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STRENGTHENING THE ACCOUNTABILITY AND TRANSPARENCY OF THE LEGISLATIVE PROCESS IN THE WEST BANK AND GAZA PROJECT (BAYAN)

**THE ROLES OF PALESTINIAN CIVIL SOCIETY ORGANIZATIONS IN THE
LEGISLATIVE PROCESS**

REGULATORY IMPACT ASSESSMENT TRAINING REPORT

Phase II: June 11 – 14, 2007

This document was produced for review by the United States Agency for International Development. It was prepared by the BAYAN team of DAI Washington.

Table of Contents

Executive Summary	1
Introduction.....	1
Participants.....	2
Course Structure/Timetable	2
Course Delivery	2
Phase II Course Outcomes	6
Phase I & II Course Feedback.....	6
Recommendations	8
Final Remarks	10
Annex I: RIA Phase II Participants List	11
Annex II: Training Course Agenda and Session Objectives	12

Executive Summary

The BAYAN project is designed to strengthen the legislative process in West Bank and Gaza and it provided training on Regulatory Impact Assessments (RIA) for universities, civil and private sector organisations from 11 to 15 March 2007 (Phase I) and 11 to 14 June 2007 (Phase II) in Ramallah. This report evaluates the training in Phase II and gives recommendations on future training needs following both Phase I and Phase II. Phase II of the training aimed to provide support, guidance and training in the development of Case Study RIAs. It also gave the RIA participants a greater understanding of how to use a RIA, and begin assisting them to impart their basic understanding of RIA.

Phase II of the course was designed after an assessment and feedback of Phase I. After Phase I the RIA participants were responsible for developing the RIA case study they began in Phase I of the training. Some guidance, mentoring and support was provided in between Phase I and Phase II to help with the development of RIA case study. Feedback was also given by the RIA participants and BAYAN project after which Phase II of the training was designed. The design included:

- ✓ The use of Palestinian Case Studies;
- ✓ International experience of RIA;
- ✓ RIA Samples from different countries;
- ✓ Simulation exercise for utilising RIA;
- ✓ A tailored mixture of theory and practice within the training course agenda.

Phase II used a variety of innovative training methods including lecturing, presentations, group and individual exercises, role play exercises and group discussions. These methods are detailed in the report. The outcomes from the course evaluation were very positive. The participants felt that the objectives of the training course had been met and that they now fully understood RIA and were in a position to begin discussions within their organisations about the implementation of RIA. However they were of the opinion that continued support from the BAYAN project would be required in order to fully achieve the potential benefits of RIA that they had learnt during this training course.

Introduction

This report gives an account of the delivery of Phase II of the Regulatory Impact Assessment (RIA) Training Course and gives recommendations for future RIA training needs. The training on RIA is part of the BAYAN project: *Strengthening the Accountability and Transparency of the Legislative Process in West Bank and Gaza*. The purpose of the training in RIA is to create a Palestinian capacity to design precise, targeted laws and regulations that achieve policy aims efficiently and effectively with a minimum burden on stakeholders. Phase I of the RIA training was to introduce the concept of RIA and equip participants with the necessary practical tools for drafting pilot RIAs. Phase II was to continue this learning and understanding of RIA through developing and using RIA case studies.

Phase II

Phase II Aim

Provide support, guidance and training in the development of Case Study RIAs.

Phase II Training Goals

The training goals for Phase II training are based on the feedback from participants and the results from their case study work after Phase I as well as the ongoing coaching from the BAYAN project following Phase I. The goals have been reviewed by assessing the progress and challenges faced by the participants after Phase I. In consultation with the BAYAN project team the appropriate mix of trainings, consultations and mentoring have been included in Phase II. The ultimate goal is for participants to have the ability to perform regulatory impact assessments. At the end of Phase II of the RIA training course:

- (ii) Participants will be able to develop RIAs for Palestinian draft laws and policies with little guidance or support;
- (iii) Participants will have an understanding of how to use the RIA to draft, amend and challenge proposed laws and policies;
- (iv) Participants will be able to impart their basic level of understanding about the RIA process to colleagues and other CSO members.

Participants

Almost all the participants for Phase I of the RIA training also attended Phase II of the RIA training. The main participants for the RIA training course were the Institute of Law at Birzeit University, departments of law at other academic institutions, and some civil society organisations. These are all detailed in annex 1.

Course Structure/Timetable

The course structure was designed to be participative as well as informative and build on the case study work that the RIA participants had developed. As the course was meant to teach practical skills and understanding in using a RIA, the course had a heavy emphasis on group working and a role play exercise that taught and exercised these skills.

The course was timetabled over 4 days. The full course timetable and session objectives can be found in annex 2.

Course Delivery

The course structure was not changed however during the delivery of the course certain sessions were amended to better suit the needs of the participants. The delivery and any changes for each session are detailed below.

General Comments on Course Delivery

The comments below detail some of the key elements within the delivery of the course.

General Comments: importance of the continuity of course participants

Nearly all the course participants from Phase I attended Phase II of the training. Their full participation made the delivery of the course much easier. This enabled the plans to build on previous work to be realised more effectively.

General Comments: course delivery management

The course was attended by the Senior Legislative Technical Adviser (SLTA) for the BAYAN project. At the end of each day the course participants were given a questionnaire on the training for the day. After each training day had ended the trainer and the SLTA for the BAYAN project analysed the questionnaires and discussed any changes required for the next day, as requested by the participants. In addition, during the delivery of the course, the trainer and SLTA would stay in close consultation for any issues that required amendments to the delivery of the course. This management process ensured the course was delivered effectively and catered to the needs of the participants.

General comments: timing of course

At the beginning of the course the participants were consulted on the timetable. There was broad agreement to stick to the time table set. Given the experience of Phase I, the course participants were again consulted on the need to finish early on the last day due to the need to travel home before their permits expired in places such as Gaza and Jenin. Therefore an agreement was made between the course participants and trainer that if all the course material is covered and the training is delivered at a faster pace, then this will be possible. Therefore on the last day the participants finished the course after lunch.

General comments: importance of continuity of qualified and competent translator

Phase II of the course had the same translator as in Phase I. This was of equal importance as in Phase I as not only did the translator know about legislation and the issues being discussed, but had also attended Phase I and so was conversant with the language and topics being discussed. This again was a vital component of the training course and a key element of delivering the course successfully.

Specific comments

Day One – Monday 11 June 2007

Session 1: Introduction to Phase I: Course Agenda, Course Expectations, Update on RIA Case Study

Comments on Course Delivery:

This session met the session objectives. It explained to the participants the plans for the training course and expectations from the participants. This included even greater participation from them than in Phase I, which they responded well to. It also gave the participants an opportunity to refresh their memories on the work they conducted in between Phase I and Phase II, and report to the entire group their experience of drafting the RIA case studies. This set the right tone for the course.

Session 2 & 3: RIA Case Study Planning and Preparation for Role Play Exercise

Comments on Course Delivery:

This session was intended to introduce the participants to Role Play Exercise. It sought to teach them about the participation required from them and give them the time to prepare fully for the next day. The course participants were diligent in their preparations, asked the trainer for points of clarification during their preparations, as well as consulted each other in the time given.

The participants commented that they enjoyed the opportunity to debate issues during this day, and again enjoyed the practical nature of the training. Each participant assumed the role of a different stakeholder in the policymaking process, for example, Ministry of Health official, representative of legislative drafting office, or PLC member. However some wanted greater information on the roles to be carried out by the participants, although the majority were happy with the resources made available to them e.g. access to the internet to research their roles.

Day Two – Tuesday 12 June 2007

Session 4, 5 & 6: Role Play Exercise

Comments on Course Delivery:

The role play exercise was conducted throughout the day. The participants were fully engaged in the simulation exercise, and enjoyed the day. In particular the RIA participants commented that the following were the most important parts of the training day:

- *The group discussions and negotiations for selecting on a proposed case study projects.*
- *Group cooperation in RIA processes*
- *Strengthening the spirit of collective debate.*
- *The practical training and the way of discussing the managers.*
- *The practical training was very nice.*
- *Yes, the consultation process.*
- *The representation of the different roles.*
- *Working in groups.*
- *The practical aspects of studying the RIA document.*
- *The most important thing is converting theory to a practical study.*

It was recognized that this exercise helped to convert the understanding of RIA from ‘theory into reality’.

Day Three – Wednesday 13 June 2007

Sessions 7 & 8: Role Play Exercise Reflections

Comments on Course Delivery:

This part of the training course was scheduled to take part at the end of day two. However given the success and time it took to complete the role play exercise, this session was

moved to day three and extended to capture the full debate about the reflections and learning the participants had taken from day two.

The participants were very insightful regarding the potential benefit that the RIA could have in Palestine. There was a debate concerning developing such a document and the difficulties in doing so, such as obtaining information from Ministries. However the majority of participants felt that although there would be challenges, they could now see how the RIA could be implemented within Palestine. They also began thinking about how they as individuals could begin implementing RIA within their institutions.

Session 9: RIA Presentation Preparations

Comments on Course Delivery:

The course participants were asked to prepare presentations that consolidated all their learning in Phase I and Phase II of the RIA training. This was partly for them to demonstrate their learning, but also for the course participants to demonstrate their teaching potential and ability to promulgate the message of RIA within their institutions.

The course participants were asked to answer the following four questions in their presentations and they worked in pairs to deliver them:

- What is RIA?
- How to do RIA?
- The lessons you aim to implement in your work place
- Your thoughts on the use and benefits of RIA

Day Four – Thursday 14 June 2007

Session 10: RIA Presentations

Comments on Course Delivery:

The course participants exceeded all expectations and presented excellently. There was a clear understanding of what RIA, how to do RIA, with some good ideas about how the course participants plan to use RIA. The course participants also commented positively on the use and benefits of RIA.

Session 11: Future of RIA, BAYAN update and training close

Comments on Course Delivery:

The RIA participants discussed and identified their future training needs. They all recognized the importance of RIA and wished to continue being provided with support by the BAYAN project in developing the implementation of RIA further. A fuller discussion and analysis of this is provided below in the recommendations section.

Phase II Course Outcomes

The course met its training objectives and also provided some other outcomes as well. These are detailed below:

- ✓ The course provided the opportunity for different institutions to network.
- ✓ The course provided the opportunity for different institutions to collaborate.
- ✓ The course provided the opportunity for institutions to use the skills taught in their existing work.
- ✓ The course provided participants with the fundamental understanding and skills of RIA and its' use in Palestine.
- ✓ The course has produced two initial Palestinian RIA case studies.
- ✓ The course has identified a group of potential future trainers in RIA that are Palestinian.

Phase I & II Course Feedback

Below are the responses from the course participants on the following questions:

1) How do you evaluate the training today in terms of style and training topics and training materials?

- *The training is excellent and the training methodology and style are creative.*
- *The Topics are excellent, important, new, and the followed training methodology is not boring. The trainer has a good method and information.*
- *The methods of training and style of presentation of materials are wonderful also the trainer has the capability and high competences.*
- *Excellent.*
- *Very good.*
- *It was very good and the style was good too. Also there was a logical sequence to presenting the topics. The distributed training materials were very adequate.*
- *The training was perfect and practical.*
- *Good, the training was very practical and all the training materials are excellent.*

2) What are the most important and useful aspects of the training today and whether the whole debate format adds to the quality of your information?

- *The participants' debate was useful and encouraged creative thinking on developing the use of the RIA.*
- *The group debate always added information and opened prospects of thinking especially in a presentation development and listening to the different opinions.*
- *Yes we learned how to organize a logical sequence of ideas.*
- *The training focused on taking advantage of those topics related to the Palestinian case.*

- *The practical application exercises.*
- *A full review of the topics and discussing the possibilities and the requirements of the next stage.*
- *The very active participation of the whole group. The entire group shared in the debate.*
- *The assigned time and quality of the training were very adequate over the whole training days.*

3) In your opinion, what are the skills and information gained through participation in this session?

- *The skills of using and understanding the RIA and the methods used to improve the Legislation.*
- *Knowing very new information about RIA as the system.*
- *Applied and qualitative skills and information in analysis and data interpretation using RIA.*
- *Skills of assessment and planning.*
- *Organizational and accuracy skills.*
- *Everything related to the RIA document and its importance and the benefits of different mechanisms used .*
- *Skills of collective thinking and listening to others, and thinking for the future.*

4) Is this training is beneficial for the promotion of your work? If the answer is yes, how?

- *Yes, it is useful for our work where I believe these skills are important to be taught for the universities' students.*
- *Yes, by shifting economic studies to the RIA system and add it to the laws and the new projects.*
- *These exercises are useful and will help in our work.*
- *Sure, in developing our projects.*
- *Yes, the RIA is considered as an illustrative method which can be used in several fields in our practical life, include working on amending some laws.*
- *Yes, by taking the RIA document into account when making any proposals also, we will take the subject more seriously and it has contributed to answer many of the problems that confront our work.*
- *Yes it includes the need to prepare a document in the RIA of all projects and proposed laws.*

5) What are the least benefits for this session? Please provide us with any specific proposals to improve in the subsequent phase

- *There are no bad aspects, but I suggest to complete the training by working on practical application as well as overseeing how RIA is implemented by officials of countries using RIA.*

- *There should be more practical aspects of this training, and give sufficient time for exercises.*
- *The time was very short.*
- *Nothing.*
- *The time is short and suggests providing the materials before starting the session.*

6) What did you do till now in your organization?

- *The session had been presented to the staff.*
- *I think we have put the subject as a part of teaching course on legislative development.*
- *An attempt to compile all the training materials into a training guide/manual.*
- *In the course of reviewing the land law project there was the a recommendation to use the RIA system to review the subject law.*
- *Actually, not too much, Not as a professional, but I talked about it to my friends and defined the RIA system.*
- *Defining the RIA to the workers in my institution and working within the RIA system in the Youth projects.*

7) What are you going to do?

- *Try to ensure using the RIA in transforming economic studies to RIA documents.*
- *An attempt to compile a RIA training manual for delivering such training to staff at the school.*
- *We intend to add the RIA to the courses of our planned legislative studies diploma.*
- *We are working on drafting several proposed legislations in Palestine and we will prepare RIA system for such legislations.*
- *Establish a specialized unit for developing RIA documents.*
- *Preparation of RIA training guide.*
- *To ensure application of RIA to all legislation under review by our institution.*

Recommendations

There was significant discussion on days three and four about the future of RIA and further training needs and support for RIA participants. Here are some of the key findings:

- *All of the participants said that their organization was interested in incorporating RIAs into their work.*
- *All of the participants said that their organisation would consider offering RIA training. In particular they said the following types of training:*
 - *For their own employees (89%)*
 - *For other CSOs (67%)*

- *For Government Officials (78%)*
 - *For Academic Institutions (56%)*
 - *In the Gaza Strip (33%)*
 - *In the West Bank (78%)*
- *All of the participants said they would find follow-on training in RIA helpful.*
 - *In particular the RIA participants suggested the following future training events in order of preference as follows:*
 1. *Training of trainers*
 2. *Guidance and mentoring drafting actual RIAs*
 3. *Further training in assessing policy options*
 4. *Further training in identifying policy options*
 5. *Development of RIA training curriculum*
 6. *Further training in understanding the RIA process*
 7. *Further training in Monitoring and Evaluating Policy implementation*
 8. *Further training in understanding consultations and stakeholder analysis*
 9. *Further training in compliance and enforcement measures*

In addition to the feedback above there were also some other useful ideas:

I would like to suggest a course for law students and Development Studies Students on the RIA development.

I want to learn more about how to train people to draft comprehensive objective RIAs. If I could observe or participate in a real professional RIA process, this would help me to have further deeper understanding of the process.

The IOL is currently working on a curriculum drafting project aimed to train the CSOs, government officials, etc. and is incorporating RIA within this project.

Now we are working in the Iol on preparing and developing a curriculum for a legal drafting and we plan to incorporate a course on RIA to the curriculum, and we think we need to prepare a manual for RIA

After the feedback and discussions with the BAYAN project and participants the following were recommendations after Phase I:

- *Build local capacity - Provide RIA training similar to this course for more private sector and civil society organisations.*
- *Build local training capacity - Provide RIA training to organizations to assist them in developing courses to train on RIA in Palestine.*
- *Build local training capacity – Provide mentoring and training with an overseas institution on RIA.*

- *Equip local capacity with tools* – Design and distribute resources that assist in drafting RIAs e.g. website, RIA manual.
- *Specific guidance and mentoring* – Provide specific guidance and mentoring on the development of specific RIAs in Palestine.
- *Cross-fertilize RIA learning* – Provide a regional or international conference on the implementation and use of RIA. This may also help to launch the RIA concept in Palestine.

It is clear that there exists an appetite for RIA in Palestine following Phase I and Phase II of the RIA training. The potential for RIA to be used and beneficial in Palestine can be achieved by building on the momentum from this training course. There are now a number of Arab speaking potential trainers in RIA who could be supported to develop further their skills and help implement RIA as a sustainable tool for improving the legislative process in Palestine. In addition a network of *champions* has also been created and again an effort should be made to help develop and build this group collectively.

Therefore I recommend that as part of year two activities under the BAYAN project there is focus on continuing the RIA training effort that includes:

- ❖ Giving some more specific and detailed training on parts of the RIA.
- ❖ Providing training for a group of potential trainers, and assisting them to conduct actual training in Palestine or elsewhere in the Arab region.
- ❖ Giving some support and mentoring to developing institutional capacity to provide RIA training and or implement RIA e.g. with IoL or AMAN.
- ❖ Provide the opportunity for RIA practitioners and trainers to observe and learn from a developed RIA system e.g. UK.

Final Remarks

This RIA training course has been a success in terms of delivering its objectives and also achieving some real tangible outcomes that can be built upon in the future. It would be a shame to miss the opportunity of developing a more sustainable RIA capacity with Palestine that has already begun.

The training course has been innovative, with newly developed training products being created and used. These have been a success and have in part been due to the vision of the BAYAN project management and the highly skilled participation of the RIA course attendees. With some further assistance this element of the BAYAN project can deliver some even greater outcomes by working further with CSOs and universities.

Annex I: RIA Phase II Participants List

S/R	Organization	Name	Titles
1	MAS	Ibrahim Al Shikaki	Research Assistant
2	PICCR - WB	Sami Jabareen	Legal researcher
3	Sharek – (Gaza)	Fatma Ashour	Legal unit Coordinator
4	Al-Quds University	Munir Nusaibah	Lecturer and (coordinator for the Human Rights clinic)
5	AAUJ - Arab American University	Ahmad Abu Zeineh	Instructor - (Arab American University of Jenin)
6	IOL - Legislative Support Program	Fayez Bikerat	Program Head (Legal Researcher)
7		Mahmoud Musa Dodeen	Legal Researcher
8		Mahmoud Fayyad	Legal Researcher
9		Mahmoud Tayseer Alawneh	Legal Researcher
10		Haya Haj Ahmad	Research Assistant
11	PFI - Palestinian Federation of Industries	Rafi Salahat	Policy Department Manager and Legal Advisor
12	AMAN Coalition	Nida' Hinaiti	Project Coordinator

Annex II: Training Course Agenda and Session Objectives

Phase II : Regulatory Impact Assessment Training to Strengthen the Legislative Process in West Bank and Gaza

Background

The training on Regulatory Impact Assessment (RIA) is part of the BAYAN project: *Strengthening the Accountability and Transparency of the Legislative Process in West Bank and Gaza*. The aim of the BAYAN project is to work with Palestinian civil society organisations (CSOs) and address their lack of necessary skills to;

- Strengthen their ability to monitor the performance of the legislature and government;
- Disseminate pertinent information in a timely and effective manner to the public; and
- Participate effectively in the legislative process.

Purpose of RIA Training

The purpose of the training in RIA is to create a Palestinian capacity to design precise, targeted laws and regulations that achieve policy aims efficiently and effectively with a minimum burden on stakeholders. The training in RIA will establish a framework for CSOs to more effectively participate in the policymaking process and to hold their elected officials accountable for policy decisions.

Palestinian participants will be able to justify a chosen policy by:

- analysing the impact a proposed law will have on all sectors and considers a full range of government interventions; and
- evaluating their costs and benefits.

RIA Training Course Methodology

The RIA training course methodology has been constructed to meet the needs and expectations of the course participants as detailed above. It has been designed to be conducted into two phases. The first phase will concentrate on giving participants the knowledge and tools to understand RIA and how to conduct. This understanding shall then be consolidated in phase two where participants will be given help in producing their own RIAs. This approach will meet the course participants' needs for an interactive and contextualised training course.

Phase II

Phase II Aim

Provide support, guidance and training in the development of Case Study RIAs.

Phase II Training Goals

The training goals for Phase II training are based on the results from the participants and ongoing coaching from the BAYAN project following Phase I. They have been reviewed by assessing the progress and challenges faced by the participants after Phase I. In consultation with the BAYAN project team the appropriate mix of trainings, consultations and mentoring have been included in Phase II. The ultimate goal is for participants to have the ability to perform regulatory impact assessments. At the end of Phase II of the RIA training course:

- (v) Participants will be able to develop RIAs for Palestinian draft laws and policies with little guidance or support;
- (vi) Participants will have an understanding of how to use the RIA to draft, amend and challenge proposed laws and policies;
- (vii) Participants will be able to impart their basic level of understanding about the RIA process to colleagues and other CSO members.

Phase II Training Agenda by Session

Phase II will be conducted for four days beginning 11 June. The training agenda has been designed with consideration to the feedback from Phase I. It includes the following elements:

- ✓ The use of Palestinian Case Studies;
- ✓ International experience of RIA;
- ✓ RIA Samples from different countries;
- ✓ Simulation exercise for utilising RIA;
- ✓ A tailored mixture of theory and practice within the training course agenda.

The elements above have been used to develop the training agenda for Phase II of the RIA training course. This agenda will be reviewed before the training course. And again it will be reviewed continuously during the training course to make any necessary changes that meet the needs of the participants.

BAYAN Project: Regulatory Impact Assessment Training Course Phase II
June 11th- 14th, 2007 - Training Course Agenda and Session Objectives
Venue: Society of Ina'sh El Usra, Ramallah

Day	(8:30am Registration) 9.00 –10:30 am	10:30– 11:00 am	11:00–1:00 pm	1:00–2:00 pm	2:00pm-4:00pm
Day 1 (Mon)	1. Introduction to Phase II: <i>Course Agenda, Course Expectations, Update on RIA Case Study</i> Handouts: 1. Session power-point slides 2. RIA Case Study 3. RIA Checklist.	B R E A K	2. RIA Case Study Planning and Preparation for Role Play Exercise <i>(Working Groups)</i> Handouts: 1. Session power point slides 2. Role Play Exercise Information 3. Planning Guidance Tool	L U N C H	3. RIA Case Study Planning and Preparation for Role Play Exercise <i>(Working Groups)</i> Handouts: 1. Session power-point slides 2. RIA Case Study Preparation Guidance.
Day 2 (Tues)	4. Role Play Exercise <i>(Working Groups)</i> Handouts: 1. Session power-point slides 2. Role Play Exercise Instructions		5. Role Play Exercise <i>(Working Groups)</i> Handouts: 1. Session power-point slides 2. Role Play Exercise Instructions		6. Role Play Exercise and Reflections <i>(Working Groups/Plenary)</i> Handouts: 1. Session power-point slides 2. Role Play Exercise Instructions 3. Questions to reflect on exercise
Day 3 (Wed)	7. RIA Case Study Workshops <i>(Working Groups)</i> Handouts: 1. Session power point slides		8. RIA Case Study Workshops <i>(Working Groups)</i> Handouts: 1. Session Power-point slides		9. RIA Case Study Workshops – Presentation Preparations <i>(Working Groups)</i> Handouts: 1. Session Power-point slides
Day 4 (Thur)	10. RIA Case Study Workshop Presentations (Plenary) Participating in Select Committee <i>(Working Groups)</i> Handouts: 1. Session power point slides.		11. Future of RIA - discussion <i>(Plenary)</i> Handouts: 1. Session power point slides.		12. BAYAN project update and training close <i>(Plenary)</i> Handouts: 1. Session power point slides.

Training Course Agenda: Phase II (4 days)

Day One – Monday 11 June 2007

1. Introduction: Course Agenda, Course Expectations, Feedback on the RIA Case Studies

- Session Objectives:
- By the end of this session, participants should be able to:
- understand the course agenda and expectations;
 - the importance of the course for Palestinian legislative process;
 - demonstrate the challenges and learning participants have in producing the RIA Case Studies;
 - begin understand the challenges in improving the Case Studies in Phase II.

- Key Learning Points:
- The current BAYAN project
 - The reason for RIA training in Palestine under the BAYAN project
 - The relevance of RIA for the course delegates
 - The course agenda and expectations.
 - Experience of RIA participants in drafting RIA case study e.g. learning points, challenges, etc.

2. RIA Case Study Planning and Preparation for Role Play Exercise (Working groups)

- Session Objectives:
- By the end of the session participants should be able to:
- understand the role play exercise;
 - understand what improvements are required of the RIA case study to facilitate the role play exercise;
 - demonstrate tasks that need to be completed before the role play exercise.

- Key Learning Points
- Recap on what is RIA
 - Recap on what are the principles of RIA?
 - Recap on the 9 (non-sequential) sections of an RIA
 - The importance of each section of the RIA in the RIA case study
 - The improvements required in the RIA case study
 - The uses of the RIA and its relevance for the course delegates

3. RIA Case Study Planning and Preparation for Role Play Exercise (Working groups)

- Session Objectives:
- By the end of the session participants should be able to:
- Demonstrate improvements in the RIA case study;
 - Be prepared for the Role Play Exercise;
 - Show fuller understanding of how to draft a RIA.

- Key Learning Points
- The shortfalls of the RIA Case Study drafts to date
 - The improvements required to draft a better RIA

Day Two – Tuesday 12 June 2007

4, 5 & 6. Role Play Exercise and Reflections

The three sessions on day two have the same objectives and key learning points.

Session Objectives:

- By the end of the session participants will be able to:
- appreciate the different uses of the RIA;
 - appreciate how to use the RIA as an advocacy tool;
 - the standard a RIA needs to reach in order to be an effective tool for advocacy; and
 - different methods of using the RIA with different audiences.

Key Learning points

- The important points that a RIA needs to cover in order to be used as an advocacy tool
- The importance of knowing who the RIA audiences are
- Knowing how to address each audience with the RIA
- Understand the level of detail required in a RIA

Description:

The participants will be involved in a role play exercise. The exercise will demonstrate how to use the RIA with participants having different roles such as PLC members, Ministers, Government officials, President's office, political party representatives, private sector bodies, Civil Society Organizations, Press, legislative drafters from the executive and legislative branches, and the general public. They will use their case study RIA to try and change legislation through meetings and dialogue through the exercise. At the end of the exercise the participants will reflect on their experiences of playing the different roles and using the RIA.

Day Three – Wednesday 13 June 2007

The three sessions on day three have the same objectives and key learning points.

7, 8 & 9. RIA Case Study Workshops and Presentation Preparations

Session Objectives:

- By the end of the session participants should be able to:
- Develop a more advanced RIA than in Phase I;
 - appreciate the different techniques in developing a RIA; and
 - appreciate the importance of viewing the RIA from different perspectives in order to improve it.

Key learning points:

- RIA is an iterative process
- RIA has different uses
- RIA has different audiences
- RIA is a useful tool for strengthening the legislative processes in Palestine

Description:

Following from the session in day two, the participants will identify and improve the case study RIA. After having used the RIA in the role play exercise they will have identified areas of weakness that will need further development. Ongoing assistance will be provided during these workshops. The groups will also develop a presentation that shows their understanding and any key learning that they have obtained from the sessions in the training.

Day Four – Thursday 14 June 2007

10. RIA Case Study Workshop Presentations

Session Objectives:

By the end of the session participants should be able to:

- Understand the common learning points from each group in developing the case study RIA;
- Develop a more advanced RIA than in Phase I;
- appreciate the different techniques in developing a RIA; and
- appreciate the importance of viewing the RIA from different perspectives in order to improve it.

Key learning points:

- RIA is an iterative process
- RIA has different uses
- RIA has different audiences
- RIA is a useful tool for strengthening the legislative processes in Palestine

Description:

The participants will give the presentations they produced on day three in this session and discuss them.

11. Future of RIA – discussion

Session Objectives:

By the end of the session participants should be able to:

- Understand how RIA can be implemented in Palestine;
- Discuss different options for RIA in Palestine e.g. a centre of excellence model that can champion RIA, where such a model should be housed, and what support would be needed for such a model from BAYAN, etc; and
- Give recommendations of how RIA can be rolled out in Palestine.
- Discuss next steps for BAYAN RIA training and technical assistance

Key learning points:

- The application of RIA in Palestine
- Possible support from BAYAN project
- Challenges in implementing RIA in Palestine
- Benefits of RIA in Palestine

12. BAYAN Project update and training close.

Session Objectives:

By the end of the session participants should be able to:

- Understand the future of the BAYAN project and its' potential involvement with RIA roll out;
- Understand their role in developing RIA in their institutions; and
- Develop RIA in their institution and disseminate best practice on developing RIA.

Key learning points:

- BAYAN project and future of RIA
- Develop RIAs for Palestinian draft laws and policies with little guidance or support
- Understanding of how to use the RIA to draft, amend and challenge proposed laws and policies
- Impart their basic level of understanding about the RIA process to colleagues and other CSO members

RIA Training Course Output

The RIA training course will use the production of RIA case studies by the participants as the vehicle for learning about RIA and its' use.

Final Remarks

The approach being used in this RIA training course is an innovative project that will build capacity within CSOs to challenge and hence strengthen the transparency, accountability and participatory nature of the legislative process in Palestine. This training needs assessment is based on initial consultations with the BAYAN project and the potential course delegates. Given the innovative nature of this project, it may be changed to reflect the needs of the course participants during training in order to meet the training course goals. This will only be done after discussion and approval of the BAYAN project.