	400
Youth Civic Champions trained and active	60–90
Thematic campaigns implemented	8
Radio programmes and public awareness campaigns	36 station-months
SMS/USSD campaigns	40
Audio/video products produced	25
IEC materials printed and distributed	17,700 copies
Website and Bill tracker updates	12 monthly updates
Baseline and Mid-term surveys completed	2
"You Said, We Did" feedback forums	12
Annual monitoring and evaluation reports	1 Annual Report + Citizen Scorecard

11.0 Implementation Matrix

The matrix below operationalizes the strategy. It covers **Key Activities**, **Timeline**, **Responsible Party**, **Budget Allocation (KSh)**, **Key Outputs/Indicators**, and **MEL Notes**. It is designed for quarterly tracking by the Steering Committee and Civic Unit.

1. YEAR 1 BUDGET SUMMARY

No.	Strategic Programme Area	Amount (KES)	%
A	Communication & Media	8,900,000	24.7%
B	Civic Education & Community Outreach	12,500,000	34.7%
C	Public Participation & Legislative Engagement	7,000,000	19.4%
D	Institutional Capacity, Monitoring & Learning	6,000,000	16.7%
E	Contingency & Miscellaneous	600,000	1.7%
	GRAND TOTAL	**36,000,000**	**100%**

A. COMMUNICATION & MEDIA

Budget: KES 8,900,000

Objective: To strengthen the Assembly's capacity to provide timely, accessible and citizen-friendly information through traditional, digital and community communication channels.

Activity / Sub-Activity	Unit	Qty	Unit Cost (KES)	Total (KES)
Radio partnerships, civic education programmes, jingles and live call-ins	Station-months	24	110,000	2,640,000
Production of Somali civic education audio and video content	Productions	40	30,000	1,200,000
SMS/USSD civic information campaigns	Campaigns	30	30,000	900,000
Website, Bill Tracker and digital content updates	Months	12	60,000	720,000
Printing of simplified Bills, laws, brochures, posters and flyers	Pieces	10,000	200	2,000,000
Social media and digital civic education campaigns	Campaigns	12	50,000	600,000
Photography, documentation and multimedia coverage	Assignments	12	30,000	360,000
Communication materials and visibility items	Package	1	480,000	480,000
TOTAL				**8,900,000**

Key Year 1 Outputs

- 24 station-months of strategic radio engagement.
- 40 civic education audio/video productions.
- 30 SMS/USSD campaigns.
- Functional and regularly updated Assembly digital platforms.
- Simplified legislative materials produced and disseminated.
- Increased access to Assembly information in Somali and English.

B. CIVIC EDUCATION & COMMUNITY OUTREACH

Budget: KES 12,500,000

Objective: To increase citizens' knowledge of the County Assembly, its mandate, legislative processes, oversight functions and opportunities for public participation.

This component will contain the Assembly's two flagship programmes:

Flagship Programme 1: Ward Civic Champions

Flagship Programme 2: Schools Civic Education Programme

Activity / Sub-Activity	Unit	Qty	Unit Cost (KES)	Total (KES)
1. WARD CIVIC CHAMPIONS PROGRAMME				
Recruitment and orientation of Ward Civic Champions	Champions	50	20,000	1,000,000
Training of Ward Civic Champions	Training	2	750,000	1,500,000
Ward/Manyatta civic outreach by champions	Outreach sessions	100	15,000	1,500,000
Civic education materials for champions	Packages	50	10,000	500,000
Champion monitoring, mentorship and coordination	Sessions	10	30,000	300,000
2. SCHOOLS CIVIC EDUCATION PROGRAMME				
Quarterly school civic education sessions	Sessions	20	50,000	1,000,000
Governance clubs support	Schools	20	25,000	500,000
Student leadership and governance training	Sessions	4	150,000	600,000
Inter-school civic education and debate competition	Competition	1	600,000	600,000
Civic education curriculum and materials development	Package	1	500,000	500,000
3. COMMUNITY CIVIC EDUCATION				
Village/Manyatta civic education forums	Forums	120	10,000	1,200,000

Activity / Sub-Activity	Unit	Qty	Unit Cost (KES)	Total (KES)
Targeted civic education for women, youth, PWDs and elders	Workshops	20	40,000	800,000
Madrassa/religious institution civic education engagements	Sessions	20	25,000	500,000
Refugee and host-community civic education engagements	Sessions	10	50,000	500,000
TOTAL				**12,500,000**

Ward Civic Champions Programme

The programme will establish a network of **50 Ward Civic Champions**, with approximately one champion serving as a focal point in each ward.

The champions will:

- Sensitize citizens on the mandate and functions of the County Assembly.
- Disseminate simplified legislative information.
- Mobilize citizens for public participation.
- Provide feedback from communities to the Assembly.
- Promote participation by women, youth, PWDs and marginalized groups.
- Support Assembly outreach to remote communities.
- Link citizens with relevant Assembly committees and public participation processes.

Schools Civic Education Programme

The programme will provide structured civic education to schools across the county.

Annual target:

- 5 schools per quarter.
- 20 students per school.
- 100 students per quarter.
- **400 students annually.**

The programme will cover:

- County governance.
- Functions of the County Assembly.
- Legislative processes.
- Public participation.
- Leadership and accountability.
- Constitutional values.
- Debate and public speaking.
- Governance clubs.
- Student leadership.

C. PUBLIC PARTICIPATION & LEGISLATIVE ENGAGEMENT

Budget: KES 7,000,000

Objective: To strengthen meaningful, inclusive and accessible public participation in legislative, planning, budgeting and oversight processes.

Activity / Sub-Activity	**Unit**	**Qty**	**Unit Cost (KES)**	**Total (KES)**
Ward-level public hearings on Bills, ADP, CFSP and Budget	Hearings	40	120,000	4,800,000
Public participation on strategic plans and policies	Forums	8	100,000	800,000
"**You Said, We Did**" feedback forums	Forums	12	50,000	600,000
Legislative information dissemination during public hearings	Packages	20	20,000	400,000
Public participation documentation and reporting	Reports	20	20,000	400,000
TOTAL				**7,000,000**

Key Outputs

- 40 ward-level public hearings.
- 8 strategic policy/planning engagement forums.
- 12 citizen feedback forums.
- Improved dissemination of Bills and legislative information.
- Documented public views and Assembly responses.

D. INSTITUTIONAL CAPACITY, MONITORING & LEARNING

Budget: KES 6,000,000

Objective: To strengthen institutional capacity, evidence-based planning, monitoring, evaluation and learning within the Assembly's public communication and civic education function.

Activity / Sub-Activity	**Unit**	**Qty**	**Unit Cost (KES)**	**Total (KES)**
Baseline Knowledge, Attitudes and Practices (KAP) Survey	Survey	1	1,800,000	1,800,000
Mid-term/annual outcome assessment	Assessment	1	1,200,000	1,200,000
Training of Secretariat on public communication and civic education	Training	4	250,000	1,000,000
Strategic communication and public participation planning workshops	Workshops	4	150,000	600,000
Monitoring tools, citizen scorecards and feedback mechanisms	Package	1	500,000	500,000
Annual learning, documentation and dissemination forum	Forum	1	400,000	400,000
Steering/coordination committee meetings	Meetings	10	50,000	500,000
TOTAL				**6,000,000**

Key Outputs

- Baseline established.
- Annual performance measured.
- MCAs and Secretariat trained.
- Citizen feedback mechanisms established.
- Annual civic education performance report produced.
- Evidence generated for subsequent implementation years.

E. CONTINGENCY & MISCELLANEOUS

Budget: KES 600,000

Activity	Amount (KES)
Unforeseen programme costs, inflation, climate-related disruptions, security and emergency logistical requirements	600,000
TOTAL	**600,000**

2. CONSOLIDATED YEAR 1 BUDGET

Strategic Programme Area	Amount (KES)	Percentage
Communication & Media	8,900,000	24.7%
Civic Education & Community Outreach	12,500,000	34.7%
Public Participation & Legislative Engagement	7,000,000	19.4%
Institutional Capacity, Monitoring & Learning	6,000,000	16.7%
Contingency & Miscellaneous	600,000	1.7%
GRAND TOTAL	**36,000,000**	**100%**

3. YEAR 1 FLAGSHIP PROGRAMMES

Flagship Programme	Key Target	Budget
Ward Civic Champions Programme	50 champions; 100 outreach sessions	**KES 4,800,000**
Schools Civic Education Programme	20 schools; 400 students annually	**KES 3,200,000**
TOTAL FLAGSHIP PROGRAMMES		**KES 8,000,000**

The two flagship programmes therefore account for approximately **22.2% of the total Year 1 budget**.

Matrix Usage Guidelines:

- **Quarterly Review**: Reviews progress against indicators every quarter.
- **Reporting**: Civic Unit produces monthly progress briefs and quarterly "You Said, We Did" summaries in Somali.

- **Risk Management**: Flag climate shocks early and reallocate within contingency (e.g., shift to radio).
- **Accountability**: Speaker Hon. Abdi Idle Gure receives bi-annual updates; integrate into Assembly annual report.

9. Monitoring, Evaluation, and Learning (MEL)

- **Indicators**: Reach/awareness (surveys), participation quality (attendance, quotas, memoranda), impact (% inputs incorporated, trust levels), efficiency (cost per reach).
- **Tools**: Disaggregated registers, KAP surveys, focus groups, digital analytics, citizen scorecards.
- **Reviews**: Mid-term (March 2027) and annual; rapid adaptation for droughts/floods.