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PUNTLAND STATE OF SOMALIA
Ministry of Interior, Local Government and Rural Development

District Participatory Planning and Budgeting Guide (DPP&BG)

DDF Training

Participant Book

December 2018





SUPPORT PROVIDED BY UNITED NATIONS

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Abbreviations

AWP	Annual Work Plan
CMG	Community Monitoring Group
DDF	5 year District Development Framework
DPP&BG	District Participatory Planning and Budget Guide
LEA	Local Economic Assessment
LED	Local Economic Development
M&E	Monitoring and Evaluation
MoF	Ministry of Finance
MOI	Ministry of Interior, Local Government and Rural Development
MoPIC	Ministry of Planning and International Cooperation
NGO	Non-Government Organisation
O&M	Operations and Maintenance
PEM	Public Expenditure Management
VC	Village Council/Committee

Foreword & Acknowledgements

It is with great pleasure that I present to you this newly developed module, the second in the series of 'District Participatory Planning and Budget Guide' (DPP&BG) modules for Local Governments in Puntland. This module and others in the series will be delivered through the Local Government Institute, with support from the Ministry of Interior.

This DDF Module was developed through the revision of the PEM modules in 2016-17, as well as input from findings coming out of a DDF Review Workshop in May 2017. The module will provide information to local government planning staff and District Councillors, including the Executive. The focus will be the steps in preparing a District Development Framework document, which guides planning in the district for the coming 5 years. It will be useful for districts who are new to preparing a DDF, as well as returning districts.

I would like to acknowledge the support of the UN Joint Programme for Local Government and Decentralised Service Delivery (JPLG), as well as the JPLG target districts of Garowe, Bosaso, Galkacyo, Banda Bayla, Jariban, Gardo, Eyl, Galdogob and Burtinle, for their contributions to the development of this module.

Mohamed Ali Nor (Juba)

Director General, Ministry of Interior, Local Government and Rural Development

Introduction

This Participant Book is designed to be used either in a standalone training on DDF preparation, or in conjunction with training on the DPP&BG Overview Module. The purpose is to provide an understanding of the District Development Framework (DDF) process, for those who are involved in preparing and implementing a DDF document.

Who is this module intended for?

This module is designed for:

- The Executive (Mayor, Deputy Mayor, Executive Secretary)
- District Council and its Sub-Committees
- District Planning Staff
- District Department Directors
- Other regional and state level stakeholders

Module Overview and Timings

Module Time: 8 training hours

Delivered Over: 2 days (4 training hours per day)

Session	Indicative Timing	Content
Introductory Session: Getting Started	1 hour	<ul style="list-style-type: none"> • Pre-test Questions • Introductions and Icebreakers • Aims and Objectives
Session 1: First Steps in the DDF	1 hour	<ul style="list-style-type: none"> • What is a DDF? • Planning the DDF process • Community Awareness Raising
Session 2: Gathering information for the DDF	2 hours	<ul style="list-style-type: none"> • District Profile / LED • Community Consultations • Integrating State and Sector Plans
Session 3: Preparing the Draft DDF	2 hours	<ul style="list-style-type: none"> • Contents of draft DDF • District vision, priorities, objectives • DDF monitoring framework
Session 4: Validating and Finalising the DDF	1 hour	<ul style="list-style-type: none"> • Validation Workshop • Top Tips for preparing a DDF • Questions for Discussion
Session 5: Conclusion	1 hour	<ul style="list-style-type: none"> • Module Summary • Next Steps • Assessment & Evaluation

Introduction Session: Getting Started

Session Objectives:

- Create a comfortable and encouraging learning environment.
- Provide an overview of the training, including aims and objectives.
- Understand participants' expectations of the training.
- Agree on ground rules for the training.

Here are some topics your trainer is likely to cover in this session:

- Welcome, Introductions and 'Housekeeping'
- Aims and Objectives of the Training
- Expectations and Ground Rules
- Pre-Training Questions

'What is a DDF?'
'Why is it important?'



Icebreaker Questions

Amina is asking two questions to find out what you already know about the DDF.

Discuss your ideas with your neighbour and then in plenary.

Then read and discuss the success story below about Abyan District.

Success story: The DDF in Abyan District

The DDF is a 5 year planning framework for the district, which highlights the main development priorities, based on data and on community perceptions. It is important that other development partners who come to a district ensure that their activities fall under the 'umbrella' of the DDF, to avoid duplication of activities. Abyan District successfully addressed this issue, as told below:

'Abyan District was not able to secure funding for some priorities in its DDF document. A development partner came to Abyan District and presented its funding commitment, and the areas it wanted to support. However, the district administration presented the DDF to them, and the un-funded priorities in the workplan. The Mayor said, 'if you work within this framework, you can implement whatever you wish'. The development partner then identified areas within the DDF where it could provide support.'

Session 1: First Steps in the DDF

Session Objectives:

By the end of this session participants will be able to:

- Explain the purpose of a DDF.
- Identify the first steps needed to start a DDF preparation process.

What is the DDF?

- The District Development Framework (DDF) is a document that:
 - Specifies the main social and development priorities and objectives of the district over the coming 5 years.
 - Defines the main priority interventions (in broad terms) needed to achieve the objectives.
 - Defines simple indicators and targets to measure achievement of the objectives.
- The purpose of the DDF is to have a shared vision of the objectives for the district's development over the coming 5 years and the main priorities that need to be addressed in order to achieve the objectives.
- The DDF is a guiding framework for district development planning. It is not intended to list specific actions to implement, budget lines committed, or projects/services for specific villages or communities.

Diagram 1. District Planning and Budgeting Calendar

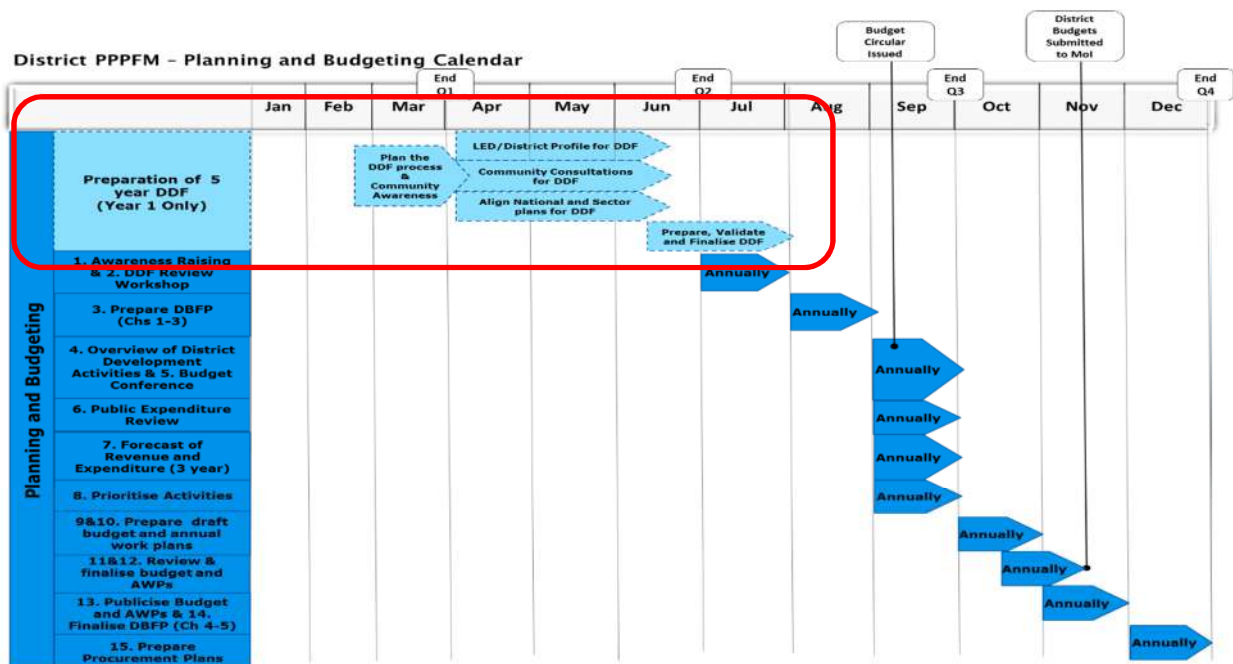
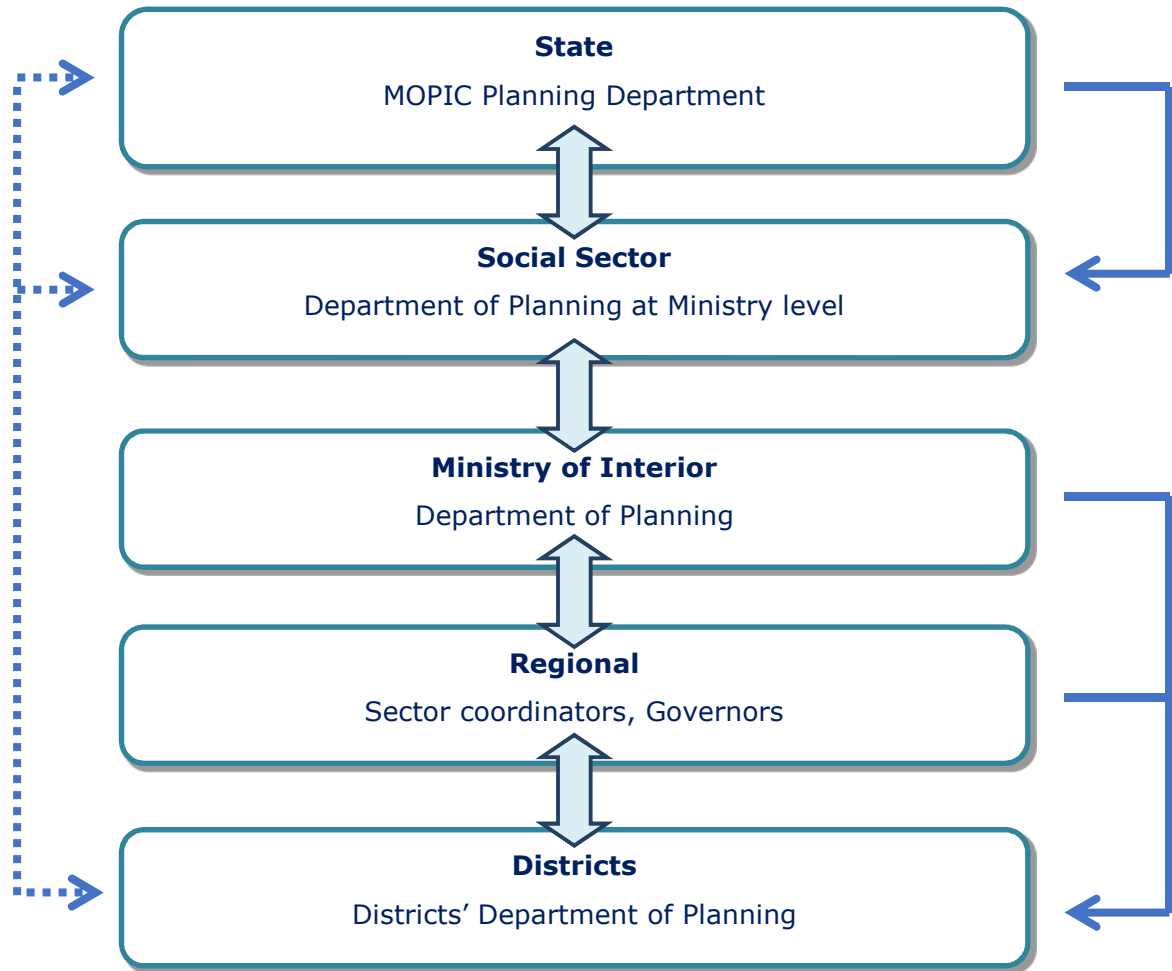


Diagram 2: Understanding the relationship between different planning levels



Key to Symbols:

 Advise on Planning Product

 Communication and Information flow

 Coordination

Diagram 3. District Planning Stakeholders

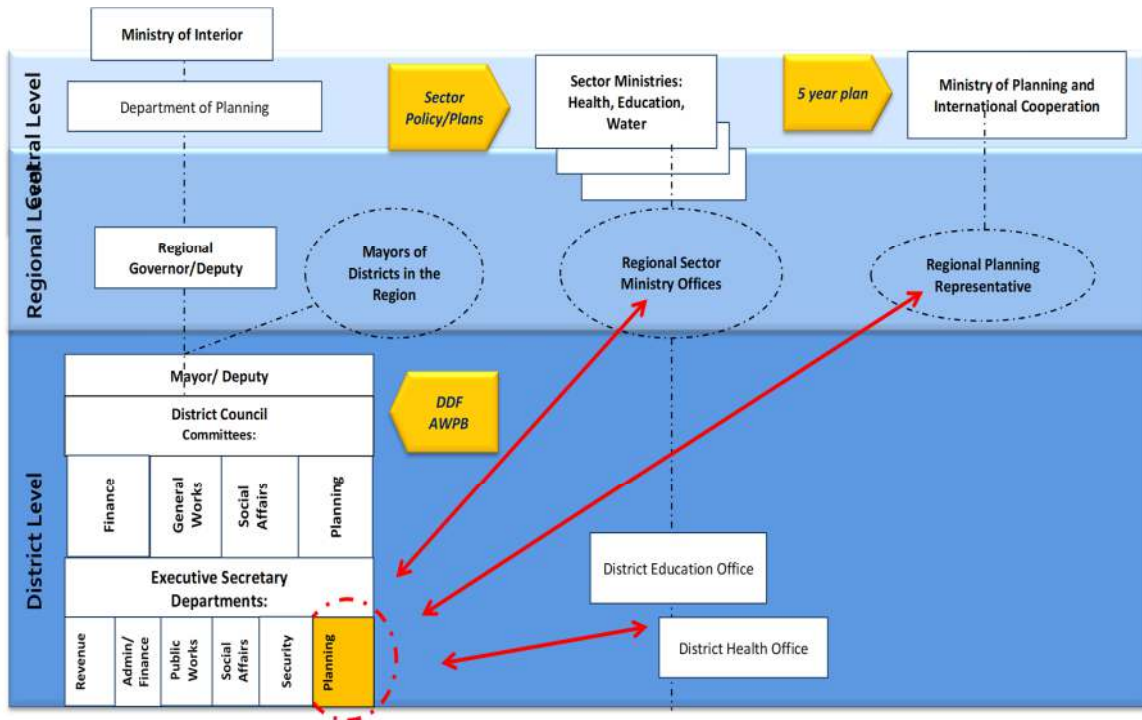


Diagram 4: Steps in DDF preparation (Year 1 only)

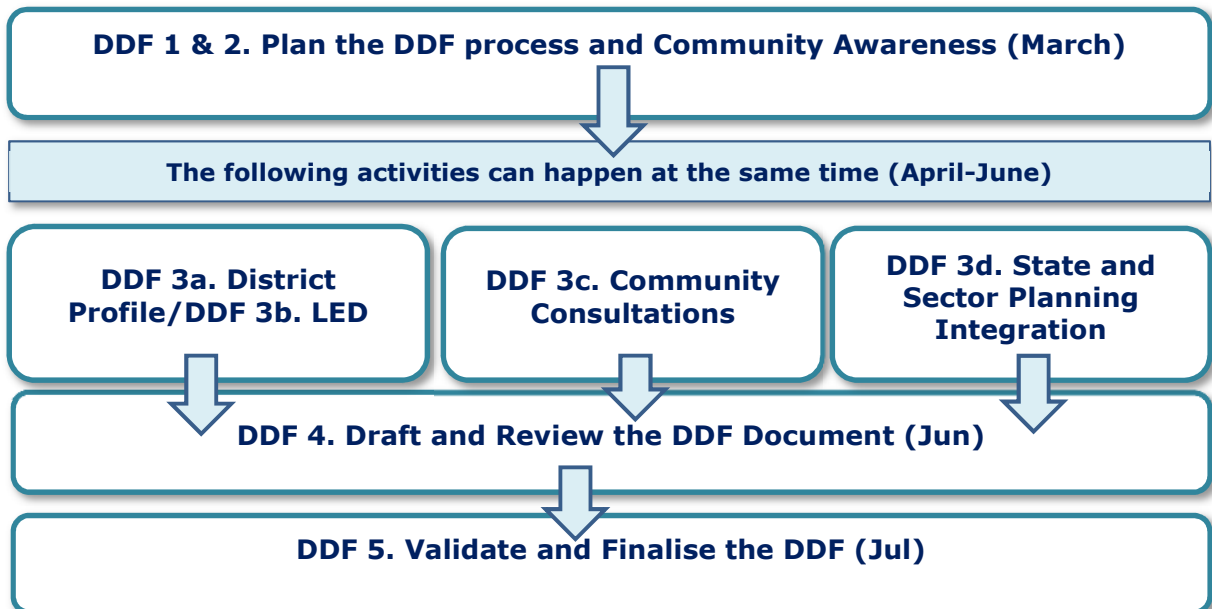


Table 1: Summary—Step 1. Planning the DDF process

When:	March (Year 1 only)	
Purpose:	<ul style="list-style-type: none"> Identify responsibilities and timeframes for the DDF preparation. Identify community awareness raising activities to be done in advance of the DDF preparation, so that the general community understands the process that is about to take place. Agree on processes for the elements of the DDF, including District Profile, LED, Community Consultations, and ensuring integration with State/Sector/Regional plans. 	
Output:	An agreed plan showing timelines, responsibilities and community awareness raising activities.	
Who:	Mayor	Facilitates meeting to plan the DDF preparation process.
	Executive Secretary	Attend meeting to plan the DDF preparation process.
	Sub-Committee	Attend meeting to plan the DDF preparation process.
	Planning Department	Prepares plan for DDF preparation process.
	Heads of Departments	Attend meeting to plan the DDF preparation process.
	MOI	Invite relevant representatives to attend the meeting.
	Regional Sector Ministry Officers	Attend meeting to plan the DDF preparation process.

Table 2: Summary—Step 2. Community awareness-raising on the DDF process

When:	March (Year 1 only)	
Purpose:	<ul style="list-style-type: none"> Conduct community awareness raising activities in advance of the DDF preparation, so that the general community understands the process that is about to take place, in terms of when it will take place, and how people can be involved. A particular emphasis should be on encouraging women, youth and other minority groups to participate in the community consultations as part of the DDF process. 	
Output:	A community awareness-raising plan, to be executed in advance of the community consultations.	

Who:	Sub-Committee	Oversee the conduct of the community awareness-raising activities on the DDF and support the Social Affairs Department in these activities.
	Social Affairs Department	Prepare and implement community awareness-raising activities on the DDF, using appropriate tools such as: <ul style="list-style-type: none"> • tv and radio announcements • notices in public places • sms messages • local newspapers and websites Note that the methods used should aim to reach out to women, youth, and other minority groups within the community.
	Village Councils/Committees and Community Monitoring Groups	Support the implementation of community awareness raising activities.
	NGOs/Civil Society Organisations	Support the implementation of community awareness raising activities.
	General public	Will have a good understanding of the upcoming DDF process and the community's role in the community consultations, as a result of the awareness raising activities.



Questions for Discussion

Discuss the following questions in pairs and then discuss in plenary.

- Why is it important to plan for the DDF process in advance?
- What is the importance of raising community awareness in advance of commencing the DDF process?

For districts who have already completed a DDF process previously ...

How important were advance planning and community awareness raising activities for the success of the DDF process? What could you improve for next time?

Session 2: Gathering information for the DDF

Session Objectives:

By the end of this session participants will be able to:

- Identify the main sources of information for the DDF and how to collect.
- Outline some of the main issues collecting the DDF information and suggest ways to overcome these.

See also Annex 1: Data Collection Tools—District Profile

District Profile

A district profile gives an overview of the **current social and economic conditions** of the district and provides valuable information for the DDF.

Contents

- | | |
|---|--|
| I. Executive Summary | - Public administration |
| II. Introduction: District Profile activity | - Transportation profile |
| III. Profiles | - Technical infrastructure |
| - Social profile | - On-going projects |
| - Economic profile | - Development potential and constraints |
| - Environmental profile | IV. Findings and remaining tasks for next year |
| - Urban structure | V. References |

Diagram 5: District Profile Data Sources

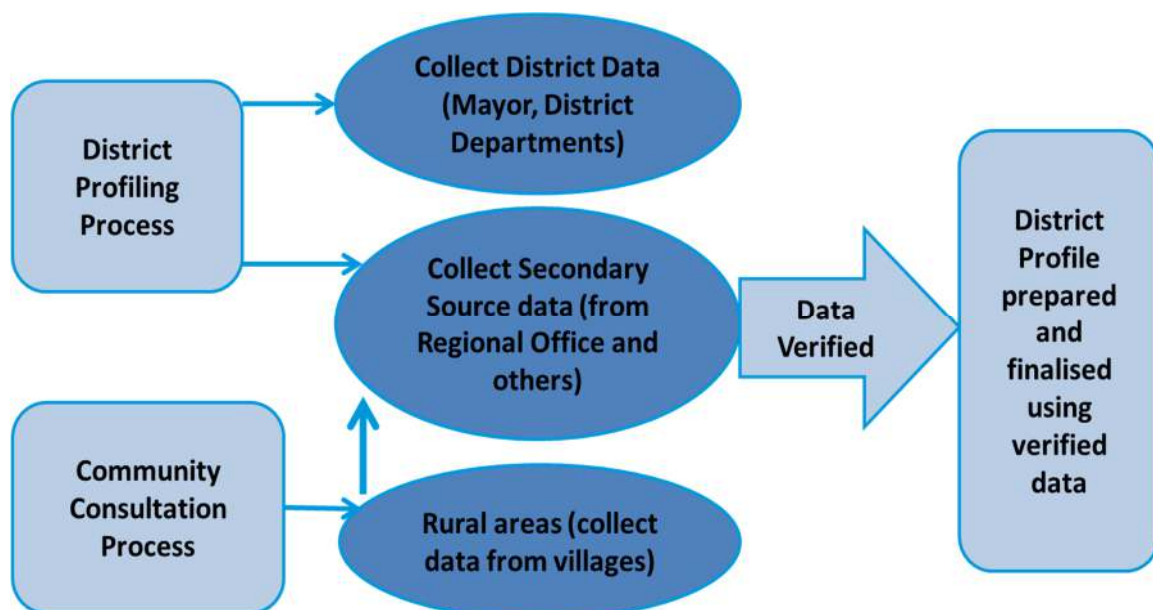


Table 3: Summary—Step 3a. District Profile

When:	Apr-Jun (Year 1 only)	
Purpose:	<ul style="list-style-type: none"> Collect data which will provide an overview of the current social and economic conditions of the district. Key areas include: Social Profile, Economic Profile (including data on local businesses), Environmental Profile, Urban Structure, Public Administration, Transport Profile, and Technical Infrastructure. 	
Output:	A District Profile document, which is summarised for inclusion in the DDF and which informs the priority areas for the coming 5 years of the DDF's lifespan.	
Who:	Department of Planning	<ul style="list-style-type: none"> Responsible for the data collection process. Collect, verify and synthesise data from other departments and institutions. Prepare and write the District Profile.
	Sub-Committee	<ul style="list-style-type: none"> Oversee the development of the District Profile. Participates in District Profiling and the validation of data collected. Community Mobilisation
	District Department Directors	Provide data for inclusion in the District Profile.
	Social Affairs Department	Provide data for inclusion in the District Profile. Support Planning Department in collecting, verifying and synthesising data, particularly for sector areas.
	Mayor/Executive Secretary	Provide guidance on data collection for the District Profile.
	Data Collectors	The collection of data from various sources could be outsourced if required.



Questions for Discussion

Discuss the following questions in pairs and then discuss in plenary.

- Why is a District Profile important?
- What benefit can a District Profile bring to the DDF document?
- What other contents besides those mentioned above can you add?

For districts who have already completed a DDF process previously ...

- How useful has the District Profile been for your district, particularly in providing information for the DDF? Give some reasons why or why not.

Local Economic Development / Local Economic Assessment

A Local Economic Assessment (LEA) is:

- A tool that can be used to gather information on the economic situation in the district.
- It can feed into the District Profile, and is part of the district Local Economic Development Strategy.
- Information from a Local Economic Assessment can be incorporated into the District Profile document under '2. Economic Profile,' to provide important information about the economy of the district.

See also Annex 2: Local Economic Assessment

The LED Process

The LED process has the following 7 steps:

Step 1. The local government needs to allocate the responsibilities of LED to an official and to a committee.

Step 2. Identify stakeholders and set up the stakeholder group to work with the local government to identify what needs to be done to promote LED.

Step 3. Gather information and data such as employment statistics to understand the current local economy and the status of the employment, education and skills. ***This can be done as part of data collection for the District Profile.***

Step 4. Involve the public in forums to give information and ideas about needs, issues and opportunities for local economic development.

Step 5. Stakeholder analysis to pick up the pattern of the economic activity in the area and the factors that impact positively or negatively.

Step 6. All the stakeholders should input into the design of action plans and the allocation of the responsibility for implementation.

Step 7. The local government should gather the information and data on a regular basis to enable the stakeholder group to monitor and support the delivery of action plan.

The information gathered in Steps 3-7 should be reflected in the district's DDF as well as the annual planning and budgeting process.

! Districts will vary in their capacity and potential for economic development.

As such, some districts may not have the resources or ability to put together a full LED strategy. However, even in these cases it is still important for a district to use the Local Economic Assessment tools, to build an accurate picture of the economic environment in the district.

Success story: How an LED process can help—revitalising Abyan District's fisheries sector

Abyan District is a coastal district and its inhabitants depend mainly on fishing as their main productive sector for a source of livelihood. Local fishermen are handicapped by both geographical and infrastructural challenges restraining their capacity to produce sufficient fish stock and access local market for their products. Despite the district having one of the largest fishing grounds, productivity has been low and this is solely due to lack of quick access to markets owing to the remoteness, poor road network, lack of fish handling and cooling facilities and inadequate fishing equipment.

In 2014, the district together with the LED forum designed a project which addressed these bottlenecks by supporting the establishment of a fishing cooperative to manage the affairs of the fishermen, such as storage and marketing, provide better fishing equipment to enhance productivity and procure a cooling van which will be used to transport fish from the source to local markets. The project brought together 100 fishermen who were previously working individually and organized them into a co-operative, provided capacity building trainings on how to work together as a union, as well as selecting a leadership structure to oversee management of the group affairs.

This LED initiative has enabled local fishermen to increase their productivity and access markets much quicker than before, translating to increased income and improved livelihoods of Abyan's fisheries community, while a booming fishing sector has also resulted to an increase in revenues generated by the local government through taxing of the trade.

Table 4: Summary—Step 3b. Local Economic Development / Local Economic Assessment

When:	Apr-Jun (Year 1 only)	
Purpose:	<ul style="list-style-type: none"> LED tools such as a Local Economy Assessment (LEA) are designed to show the potential for economic growth in a locality, and these economic priorities can be incorporated into the 5-year DDF as priority areas. There is some overlap between data collected for the District Profile, and data collected as part of the LEA. This should be coordinated in advance, to ensure that the same data is not collected twice. 	
Output:	An LEA and an LED strategy, both of which provide input into the DDF.	
Who:	Department of Planning	<ul style="list-style-type: none"> Facilitate dialogue on LED between private sector and civil society (e.g. workers' organisations, employers, community based organisations)

		<ul style="list-style-type: none"> • Conduct LED data collection and analysis and ensure that aspects of the district LED strategy are incorporated into the DDF. • Work in conjunction with the community to develop the LED strategy.
	Sub-Committee	<ul style="list-style-type: none"> • Facilitate dialogue on LED between private sector and civil society (e.g. workers' organisations, employers, community based organisations).
	Mayor / Executive Secretary	<p>Guide the Local Government's inputs into the LED process, including:</p> <ul style="list-style-type: none"> • Conduct LED orientation workshops with key private sector and civil society leaders on the LED approach and facilitate the LED forum to discuss and plan activities. • Mobilise resources and coordinate public funds, private sector investments, and community resources to maximize their effectiveness. • Carry out evaluations of planned activities. • Monitoring and analysis of local economic interventions.
	Civil Society/NGOs	<ul style="list-style-type: none"> • Participate in dialogue on LED and in LED forums
	Private Sector	<ul style="list-style-type: none"> • Participate with local government in Public-Private Dialogues (PPD) on LED and in LED forums, to explore and implement concrete actions that support a business-enabling environment. • For example, registering a business, construction permits, access to electricity, registering land and property, access to credit, paying taxes, protecting investors, and enforcing contracts.

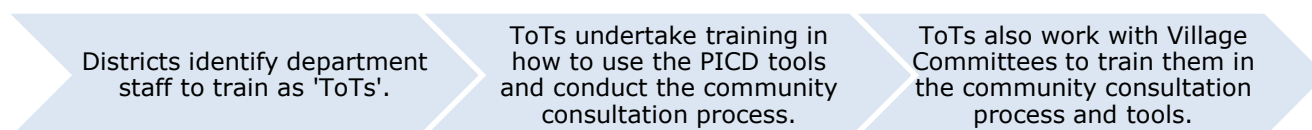
Community Consultations

Community Consultations is an important aspect of DDF development, which involves a community data gathering process, a community visioning process, and identification of the main priorities of the communities for the next 5 years.

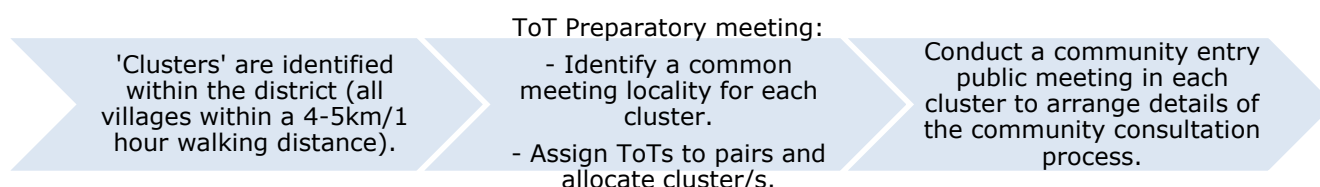
See also Annex 3: Community Consultations

Diagram 6: Community Consultation Process

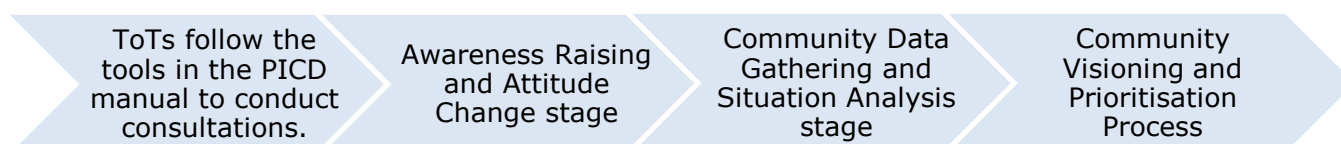
A. Identification and Training of ToTs



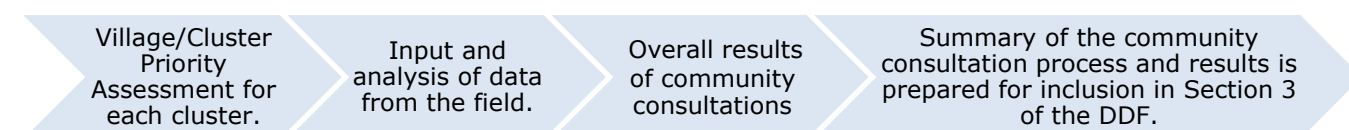
B. Preparation for Community Consultations



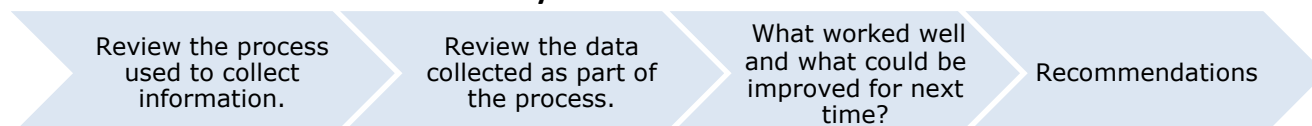
C. Conducting Community Consultations



D. Data Analysis and Report Preparation



E. Evaluation of the Community Consultation Process



! Note that different districts will have different distributions and geographical locations of villages. This should be considered in advance when planning the 'clustering' of villages into groups for the community consultations.

Table 5: Summary—Step 3c. Community Consultations

When:	Apr-Jun (Year 1 only)	
Purpose:	Facilitate a visioning process in communities, to get an overview of the most important challenges, needs and long term priorities of the communities for their social and economic development.	
Output:	A Village/Cluster Priority Assessment Format	
Who:	Department of Social Affairs	<ul style="list-style-type: none"> • Coordination of the community consultation process.

	<ul style="list-style-type: none"> • Ensure that women, youth and other minority groups are adequately represented in the community consultation process.
Department of Planning / Sub-Committees	<ul style="list-style-type: none"> • Support to the community consultation process
Village Councils / Committees and Community Monitoring Groups	<ul style="list-style-type: none"> • Focal point for mobilising communities to engage in community consultations. • Ensure that women, youth and other minority groups are adequately represented in the community consultation process.
Civil Society Organisations / NGOs	<ul style="list-style-type: none"> • Focal point for mobilising communities to engage in community consultations. • Ensure that women, youth and other minority groups are adequately represented in the community consultation process.
District Based ToTs (from the Department of Social Affairs / other departments)	<ul style="list-style-type: none"> • Conduct the consultations in communities, as well as train VCs and CMGs in the community consultation process to be facilitators. • District led 'task force' to lead and facilitate grassroots consultations.
Sector Representatives	<ul style="list-style-type: none"> • Participate in community consultations in awareness raising on sectoral standards / procedures, so the community understands these sectoral standards / procedures, to avoid prioritisation of unfeasible interventions.
Other members of the public (e.g. nomads)	<ul style="list-style-type: none"> • Share their priorities as part of the community consultation process.

Questions for Discussion

Read the information below about guiding principles and community expectations in pairs and then discuss in plenary.

- Why do you think the **Guiding Principles** are important to uphold in community consultations?
- What do you think is the best way to manage **Community Expectations** about the planning process in your district?

For districts who have already completed a DDF process previously ...

Did you have any information about the community needs and expectations before the consultations?

Did you encounter some issues when the expectations of the community were different from what the district local government could provide? What happened and what action did you take?

Guiding principles for the community

- a. *Right to participation:* Communities have a right to participate, contribute to and to be informed about key decisions affecting their areas.
- b. *Open and Honest communication:* Communities have a responsibility to communicate openly and honestly with the local government and other development partners in any community engagement process.
- c. *Accountability:* Communities should commit to ensuring highest level of accountability to partners and community members.
- d. *Diversity:* Communities as groups and individuals have a responsibility to respect the diversity of opinions and needs within the community.
- e. *Tolerance:* Community members should be sensitive to, tolerate and listen to fellow members' views, opinions and contributions.
- f. *Feedback:* Communities have a responsibility to give genuine and truthful feedback and information to the Council and development partners.
- g. *Ownership for Sustainability:* Communities need to feel a sense of ownership of the process in order for it to show any lasting benefits.

How can districts explain to communities about what to expect from the process?

1. Explain to communities that their contribution is just *one* of the sources of information that will be used to prepare the DDF and there are other sources that must be considered, such as national and sector priorities and data from the District Profile.
2. The district budget is very limited. This means that decisions have to be made each year about which activities can be funded. It means that communities should not expect a project in each village in each year.
3. As a District Councillor or staff member, do not make unrealistic promises. For example, don't say to a community that all their priorities will be funded in the coming year, because this is unlikely to happen.
4. Explain how communities can maximise their opportunities to have input into the development process, for example:
 - Follow up on the actions of the District Council.
 - Stay informed about the progress of the planning process and project implementation.
 - Be focused when identifying community priorities.

Integrating State and Sector Plans

It is important to ensure any other important plans are reflected in the DDF. For example, there may be state or sector priorities that align with a district's own priorities, which can be a development focus over the coming 5 years.

See also Annex 4: Integrating State and Sector Plans

Diagram 7. Links between different levels of planning

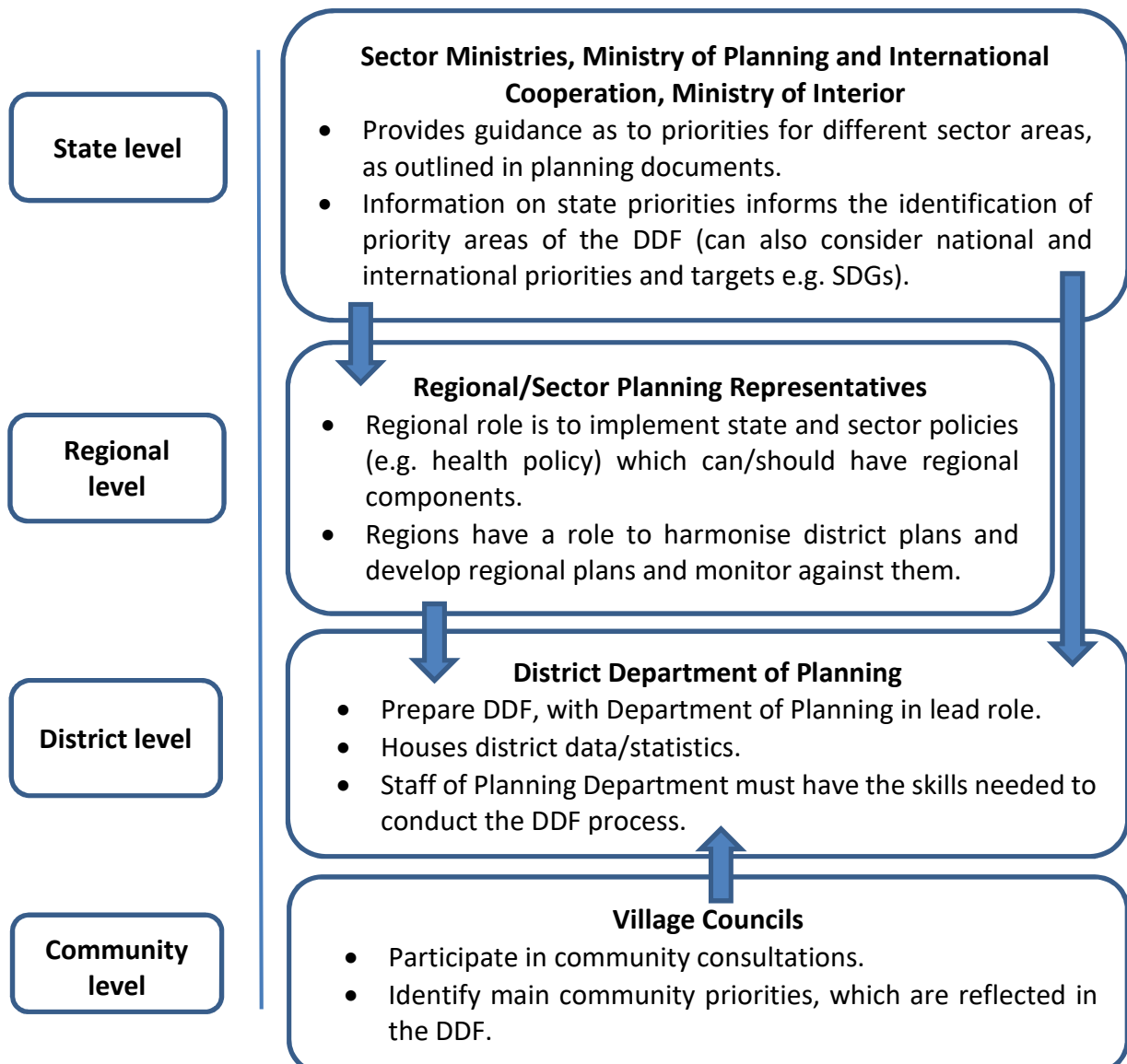


Table 6: Proposed calendar for improving harmonisation of Puntland Planning Processes/Stages

Month	Output	Actor	Note
JANUARY-MARCH	Preparation Phase	All Stakeholders	Finalise the work of previous year.
		MoPIC	Kick start and circulate this common calendar
		MOI	Communicate, disseminate and follow up information/common calendar provided by MOPIC down to districts and regions
		Sector Ministries, Region	Sector ministries and regional coordinators advise district authorities and planning departments on formulation or updating of the District Development Framework (DDF) . This is done once in 5 years.
APRIL-AUGUST	DDFs- prepared once in 5 years DDF is also reviewed annually (July)	Districts & Region	District authorities led by the planning departments formulate/update DDFs and District Councils approve (Drafting of DDF starts in April and DDF is approved in August-once in every 5 years as per the PEM guideline). After the District Councils' approval of the DDFs , the districts' directors of planning to share DDFs with region and MOI. Also with other stakeholders, business people and other potential funders.
		MOI	MOI to consolidate copies of all DDFs and disseminate copies to the planning directors of ministries & MOPIC planning department.
		MOPIC	Based on sector ministries advice on DDFs , MOPIC planning department notes the implications for the current and next Five Year Development Plan.
SEPTEMBER	Sector Strategic Plan-Once in 5 years	Sector Ministries (Education, Health, Water)	Start & draft the preparation of sector strategic plans. refer DDFs & engage district through and in collaboration with MOPIC (Sector Strategic Plans to be finalised once in every 5 years on September).
		Sector Ministries	All sectoral ministries share their (now finalised) Sector Strategic plans with MOI

Month	Output	Actor	Note
			and their Sector representatives at the district, who pass it over to the district planning departments.
OCTOBER-NOVEMBER	District AWP&B	District Level	The District develops their Annual Workplan & Budget for the coming year. Priorities to be extracted from the DDF with full engagement by the sector representatives at the district & regional level (District AWP&B preparation starts from June and is led planning department at district).
		District Level	District Annual Workplan and Budget is approved by Council and shared with all MOI for onward submission to sector and MOPIC.
	Sector Annual Workplan	Sector Ministries	Sector ministries to prepare their Sector Annual Workplan based on their sector strategic plan & share with MOPIC and district sector representatives
DECEMBER	5 years' development plan (once in 5 years).	MOPIC & MOI	MOPIC to consolidate & compile: <ul style="list-style-type: none"> • DDFs and Sector strategic plans (once in 5 years) District AWP&B and sector annual workplan (Annually)
		MOPIC	Based on DDFs and sector strategic plan, start consultation process and develop state development plan. (The preparation and development starts in December and could extend into January-February next year). Share consolidated workplan and strategic plans with all stakeholders.

Table 7: Summary—Step 3d. Integrating State and Sector plans

When:	Apr-Jun (Year 1 only)	
Purpose:	<p>Ensuring that the priorities in the DDF are aligned with State, Regional and Sector Plans and vice versa.</p> <p>Ensure that relevant information in any previous DDFs is reviewed and referred to in the new DDF.</p> <p>Ensure that any district Master Plan is reflected in the new DDF.</p>	
Output:	A document on state and sector priorities, which can guide the districts when identifying their own priorities for the DDF.	
Who:	Mayor / Executive Secretary	<ul style="list-style-type: none"> Conduct consultations with state/sector/regional stakeholders on state priority and sector ministry requirements for inclusion in the DDF.
	Department of Planning	<ul style="list-style-type: none"> Prepare a brief document, outlining state/sector/regional priorities, based on research and consultations.
	Social Affairs Department	<ul style="list-style-type: none"> Focal point at district level for sector information (in health, education) Support planning department to prepare document on state and sector priorities.
	MOI	<ul style="list-style-type: none"> Provide oversight and support to the process, including facilitation of consultations between districts, sector ministries and regional bodies.
	Ministry of Planning and International Cooperation	<ul style="list-style-type: none"> Participate in consultations and provide information to districts on the State Development Plan, and other relevant planning documents.
	Sectoral Ministries	<ul style="list-style-type: none"> Provide guidance on sector priorities for the DDF. Amend their own sector strategic plans where relevant, to capture priorities in the DDF.
	Regional Administration	<ul style="list-style-type: none"> Provide guidance to districts from a regional planning perspective, particularly to link priorities between different districts.



Exercise 1: Data Collection Challenges & Solutions

Your trainer will guide you in this activity. The purpose is to give you an opportunity to discuss some of the challenges that you have faced (or may face) when it comes to collecting the data and information you need to prepare the DDF, that we have just covered in this Session.

1. Work in groups of 4-5. Your trainer will assign you with one of the following data collection areas:

- District Profile (**Annex 1**)
- Local Economic Development (**Annex 2**)
- Community Consultations (**Annex 3**)
- Integrating State and Sector Plans (**Annex 4**)

2. In your group, have a look at the information in the relevant Annex to the area you have been assigned, and discuss the following questions:

For districts who are doing a DDF for the first time:

- What do you think might be some of the main challenges in collecting the data you will need for this part of the DDF?
- For each challenge, can you identify some possible actions that could be taken to overcome the obstacles?

For districts who have previously prepared a DDF:

- What have been some of the main challenges in collecting the data for this part of the DDF?
- What actions did you take to address these challenges? How successful were they?
- What challenges still remain?

3. Each group will present their findings in plenary and discuss.

4. Put some ideas for actions you can take into the Action Plan template below.

Exercise 1: Action Plan Template

Data Collection for DDF

This template is designed to help you identify some steps you can take when you next carry out a data collection process for your DDF, either in preparing a new DDF, or updating an existing DDF.

What is the data collection issue we face?	What steps can we take to address the issue?	Who is responsible?	By when?	What support do we need to do this?
<i>e.g. finding accurate baseline data, getting access to data from secondary sources.</i>		<i>List the person/s to take a lead role.</i>	<i>What timeframes are you working within?</i>	<i>For example, what can we do ourselves, what external support might we need? Think beyond things that depend on funding.</i>

Session 3: Preparing the draft DDF

Session Objectives:

By the end of this session participants will be able to:

- Prepare a draft DDF document, using the correct format, and data from the four information sources.

See also *Annex 5: Detailed DDF Format*

Diagram 8. Preparing the DDF

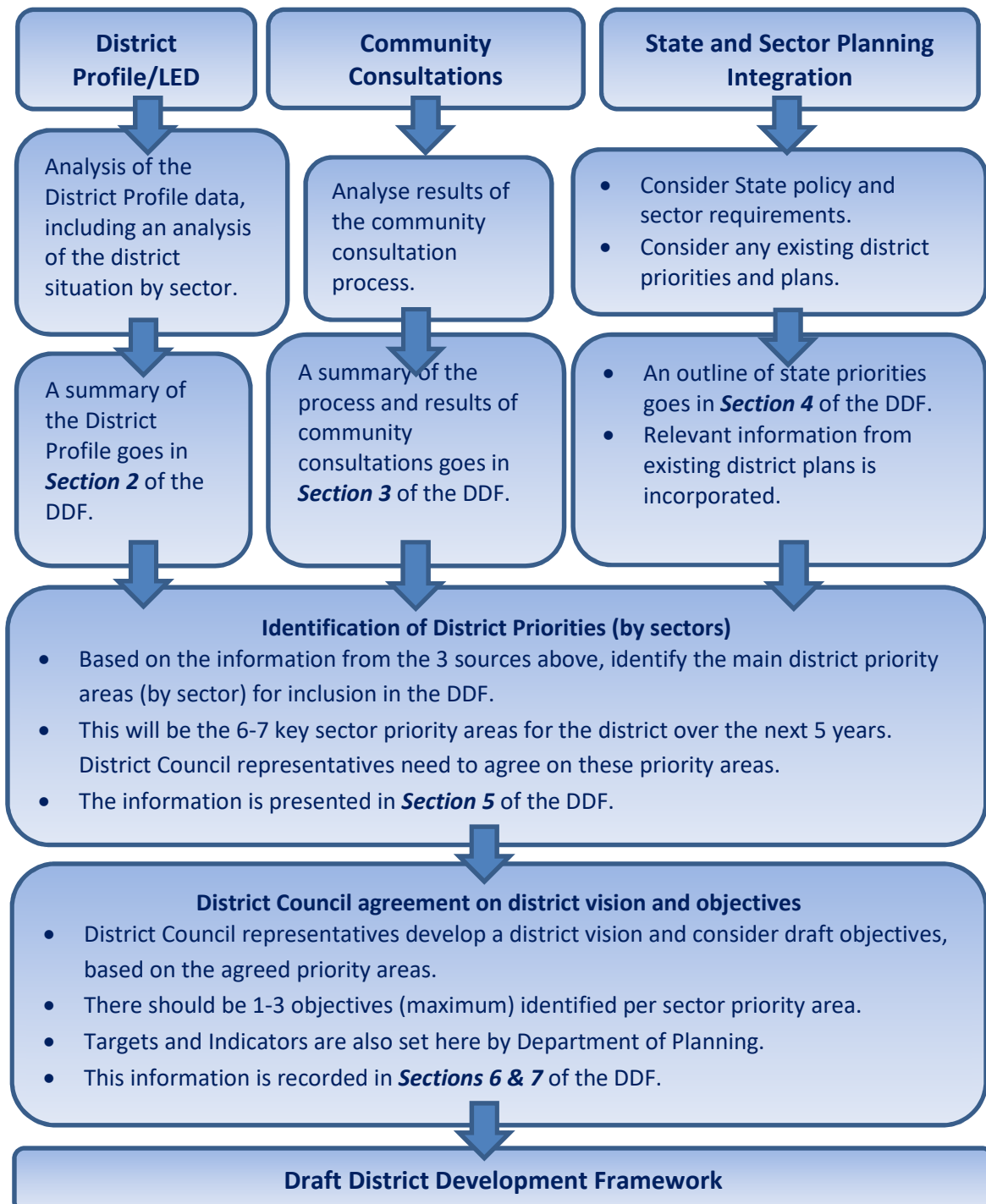


Diagram 9. Overview of DDF Contents

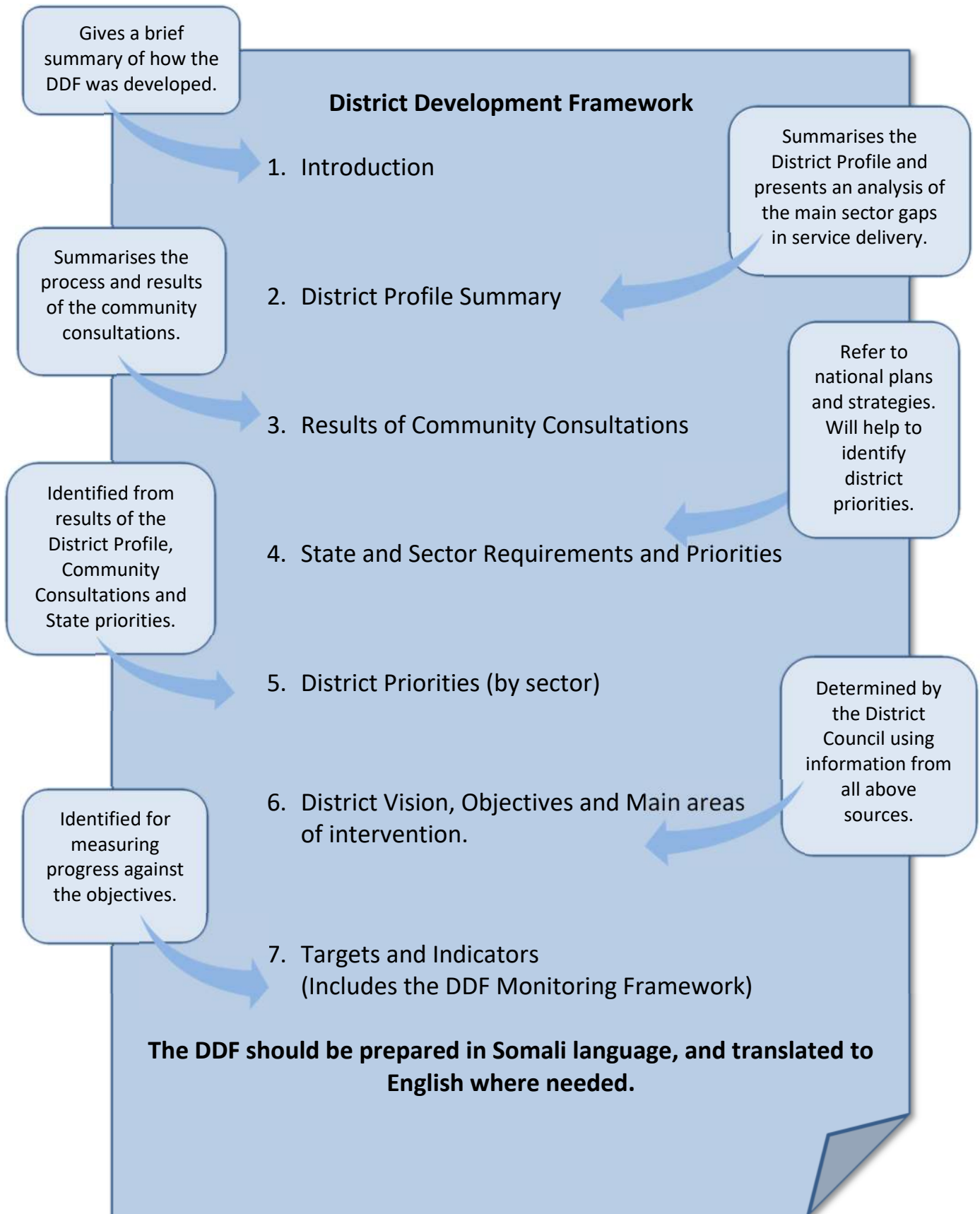
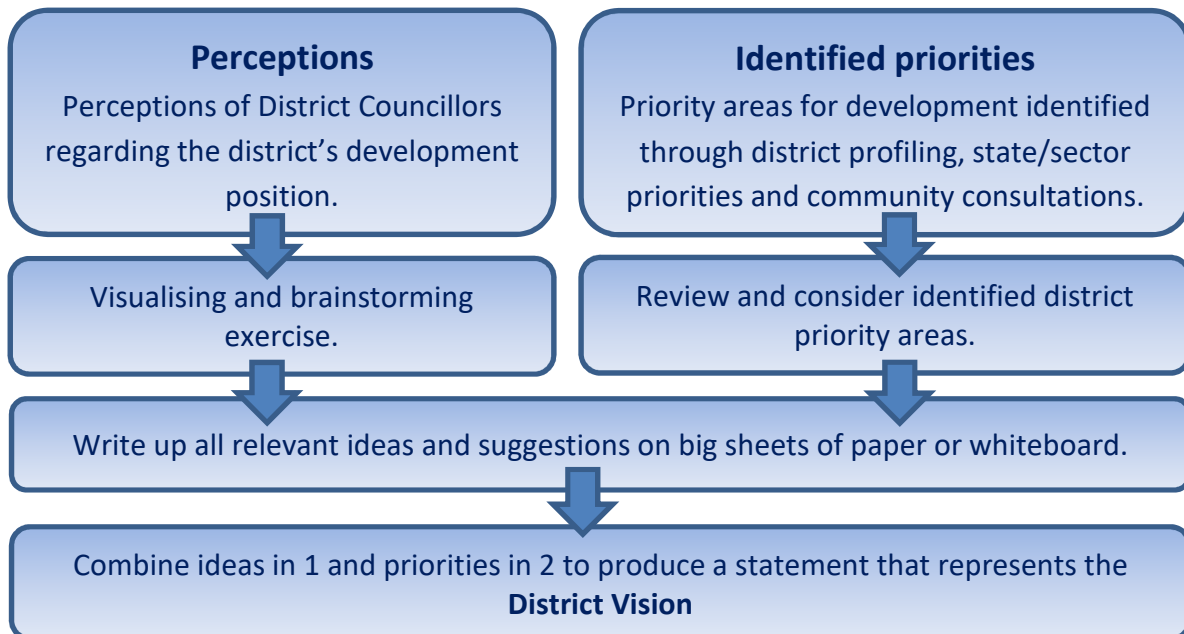


Diagram 10. Setting a District Vision

A District Vision is a statement which helps the District Council express how it sees the future development of the district. It is designed to be constant over the life of the DDF (5 years), although it can be revisited annually, to ensure its continued relevance.

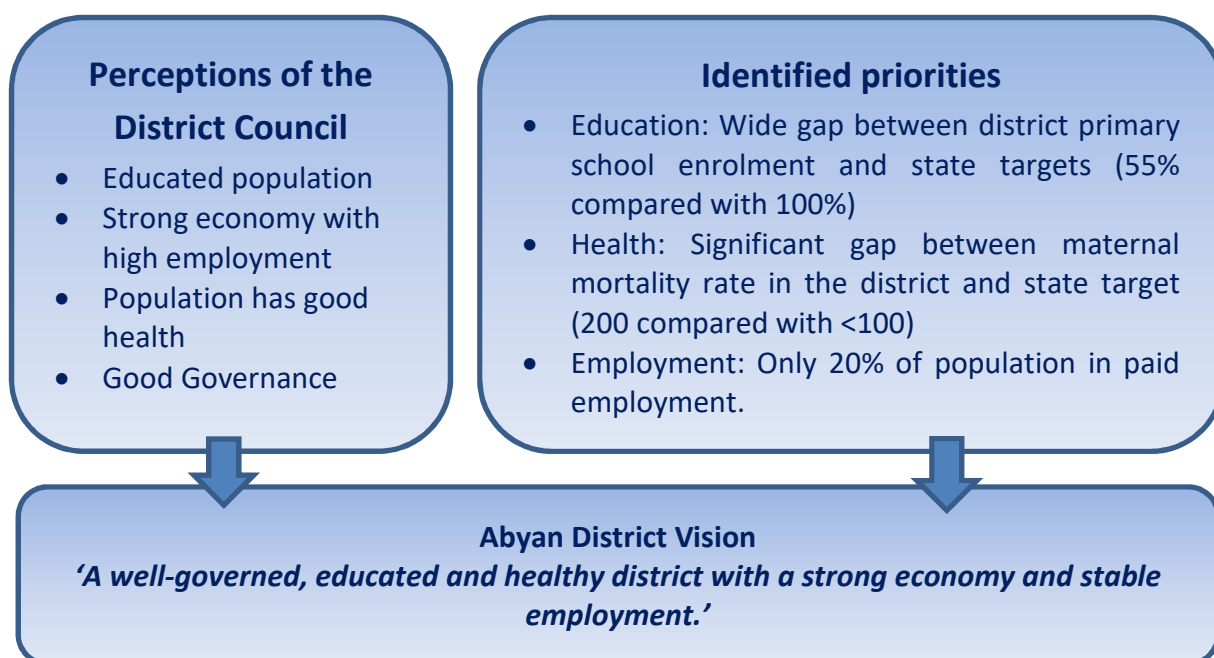
A district vision should be written as a short statement of aspirations, desires, or the ultimate aim of the district. It is a picture of the district's future as perceived in the present. See below for an example of how the district vision was developed in Abyan District.



Example: Setting a District Vision for Abyan District

Abyan District used the following process to set the vision for its DDF:

1. The District Council met to discuss what it thought the district vision should be. Councillors were asked to visualise and brainstorm how they saw their district in 5 years' time—What would it look like? What services and infrastructure would there be that are not there now? How are the governance systems functioning?
2. From that process, a list of perceptions was prepared, that summarised the Council's ideas for the district vision.
3. Then, a list of identified priorities was prepared, using information from the District Profile.
4. A discussion process followed, where the District Council combined the main ideas coming out of their list of perceptions, as well as the main priorities found in the District Profile. From these ideas, a short vision statement was written, which all Councillors agreed to, that reflects their vision for the District over the coming 5 years.



Some Examples of District Visions for 2018-2022

'A beautiful city with all essential community services, functioning infrastructure, good governance and local economic growth.'

'A peaceful district with efficient and equitable social service provision while achieving self-sufficiency.'

'A district with improved education and water services, protected environment and booming trade with other districts.'

'Contemporary city with quality service, growing economy, job creation, has sufficient infrastructure, green environment and free from conflicts.'

'A peaceful, well developed infrastructure city with growing socio-economic development, environment protected and modern service access.'

'A peaceful, well developed infrastructure district, with enhancing agriculture/growing economy and modern service access.'

'Socially and economically developed district.'

'A safe, healthy, green and well-governed district that brings people together, centre of trade and social services.'

'A peaceful, well developed infrastructure town with growing economy and modern service access, rich in fish and animal production.'



Questions for Discussion

Think about your own district, and discuss the following in pairs, then plenary:

- Can you write a good vision statement, to describe the changes you want to see for your district in the coming 5 years?

Remember that a good vision statement should be short and concise, and with a positive outlook.

Explaining Baseline and Indicators

Indicators

- Indicators help measure progress towards the objectives that have been set.
- Indicators also help to focus on what **data and information** should be collected, in order to assess progress.
- There is a difference between **output** and **outcome** indicators.

An **output** indicator is useful to measure what has been produced as a result of a project. For example, if our objective is to increase access to health centres, one of the project indicators could be 'Number of new health centres in the district'. This gives an indication of project 'outputs'.

However, if we want to measure progress towards the objective of *access* to health centres, we need to use an **outcome** indicator – something that shows not just how many health centres there are, but how many people have access to them. For example, 'Percentage of the population with access to a health centre'.

Outcome indicators are usually expressed as percentages, for example, the percentage increase in access to health services. **Output** indicators can be expressed as numbers, for example, number of new health centres.

Baseline

- A baseline refers to a starting point, that is, the situation that exists at the time of starting a program, or other process, that aims to improve a situation.
- It is important to know what the baseline is for our indicators, in order to know whether there has been an improvement or not.

Table 8. Example Baseline, Objectives, Interventions

Priority area (Sector)	Areas of concern	Justification for listing as a priority area (Baseline)	Draft Objective	Main areas of intervention
Health	Infant mortality rates	District status is 70 deaths per 1000 births before 1 year of age. State status is 50 per 1000 births and target is 25 per 1000 births by 2022.	To reduce the infant mortality rate by 20% by 2022 (56 deaths per 1000 births before 1 year of age)	<ul style="list-style-type: none"> • Training of additional Birth Attendants. • Education about safe practice during pregnancy and childbirth.
	Access to health clinics	Currently only 50% of the population has access to a staffed, equipped health post within 2-3 hours travel.	By 2022, 70% of residents will have access to a health post with qualified staff and medical supplies within 2-3 hours travel.	Building new health posts (10-12) and rehabilitating existing health posts (8-10). Ensuring they are staffed and equipped.
Education	Enrolment in primary school	This is identified as one of the main state planning priorities for the next 10 years. State goal is 100% net enrolment. Current district enrolment rate is 55%.	To increase the net primary school enrolment rate by 25% by 2022 (from 55% to 80%).	<ul style="list-style-type: none"> • Education program on the importance of schooling for children. • Building and equipping additional primary schools for greater access. • Ensuring that qualified teachers are available.
	% enrolment of girls in primary school	This is identified as one of the main state planning priorities for the next 10 years. Current enrolment of girls in primary school is 30%.	To increase the net primary school enrolment rate of girls by 20% by 2022 (from 30% to 50%).	<ul style="list-style-type: none"> • Education program on the importance of schooling for girls. • Ensuring that qualified teachers are available.

Diagram 11. DDF vision, priorities, objectives, interventions

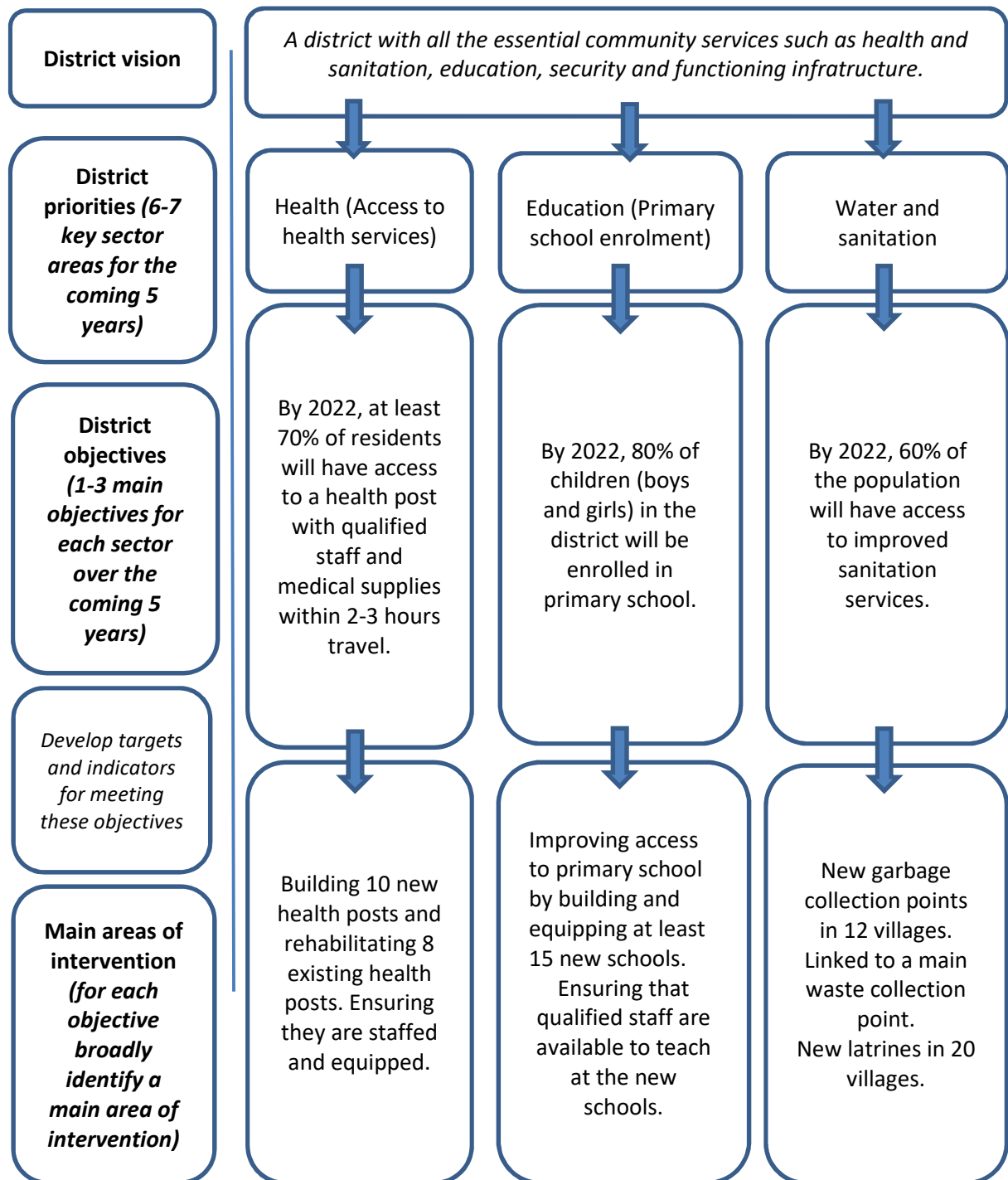


Table 9. Example DDF Monitoring Framework

A **baseline** identifies the starting point for each DDF objective.

Indicators identify how progress towards each objective will be measured. Note the distinction between 'output' and 'outcome' indicators.

The **annual targets** identify the desired progress at the end of each year. These targets should be aligned to sector and state plans.

The **means of verification** shows the methods used to verify progress towards the targets and objective.

DDF Objectives (2018-2022)	Baseline	Indicators	Annual Targets	Means of Verification	Responsibility for data collection and update
Objective 1: By 2022, at least 70% of residents will have access to a health post with qualified staff and medical supplies within 2-3 hours travel.	In 2018, 50% of people have access within 2-3 hours travel.	No. of health centres (<i>output</i> indicator) % of people accessing health centres within 2-3 hours travel. (<i>outcome</i> indicator)	Increase access by 4% each year for 5 years.	User survey / questionnaires at health centres.	Social Affairs department collect data from health centres and send to Planning Department for updating.
Objective 2: The road network has improved so that 80% of the district population can travel on improved roads and have road access to markets.	In 2018, 40% have access to improved roads	Distance (kms) of improved road (<i>output</i> indicator) Purpose of usage of improved roads (<i>outcome</i> indicator)	Year 1,2,3 = 10% Year 4 & 5 = 5%	Maps, satellite images showing improved roads. User surveys on purpose of road usage.	Department of Public Works provides information to Department of Planning about road improvements in the district.
Objective 3: Primary school enrolment has increased so that 80% of children in the district are enrolled.	In 2018, 55% overall enrolment	Net primary school enrolment.	Net increase in enrolments by 5% each year.	Enrolment statistics.	Department of Planning to seek relevant information from Ministry of Education.

Table 10: Summary—Step 4. Preparation and Review of draft DDF

When:	June (Year 1 only)	
Purpose:	To consolidate information gathered from District Profile, LED, Community Consultations and State/Sector planning, and prepare the 5 year DDF.	
Output:	A draft DDF document.	
Who:	Sub-Committee	<ul style="list-style-type: none"> • Develop the district vision • Identify district priority areas, based on information provided by the Planning Department. • Review the draft DDF document.
	Mayor / Executive Secretary	<ul style="list-style-type: none"> • Oversee the preparation of the draft DDF. • Review the draft DDF document.
	District Department Directors: All District Departments	<ul style="list-style-type: none"> • Identify priority areas and intervention areas. • Review the draft DDF document.
	Department of Planning	<ul style="list-style-type: none"> • Prepare the draft DDF document. • Prepare information for the Sub-Committee to make decisions on priority areas. • Develop draft objectives based on priority areas. • Develop indicators and targets for DDF objectives.
	MOI	<ul style="list-style-type: none"> • Provide support to the process of developing a district vision, and setting priorities, objectives, indicators and targets.
	Village Councils/Committees	<ul style="list-style-type: none"> • Receive a copy of the draft DDF in advance of the validation workshop, in order to review and provide feedback.



Exercise 2: Writing SMART Objectives

Your trainer will guide you further in this activity. It is important that you can write proper objectives to focus your DDF on real improvements for the next 5 years.

1. Work in groups of 4-5 and read the information provided below on SMART objectives.
2. Using the information, discuss and answer the questions that follow, which also ask you to rewrite some objectives using SMART.
3. Discuss your answers in plenary.

SMART Objectives

The 'SMART' approach helps us to define district objectives which clearly outline *what* we want to achieve and by *when*.

'SMART' stands for:

- **S**pecific: clear about what, where, when and how the situation will be changed.
- **M**easurable: able to quantify the targets and benefits.
- **A**chievable: able to attain the objectives given the resources and capacities at the disposal of the district.
- **R**ealistic: able to obtain the level of change reflected in the objective.
- **T**ime bound: stating the time period in which they will each be accomplished.

Discuss and answer the following questions:

1. From the list below, which objective for Abyan District has not been written according to SMART?

- a) Increase adult literacy levels in men and women in Abyan District from 55% to 65% by 2022.
- b) Reduce infant mortality rates in Abyan District from 65 to 55 (per 1000 live births) by 2022.
- c) Improve the situation in the district by 100% over the next few years.

2. Can you identify what is not 'SMART' about this objective?

3. Can you give any suggestions about how this objective could be rewritten to be 'SMART'?

4. Rewrite these objectives for Abyan District using SMART:

Objective 1. Education: Within the coming 5 years, level of literacy, vocational skills and primary education in Abyan District will be improved.

Objective 2. Infrastructure road access: In 5 years' time, Abyan District will have improved road conditions, transport movements, and accessibility of major human settlements in the district.

Objective 3. Water. During the coming 5 years, Abyan District will make sure improved water availability and accessibility in the villages affected by water shortage.

Session 4: Validate and Finalise DDF

Session Objectives:

By the end of this session participants will be able to:

- Follow the process of validating and finalising their DDF.

DDF Review

The community through Village Councils (VCs) need to have an opportunity to review the draft DDF and to ensure that their needs and concerns are broadly reflected in the document. However, it is important for VCs to understand the following points:

- Not all community priorities will be reflected in the DDF document. However, VCs need to have broad agreement on the priorities that are in the document.
- State priorities and requirements will sometimes override community priorities and VCs need to have the reasons for this explained fully.
- The DDF only looks at district-wide issues and is not specific to the individual community (this should have been explained during the community consultations).
- When reviewing the DDF document, VCs should try to think about what it contains in terms of benefiting the district as a whole, rather than just an individual community.

DDF Validation Process

1. Draft DDFs (in Somali) available to VCs before the validation workshop.
2. VC members attend a workshop to discuss/give feedback on the draft DDF, which is presented to them.
3. Question/Answers and discussion among VCs and district representatives.
4. Feedback from VCs on draft DDF, including agreement on priorities, objectives, indicators and targets.
5. Provisional approval of draft DDF.
6. VC representatives inform their communities about the results of the meeting.

At the same time as the above process, other key stakeholders are given a 2 week period in which to comment and provide feedback on the DDF.

Top tips for preparing the DDF

These tips are particularly designed for districts who may be preparing their DDF for the first time, and this advice comes from districts who have experience in developing a DDF.

Avoid 'copy-pasting' a DDF from another district. Your district's DDF must be a real one and using your own language.

Be mindful that community consultations are conflict sensitive and to call all people (because of clan issues). In addition, conflict mapping needs to be a first step in the DDF, and the PICD tools are useful to help in resolving conflict.

Districts who have done DDFs before could have a facilitation role for new districts, for example, individuals to go to a new district to help facilitate the process of district visioning.

Peer learning is important for those who are developing DDFs for the first time, they can learn from other districts who already have DDFs.

Districts need to establish a legitimate District Council who are representatives of the communities, before the DDF process can begin.

The DDF is a very important document and a very big process. When developing your DDF take time to consider all the priority areas.

While the DDF is development focused, there needs to be scope to consider emergency issues (for example, drought, disaster preparedness) which may arise during the five-year lifetime of the document.

Before starting a DDF process, a district needs to establish a Department of Planning, which should be well equipped with permanent staff and a competent director. There must be a budget so that the department can do the work it is tasked to do, in order to be effective.

Districts should consider both rural and urban needs when they are identifying their priority areas and interventions and ensure adequate attention is paid to the needs of rural communities.

Table 11: Summary—Step 5. Validate and Finalise DDF

When:	July (Year 1 only)	
Purpose:	A validation workshop, which involves key stakeholders in the district, to give feedback on and validate the draft DDF.	
Output:	A final version of the DDF, approved and adopted by the District Council.	
Who:	Department of Social Affairs	<ul style="list-style-type: none"> Validation workshop preparation and coordination.
	Department of Planning	<ul style="list-style-type: none"> Assist with workshop preparation and coordination. Collates any feedback from the workshop and revises draft DDF based on feedback. Prepare dissemination strategy for the DDF.
	Mayor	<ul style="list-style-type: none"> Facilitates validation workshop.
	Sub-Committee	<ul style="list-style-type: none"> Supports the validation workshop. Presents draft DDF at the workshop.
	Village Councils/Committees	<ul style="list-style-type: none"> Attend validation workshop and provide feedback, based on draft DDF document previously received. Validate DDF vision, priorities, objectives, targets and indicators.
	MOPIC / MOI / Regional and District representatives	<ul style="list-style-type: none"> Attend validation workshop.
	District Council	<ul style="list-style-type: none"> Approves and adopts the DDF, after relevant feedback has been incorporated.



Questions for Discussion

The DDF will be the main planning document for the district for the next 5 years. Other development partners in the district (including NGOs, donors) should refer to the DDF when deciding how to contribute to the district's development.

- What are some steps that a district could take to ensure that its DDF is referred to by other development actors?
- What might be some challenges in achieving this and how could your district address these challenges?

Session 5: Conclusion

Session Objectives:

By the end of this session participants will be able to:

- Summarise the main topics covered in the DDF Module.
- Demonstrate understanding of the content of the module, through a short assessment task.
- Evaluate the module, by providing feedback on their reaction to the training they have just completed, through a short questionnaire.

Module Summary

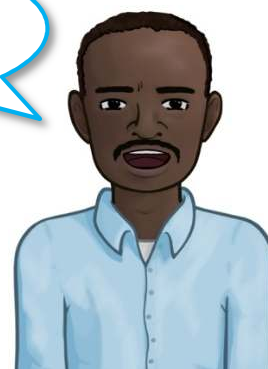
In this DDF Module we have learned about the following:

- The purpose of a DDF and why it is important.
- The four sources of information to go into a DDF—District Profile, LED, Community Consultations, Integrating State and Sector Plans.
- The contents and structure of a DDF.
- How to develop a district vision, priorities, and objectives.
- How to set baselines, targets and indicators to monitor the DDF.
- How to validate and finalise the DDF.

Assessment & Evaluation

- You will be asked to complete a short assessment task, to gauge your understanding of what was covered in the DDF Module.
- You will also be asked to complete a questionnaire, to gather information on participant reactions to the DDF Module, which can be used to make improvements to the module for the future.

Thanks for your participation!



Annex 1: District Profile

Annex 1a. District Profile Contents

Contents

1. Executive Summary
2. Introduction: District profile activity
3. Profiles
 - a. Social profiles
 - Demography
 - Education
 - Health
 - b. Economic profiles
 - Economic sector
 - Employment and economic activity
 - Income level and revenue
 - Informal sector
 - Business infrastructure
 - legal framework
 - taxation
 - business registration
 - c. Environmental profiles
 - Natural elements (topography, climate)
 - Water (underground water, surface water)
 - Soil and vegetation
 - Environmental hazards
 - Waste management
 - d. Urban Structure
 - Urban centres and urban growth
 - Road network
 - e. Formal and informal settlements
 - land ownership (public and private land)
 - property taxation
 - f. Cultural heritage (if any)
 - g. Recreation
 - e. Public Administrations
 - f. Government offices
 - g. International Organizations and NGOs
 - h. Transportation profiles
 - Public transportation system
 - Traffic flow/connection/links
 - Road condition
 - Traffic safety
 - Parking facility
 - i. Technical infrastructure
 - Water supply system
 - Power supply system
 - Telecommunication network
 - Sewerage and drainage system
 - j. On-going projects
 - k. Development potential and constraints
4. Findings and lessons (remaining tasks) for next year
5. References

Annex 1b. Where to Collect District Profile Data?

Health Sector

Sources of data	What data to collect?
<ul style="list-style-type: none"> Local health providers, e.g. health clinics Local knowledge e.g. about prevalence of diseases and illnesses in the community. National and international agencies Health institutions 	<ul style="list-style-type: none"> Number health workers per 1,000 population. Geographic distribution of health clinics or posts in the district. Availability of secondary health facilities (e.g. hospitals) and accessibility. Number of births and deaths. Maternal mortality. Child and infant mortality (male/female). Prevalence of communicable and preventable diseases within the community. Seasonal outbreaks of diseases

Education Sector

Sources of data	What data to collect?
<ul style="list-style-type: none"> Local primary schools Education support partners (e.g. feeding programs) 	<ul style="list-style-type: none"> Number of students (male/female) per grade level in primary education. Number of school-aged children not enrolled in school. Levels of attendance. Condition of school facilities (physical condition) Need for additional schools for greater access to education services. Quality of education in terms of teacher training, curriculum and policy regulations.

Water and Sanitation

Sources of data	What to collect?
<ul style="list-style-type: none"> Relevant District Department Water Management Institutions 	<ul style="list-style-type: none"> Access to potable water and water sources. Water borne diseases (correlate to health sector) Disposal of garbage and liquid waste into landfill Prevention of open garbage areas General description of disposal systems in use and main gaps. Provision of publicly available facilities, including landfill sites, public latrines, garbage collection methods.

Safety and Security

Sources of data	What data to collect?
<ul style="list-style-type: none"> Local police District Security Committee 	<ul style="list-style-type: none"> Local criminal activity or community conflicts. Prevalence of small arms in the community. Areas of mines or other explosives. Assessment of potential community based conflicts.

	<ul style="list-style-type: none"> Level of security services, including number of police stations, police personnel and support services (vehicles and communication equipment).
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Economic Development

Sources of data	What data to collect?
<ul style="list-style-type: none"> Local community based business organisations District Departments Chamber of Commerce 	<ul style="list-style-type: none"> Number of local businesses. Potential to attract additional investment and any barriers to this (e.g. laws and regulations, licensing, taxation). Employment levels within the commercial sector, particularly import/export of finished/unfinished products.

Agriculture and Environment

Sources of data	What data to collect?
<ul style="list-style-type: none"> Local sources UNFAO 	<ul style="list-style-type: none"> Varies between pastoral based and crop production. Number of livestock, hectares of agricultural land, levels of livestock &/or agricultural production that may be available. Impact of natural disasters (e.g. floods or droughts) on the sector. Level of preparedness and impact of natural disasters. Amount of annual rainfall, compared with other years. Soil Fertility

Transportation and Communication

Sources of data	What data to collect?
<ul style="list-style-type: none"> District Departments (e.g. Department of Public Works) 	<ul style="list-style-type: none"> Number of private and commercial vehicles Availability of public transportation to local villages/communities in the district. Kilometres of roads (paved/unpaved) and their use during periods of extreme weather conditions. Plans for improving the road network within the district area. Accessibility and costs of public or private transport.

Recreation Facilities/Services and Youth

Sources of data	What data to collect?
<ul style="list-style-type: none"> District Department of Social Affairs 	<ul style="list-style-type: none"> Number of disadvantaged youth in the community. Number of recreational and educational facilities available. Requirements for trained staff to support the facilities.

Annex 2 Local Economic Assessment

Annex 2a. Local Economic Assessment areas for data collection

Demographic	<ul style="list-style-type: none"> • Population by size, age, current and projected growth rate; household size. • Employees by industrial activity (and changes over time). • Age structure and occupation breakdown of employed and unemployed. • Average gross weekly earnings by gender and full/part-time employment. • Numbers of people and activities in the informal sector.
Economic	<ul style="list-style-type: none"> • Number and size of firms by sectors; numbers of full-time equivalent employees. • Number and type of recent firm closures by size, sector and date. • Number of inward investments, foreign and domestic by employee size, sector, date. • Number of new business start-ups, by size, sector, activity, export.
Business Environment	<ul style="list-style-type: none"> • Extent of 'red tape' and the ease of getting through red tape. • Existence of supporting business networks, such as Chambers of Commerce. • Local authority economic development support - services offered or subsidized. • Local government capacity to carry out economic development; access to funding.
Infrastructure	<ul style="list-style-type: none"> • Condition of water, electricity and wastewater provision in areas of economic activity. • Assessment of provision of land, real estate, office space for economic activities. • Availability and quality of road and other transport modalities to nearest major markets.
Regional, State, National and International	<ul style="list-style-type: none"> • What neighboring cities are doing in terms of their local economic development. • How neighboring towns and cities are competing, or collaborating. • What is happening at the state level and what opportunities are available through the state government. • Major national or international/global trends that may impact on the local area. • Opportunities and threats presented by regional government.

Source: *Local Economic Development: A Primer Developing and Implementing Local Economic Development Strategies*

Annex 2b. Local Economic Assessment tools

Source: *Local Economic Development: A Practitioner's Toolkit*

The following are assessment tools that that local stakeholders may employ to gather economic data about their economy:

1) Consultation and interviews with government, NGOs, CSOs, and other organizations to gather in-depth information on the local economy, business development services and active labour market policies (e.g. public employment services such as job centres, training schemes and employment subsidies) and other interventions.

2) Semi-structured group interviews with LED Forum members and other members of the community will provide a focus group to gather information (e.g. qualitative – local experience, quantitative – employment numbers) that can be used to identify the locally specific opportunities and challenges that can be acted upon by the project.

3) Secondary reports and data produced by Government, Donors (e.g. UN Agencies, World Bank), NGOs, academic institutions, and civil society organizations (e.g. Chambers of Commerce, business associations) should be examined. Review of existing reports and data can avoid duplication of economic research.

4) Asset mapping serves as a common point for stakeholders to view their community, and a starting point for discussing the various resources and actors in the environment and how they interact. The mapping process is a consultative process that engages community members into identifying what and how local resources impact their community. With a group of between 6 – 8 persons, ask the group to draw a map of their community, village, or district on a large sheet of paper. In this map, they are to draw out the:

- Residential areas,
- local businesses and commercial areas,
- public institutions (e.g. schools, health services, police stations),
- natural resources (e.g. forests, water, stone quarries),
- infrastructure (e.g. roads, utilities, canals), and
- other local resources.

The asset map serves as a common point for stakeholders to view their community, and a starting point for discussing the various resources and actors in the environment and how they interact.

5) Local enterprise surveys can include surveys of a cross section of business can give a profile of businesses in the area, costs of running these businesses, possible comparative advantages, employment modes (e.g. self employed, waged worker), and partnerships with local government (e.g. public private partnerships).

Enterprise Survey

Name:

Position in company:

Gender:

Age:

Note: This is not a comprehensive survey but an initial indicator of the status of the local economy. Further, more rigorous research may be required depending on the available data and gaps which may come through.

Question	Categories	Response
1.	What type of business do you operate? <input type="checkbox"/> Manufacturing <input type="checkbox"/> Retail <input type="checkbox"/> Wholesale <input type="checkbox"/> Construction <input type="checkbox"/> Agriculture <input type="checkbox"/> Services <input type="checkbox"/> Other	
2.	What form of business is it? <input type="checkbox"/> Sole Proprietorship <input type="checkbox"/> Corporation <input type="checkbox"/> Limited Liability Partnership <input type="checkbox"/> Other	
3.	When was your business established? <input type="checkbox"/> Less than 1 year <input type="checkbox"/> Between 1-5 years <input type="checkbox"/> Between 6-10 years <input type="checkbox"/> More than 10 years	
4.	What approximately did it cost to establish your business? <input type="checkbox"/> Less than \$999 <input type="checkbox"/> \$1,000-\$2,000 <input type="checkbox"/> \$2,001-\$5,000 <input type="checkbox"/> More than \$5,001	
5.	Where did this money come from? <input type="checkbox"/> Loan Family (domestic/international) <input type="checkbox"/> Friends (domestic/international) <input type="checkbox"/> Loan (bank, microcredit) <input type="checkbox"/> Own savings	
6.	What are the major costs of running your business? What are the estimate costs? <input type="checkbox"/> Labor <input type="checkbox"/> Transport <input type="checkbox"/> Raw materials <input type="checkbox"/> Rent <input type="checkbox"/> Utilities <input type="checkbox"/> Other	
7.	Approximately how much profit did you make in the last year?	
8.	Are you planning to expand your business? What are the main reason for the expansion?	
9.	Does your business have any competitive advantage over other geographical locations? If so how would you explain this?	
10.	How many people do you employ? <input type="checkbox"/> 1 person <input type="checkbox"/> 1-5 persons <input type="checkbox"/> 6-10 persons <input type="checkbox"/> 11-20 persons <input type="checkbox"/> More than 20 persons	
11.	What is the gender breakdown of employees? % of women %of men	
12.	What is the age structure of your employees? # ____ 16-25 # ____ 27-35 # ____ 36-45 # ____ 46-55 # ____ Over 55	

13.	What skills do people require for your company? What skills does your company require but are unable to hire?		
14.	How would you rate the level of available skills locally for your company?	<input type="checkbox"/> Readily available <input type="checkbox"/> Adequate <input type="checkbox"/> Rarely available <input type="checkbox"/> Completely unavailable	
15.	What skills training would need to be available in your area?		
16.	Does your company train employees?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
17.	Would you be prepared to take on unskilled people for on-the-job training? If yes would you need any form of assistance with this? If so what?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
18.	Do you employ apprentices? If not why?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
19.	Is your business licensed?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
20.	How long does it take to get a license or permits from the local authority?	<input type="checkbox"/> Less than 2 weeks <input type="checkbox"/> Between 2-4 weeks <input type="checkbox"/> Between 5-8 weeks <input type="checkbox"/> More than 9 weeks	
21.	Are you a member of any of the following? If the answer is "none", why?	<input type="checkbox"/> Chamber of Commerce <input type="checkbox"/> Business Association <input type="checkbox"/> Cooperative <input type="checkbox"/> None of the above	
22.	Do you ever seek assistance or advice from the local authority or municipality? If so what kind? If not Why?		
23.	What can the Municipality do to make doing business in your area better?		
24.	Would you be prepared to participate in a forum or workshop to improve relations with the municipality?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
25.	What economic opportunities do you see for your area?		
26.	What needs to improve to take advantage of these opportunities?		

Annex 3: Community Consultations

Annex 3a. Detailed Steps in Community Consultations

Community Entry Meetings

- Conduct both formal and informal meetings where key stakeholders and groups in each community meet face-to-face. Explain to each target community the objective of the district development framework, as well as the process and role of the communities.

Conducting Consultations (based on PICD tools)

- Assist the communities to analyse their situation, define their long-term development objectives, and decide interventions that will help meet their development objectives.
- Divide the community into different groups, for example, women, disabled, youth, elders/men, and/or allocate people to specific 'sectors', in order to ensure that issues affecting the different groups and issues in the community are reflected.
- Communities raise issues that are currently affecting them and impacting on their access to basic services and development in general.
- Have all the different groups come together and identify common priorities based on the group related priorities. Facilitate a consensus built on the importance of these issues by the entire community.
- Take the communities through a vision process, where they define their preferred future i.e. if their first priority is health, how exactly would they want to see health improved in their community over the next five years. Do the exercise in a way that does not exclude members who cannot read and write (e.g. use simple maps, pictures, drawings, symbols, which the community themselves come up with. Translate the information into statements and verify the information with the community in general.
- Summarise the vision, priorities and needs defined by the communities in Village/Community Priority Assessments (V/CPA).

Data Analysis

- Takes place immediately after the fieldwork. A meeting is organised with staff of Planning Department and Social Affairs Department, including ToTs.
- Data is cross-checked against the District Profile data to ensure there is consistency. The data is held at the District Office.
- The results at community and cluster level are analysed to illustrate the 'bigger picture' of the situation at community level and the priorities.
- The results from the analysis are prepared in a report. This information is incorporated into Section 3 of the DDF document.

Annex 3b. Tools for Community Consultations

The tools used to conduct community consultations are derived from the Participatory Integrated Community Development (PICD) manual. Some examples are listed below. Detailed training in the PICD tools will be given to those who will have a key role in conducting the community consultations.

1. Community Entry Process
2. Village Elders Meeting
 - Venn Diagram
3. Initiation Stage / Awareness Creation and Attitude Change
 - Secret in the box
 - Take a Step
 - 65 Year Old Couple
 - The Boat is Sinking
4. Data Gathering and Situational Analysis Stage
 - Community Mapping
 - Seasonal Calendar
 - Resource Bag
 - Pairwise Ranking
 - Visioning Matrix
5. Village/Cluster Priority Assessment Preparation

Annex 3c. Village/Cluster Priority Assessment Format

Note: The below is a broad framework for the format which can be used to finally develop the Village/Cluster Priority Assessments. The format will need to be further detailed and developed by the Ministries in order to be operational for the consultations in the villages. The format as shown below is not meant to be self-explanatory for the village members. It is not expected that the village members by themselves will be able to go through the process of answering the questions and fill in the tables. The tables will eventually need to be filled in by ToTs who, using participatory methods, will work with the village members to find answers to the questions.

1. Village/Cluster data					
Name of Cluster: _____		Location: _____		District: _____	
Name of village	Size of population	Size of village	Is there village council in your village?	If yes, How many members constitute council? Disaggregate by gender	Is there any other committee in this village? If yes, specify?
A					
B					
C					
D					
E					
Total					

Special comments about the status of the village/cluster, clarity of its area, representation of the village committees, etc.:

2. Challenges and problems felt by citizens

- What are the 2-3 most important health problems in the village? (for women and men)
- What are the 2-3 most important problems with regard to literacy levels and the school system (for girls/boys and women/men) in the village?
- What is most important problem for (female/male) agricultural producers and the agricultural production in the village area?
- What other activities do people (women and men) do to earn a living and what are the major problems in these areas?
- Is access to markets and input supplies working well enough, or what are the major challenges (for both women and men) here?

- How well is the water and sanitation system developed and what are the biggest challenges in getting water and sanitation services out to citizens across the village?
- How well is the road (bridge) system developed and what are the biggest challenges in ensuring a working road network? Are the most urgent and important access needs met?
- Are there special natural resource or environmental problems which are important in the village?
- Are there particular groups which are highly marginalized and vulnerable compared to others in the village - which? (among the groups how many are women and how many are men)
- Are there some of the challenges and problems above which are felt more for some groups of citizens than for others? Are they felt differently between women and men? The youth? Clans? Nomadic people?
- What are the main threats to peace and stability in the community and what are their underlying causes?
- What do people think are the levels of poverty in the community and who is the most affected by poverty? (including % of men/women)
- Which 7-8 problems and challenges listed above are the most important to do something about within the next 5 years? For which groups in particular?

3. Opportunities and positive developments and initiatives

- What are the most important positive developments that have been felt (by women and men) in the village during the past 1-2 years? This can be in poverty health, education, economic growth, agricultural production, environment, peace/stability, or other?
- What have caused these positive developments?
- Did groups or persons within the village take some actions or initiatives which helped bring these positive developments about? What did they do?
- Did officials from the District Council, Ministries, Village Council, NGOs, CBOs, or other take initiatives which caused these positive developments? What did they do?
- Can these positive actions or initiatives be undertaken in more locations and with more people within the village so that the positive developments spread and are shared by more?
- What would be the main priorities and initiatives that could be taken by the village to spread these positive initiatives?
- What can be done by the different groups in the village to spread these positive developments? What could be done by the District Council, Ministries, and any NGOs/CBOs active in the district?

4. Vision and goals

Describe how the communities (men and women) would like to see the situation in their village 5 years from now. Describe this at least for each of the following areas (but other areas can also be mentioned):

- Poverty
- Health
- Gender issues
- Education
- Agriculture
- Economic development/activities/growth
- Peace and stability
- Water and sanitation
- Roads
- Environment

The above areas can also be based on the statelevel goals.

5. Priority areas

Based on the vision, challenges and opportunities listed above, list the 7-8 areas (in priority order) which should be given highest priority during the next 5 years in order for the village to be able to see its vision come true.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Annex 4. Integrating State and Sector Plans in the DDF

Annex 4a. Documenting integration with State and Sector Plans

This document should be prepared for incorporating into **Section 4** of the DDF document. It outlines the different state or sector priorities or requirements that apply to the district and that need to be considered in the preparation of the DDF.

1. Describe any state objectives or strategies that the district must work in accordance with, for example, the Puntland State Development Plan. List and briefly describe these according to sector. Cross-check this information against the data gathered for sectors as part of the district profiling process to see where similarities exist.

2. List and describe any services which must be provided through the District Council, implemented by the relevant district department. For example, waste management services.

3. List any requirements and standards for how the District Council delivers the services, in particular those set by state bodies.

4. List here any consultation processes on district priorities and/or district plans that have already taken place in the district and identify any relevant areas for building on. List the areas here and incorporate any relevant information into the appropriate sections of the DDF document. Information sources could include:
 - District department files.
 - NGOs that have worked in the districts – now or in the past.
 - External agencies that have worked in the districts – now or in the past.

Annex 5. Detailed DDF Format

1. Introduction

- Background: What is the DDF? Why is it being developed - what is its purpose?
- Process: How the DDF was developed? What steps did the district go through when developing the DDF? Who participated in the different activities? What, if any, difficulties did the district face when developing the DDF?

2. District Profile Summary

- District Map: Showing key physical geography and demographic information.
- Poverty and social assessment: Demography, poverty levels and distribution within the village, social data and trends in these, health situation and the status on health facilities/services, education situation and data on school facilities/services.
- Economic assessment: Main economic activities and employment, economic growth potential and opportunities, agricultural activities, trade flows, economic infrastructure such as roads, bridges, ports, irrigation, transport, and utilities, main markets/economic centers in the district.
- Natural resources and management: Main features and challenges.
- Services and service providers: What social and other services are delivered in the district? Who provides services in the districts, and which services do they provide? (District Council, MOI, line-ministries, external agencies, NGOs/CBOs, etc.)
- What are the gaps in service delivery between the current status in the district and the state/national/SDG targets? Which are the areas where these gaps are the greatest?

3. Community Consultations:

- Consultation process: Describe where and how the community consultations were carried out. Were there any difficulties with the consultations which have affected their results?
- Community needs and challenges: What main challenges do the communities say they have? Try to summarise these in 7-8 overall areas. Are there problems or challenges which are felt more in some communities than in others? Are there problems or challenges which are felt more by some groups than others (gender, marginalized groups, rural/urban.)
- Opportunities and strengths: What did the consultations show to be the most important positive developments or actions in the villages to better their social and economic situation (look especially for initiatives that the communities have taken on their own initiative - without external support)?

- Community priorities: What did the communities say were the most important needs or priorities? Try to summarise these in 7-8 overall areas of priority. Mention if there are any areas or groups to which these priorities are more or less important.

4. State requirements and priorities

- State priorities: Which state objectives or priorities must the DDF take into account and support? Identify these by sectors.
- Management and service delivery requirements/standards: Which (if any) state level sector-specific requirements, technical specifications, or other, must the DDF include and be consistent with? What is the District Council required to undertake on behalf of the central level? What important limitations to the District Council's power or authority must the DDF take into account?

5. District priorities (by sectors)

- Develop information to identify district priority areas by sector, based on state and sector requirements and priorities and the district profile. Community priorities will have been taken into account as much as possible. Department of Planning to prepare this information.
- Describe the **6-7** key sector priority areas as agreed by the District Council, based on the information prepared above.

6. District vision, objectives and main areas of intervention

- Define the vision for the district which describes the situation 5 years from now. Make sure it reflects the main priority areas given above.
- Define **1-3** objectives (maximum) for each priority area (Department of Planning to draft the objectives), which are reviewed and agreed on by the District Council.
- The objectives should be achieved in order for the vision to become reality in 5 years. Define these objectives to be 'significant, measurable, attainable, relevant, and time-bound', using guidance from the 'SMART' approach as relevant.
- For each objective, give an example of the main types of interventions (in broad terms) that will help meet the related objective.

7. Define Targets and Indicators for DDF monitoring

- These should be determined and included in the DDF Monitoring Framework.
- Attach DDF Monitoring Framework as an Annex to the DDF.