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# **Local Government Institute (LGI) Curriculum (Final Draft)**

**May 2019**



## **LGI Vision**

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*To be a centre of excellence for local governance capacity development.*

## **LGI Mission**

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*To provide quality in-service training for local government personnel and leaders,  
in order to enhance local leadership, administration, governance and service  
provision.*

## Introduction

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This curriculum document outlines the broad training programme offered by the Local Government Institute (LGI) as the main coordinator for local government training provision in Somalia. For more information about the LGI, refer to the documents listed below in Further Reading.

The curriculum is comprised of a number of separate training modules, which have been developed over time to meet the identified training needs of district local governments. As such, they are tailored to the specific contexts of local governments in Somalia. Modules are selected to form a course, which leads to certification following completion. The following definitions have been used to guide the curriculum:

*A ‘course’ is a unit of teaching and learning that is part of a training programme. However, a course can also stand on its own as a unit of achievement. A course is made up of several inter-related modules.*

*A ‘module’ is a unit of teaching and learning in a course comprising a series of lessons. It does not normally lead to its own award, although a Certificate of Participation or similar may be awarded to acknowledge completion of a module, which can then be counted towards the completion of a course.*

*Source: LGI Manual on Training Standards, Guidelines and Quality Assurance (2019)*

### **Purpose of the curriculum:**

The curriculum aims to provide a standard document to guide training provision through the LGI that will support the transferability of skills and knowledge across local governments. For example, a course that a participant from one local government undertakes will have the same content, exercises, assessment tasks and duration as the same course delivered to a neighbouring local government.

However, within the standardised curriculum it is recognised there is a need to adapt some course content to

reflect the different geographic locations. For example, different Federal Member States are likely to have variations in the structure and titles of their local government administrations and there may be variations in their local government laws, which will need to be reflected in the training modules. However, these types of adaptations will not affect the transferability of skills, knowledge and qualifications that the standard curriculum aims to achieve.

The curriculum document also aims to broadly outline the different training delivery modes for the courses and associated modules, which are then developed in more detail in the course syllabus in *Annex 4*. It is anticipated that the courses in this curriculum will take a ‘blended learning’ approach—a combination of face to face training, interspersed with workplace assignments and practical assessments. As the LGI evolves, it is also anticipated that some of the face to face training content can be converted for delivery in e-learning training modes. One of the benefits of

this delivery mode would be to meet the training needs of participants in remote locations.

The course timings and assessment tasks are also presented broadly in the curriculum document for each course, with detailed timings and individual tasks outlined in more detail in the course syllabus information. Within each course there are pre-requisite modules identified where relevant—in some cases one module must be completed as a foundation before the next can be commenced. However, in some courses the modules are not required to be delivered in a particular sequence.

Nine proposed courses are provided in this curriculum document for consideration and it is recommended that these courses should be rolled out gradually, as the capacity of the LGI increases over time. In the meantime, it is also possible to deliver many of the training modules detailed in the curriculum as ‘standalone’ modules to meet the specific training needs of local governments. For example, a

district that is starting to receive the LDF may need to receive training in the LDF module immediately as a standalone, rather than as part of a longer course. Each course is outlined in further detail in a course syllabus, provided below in *Annex 4*.

**Structure of the curriculum document:**

***Curriculum Map***—This gives a visual representation of the modules that comprise the curriculum, organised by thematic area. The map can be added to or changed as modules are developed over time. The curriculum map is supported by more detailed information for each module in the matrix located in *Annex 1. Modules by Thematic Area*.

***Course Information***—A course delivered through LGI can be developed by grouping individual modules, either from the same thematic area (e.g. HRM), or by selecting modules from across a number of different thematic areas (e.g. Councillor Induction Course). Grouping modules into courses in this way allows for a more targeted

approach to the training in terms of the participants, to ensure that the right people attend the right training for their needs. The Modules Matrix in *Annex 1* identifies the main target participant groups (at the local government level) as well as other possible participant groups, such as community and national/state level stakeholders.

If a proposed course identifies a gap that is not covered by modules in the matrix, either a new module could be developed, or an existing module could be sought from another training institution, and arrangements made with that institution to deliver the pre-existing module as part of an LGI course.

For example, a course on District Financial Management could include an introductory module on the general theory and background of PFM, which participants would complete (as delivered by another institution), before undertaking the more contextualised modules on local government Financial Management.

It is anticipated that as part of the ongoing development of the curriculum, other courses will be proposed as the training needs of local governments are more fully identified and fine-tuned. It will therefore be important to incorporate a mechanism for review of the LGI curriculum to consider the adoption of newly proposed courses. This could be done by the LGI Board on an annual or bi-annual basis.

***Annex 1: Modules by thematic area—***

This matrix outlines the individual modules according to their relevant thematic area. The matrix includes information on module objectives, target groups, duration, pre-requisites and certification, among others. This matrix will also need to be revised and updated as new modules are developed and included.

***Annex 2: Future LGI Training Areas***

This includes thematic areas that are considered important, but are currently beyond the capacity of the LGI to implement. They will be further

developed and included as part of course offerings over time.

***Annex 3: Supporting Manuals and Other Resources***

This is a list of documents that are not training modules themselves, but are useful resources to support other training materials.

***Annex 4: Course Syllabus Information***

This outlines in more detail each of the courses presented at the beginning of the curriculum document, including additional information on course objectives, content, assessment, resourcing and M&E.

**Course Accreditation:**

The courses outlined in the curriculum document are proposed as Certificate courses, with a duration of 3-6 months, depending on the course design. While initially the LGI will rely on ‘self-accreditation’ of its courses through the Board, as the LGI evolves, it is recommended for the accreditation of courses to be through an external institution, such as the Ministry of Education. This is to ensure that the standards and assessment in the

course are in line with existing expectations and requirements for that award.

**Validation:**

The curriculum document itself will need to undergo a validation and certification process before it can be implemented. This will involve a review process with key stakeholders.

**Further Reading**

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*Documents authored by John Kiyaga-Nsubuga, PhD*

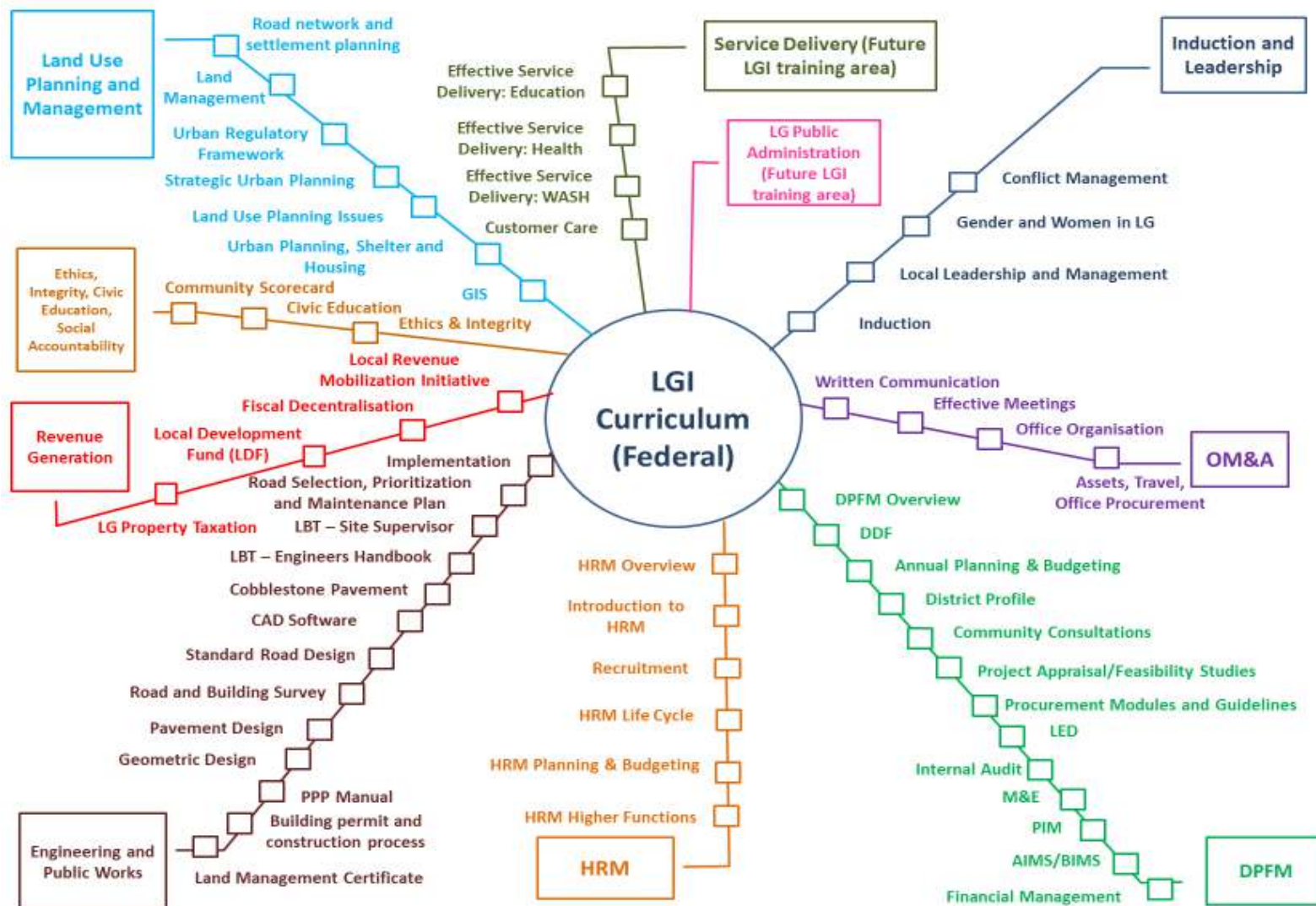
Somali National Local Government Training Institute Manual on Training Standards, Guidelines and Quality Assurance (2019)

Somali National Local Government Capacity Development Policy (2018)

Somali Local Government Institute Medium Term Strategic Plan (2016-2018)

Draft Report of the Mapping and Capacity Assessment of Potential Providers of Local Government Training in Puntland (2016)

**Curriculum Map—by Thematic Area** See Annex 1. Modules by Thematic Area for more detail



## Overview of Proposed Courses

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Course Name	Course Code	Certification
District Council Induction Course	INDU	<i>Certificate in District Council Induction</i>
District Executive Overview Course	EXEC	<i>Certificate in District Executive Overview</i>
District PFM Planning Course	PLAN	<i>Certificate in DPFM Planning</i>
District Human Resource Management Course	DHRM	<i>Certificate in District Human Resource Management</i>
District Office Management and Administration Course	DOMA	<i>Certificate in District Office Management &amp; Administration</i>
District Financial Management Course	DFIN	<i>Certificate in District Financial Management</i>
District Engineering and Public Works Course	DEPW	<i>Certificate in District Engineering and Public Works Projects (Roads)</i>
District Revenue Generation and Management Course	DREV	<i>Certificate in District Revenue Generation and Management</i>
District Land Use Planning and Management Course	LUPM	<i>Certificate in District Land Use Planning and Management</i>

## Course Information

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### Course Name: District Council Induction Course

Course Code: INDU

#### Need for course:

District Councillors will need to have a range of skills and knowledge on first stepping into their role. It is important for them to understand their role as outlined in the relevant Local Government Law, as well as to have special skills to undertake their duties such as leadership, conflict management, and an understanding of gender issues, as well as ethics and integrity considerations that come with a representative role. In addition, they will need to have an overview understanding of the HRM processes within the district, as well as their district's PFM processes.

#### Course Aim and Learning Outcomes:

To equip newly elected District Councillors with the skills and knowledge they require to fulfil their roles as elected representatives for their district.

On completion of the course participants will be able to run effective Council meetings according to procedures set out in their Local Government Law, demonstrate leadership and accountability to their constituents, and fulfil their role as a policy making and oversight body, particularly in areas of DPFM and HRM.

#### Eligible participants:

New District Councillors (except Mayor and Deputy who will do the Executive Overview Course)

#### Program and Sequence of Modules:

The Course program is designed to give a broad overview of some areas, while a more in-depth skills development in other areas. As such, Councillors will be trained in the following areas:

- Induction Module
- DPFM Overview Module
- HRM Overview Module
- Leadership and Management Modules—Leadership, Conflict Management, Gender
- Office Management and Administration Modules (4)

The Induction Module is a pre-requisite before other modules can be undertaken.

#### Time required:

30 training days over 3-6 months.

Conducted in 3 blocks:

- Block 1 (2 modules) Induction, Leadership (12 days).
- Block 2 (2 modules) Gender, Conflict Management (12 days)
- Block 3 (6 modules) DPFM Overview, HRM Overview, Office Management and Administration Modules 1-4 (6 days).

#### Additional Modules:

'Public Service Ethics and Integrity' is a proposed module that could be developed (or sourced from an existing institution) for inclusion as part of the Induction Course.

'Procurement Module 4B' is a three (3) day face to face training module designed for District Councillors to have an overview of the district procurement process and could be included as part of the Induction Course if desired and depending on time and resources available.

**Delivery Modes:**

Face to face training

**Assessment and Evaluation:**

End of training assessment will be conducted after each module or block of training. Successful completion of these assessment tasks is needed for the awarding of the Certificate.

In addition, there should be a formal evaluation or self-assessment tool for Councillors that can be done annually, which will incorporate aspects of the training course, so that an evaluation can be made on how well Councillors are carrying out their roles and in which areas they require more support.

**Certification:**

*Certificate in District Council Induction* can be awarded on completion of all 10 modules and related assessment tasks. Certificates of Participation can be issued for each module block completed.

**Relevant Thematic Area/s:**

- Local Government Induction and Leadership

- DPFM
- HRM
- OM&A

**Supporting Resources:**

- Induction Manual
- Local Government Law
- HRM Manual
- OM&A Manual

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**Course Name: District Executive Overview Course**

**Course Code:** EXEC

**Need for course:**

It is important that the district leadership team as key decision makers, (Mayor, Deputy Mayor and Executive Secretary), are exposed to and have an understanding of the main aspects of the district's functions. A specially designed course is available to provide this understanding, which recognises the limited time that people in these roles have available to them for training activities.

**Course Aim and Learning Outcomes:**

To provide a broad understanding of the main aspects of the district's functions for key decision makers.

On completion of the course participants will be able to make informed decisions on the management of the district based on knowledge of the systems and processes in place for PFM and HRM,

and have the necessary skills to execute these decisions.

**Program and Sequence of Modules:**

The Course is designed to give the participants an overview of the main district functions, in order to assist with their decision-making processes. As such, participants will be trained in the following areas:

- Induction Overview Module for District Executive
- DPFM Overview Module
- HRM Overview Module
- OMA Module 2: Effective Meetings

**Time required:**

4 training days over 3 months.

Modules can be delivered in any sequence, preferably the Induction Overview Module first.

**Delivery Modes:**

Face to face training

**Assessment and Evaluation:**

End of training assessment will be conducted after each module. Successful completion of these assessment tasks is needed for the awarding of the Certificate.

**Certification:**

*Certificate in District Executive Overview* can be awarded on completion of all 4 modules.

Certificates of Participation can also be issued for each individual module completed if desired.

**Relevant Thematic Area/s:**

- DPFM
- HRM
- OM&A

**Supporting Resources:**

- HRM Manual
- OM&A Manual
- Local Government Law
- Induction Manual

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**Course Name: DPFM Planning Course**

**Course Code:** PLAN

**Need for course:**

District staff with a role in district planning need to understand in detail the aspects of district planning in the DPFM cycle.

**Course Aim and Learning Outcomes:**

To equip District planning and other key staff with in depth skills and knowledge required to undertake the 5 year and annual planning related activities in the DPFM cycle.

On completion of the course participants will be able to successfully undertake the specific planning related tasks that form part of the DPFM cycle, including the development of a DDF, the annual planning and budgeting process, and the gathering and analysis of M&E data for gauging progress towards objectives and informing future district planning activities.

**Eligible participants:**

Director and staff of District Planning Departments, Directors and staff of Public Works (PW) and Social Affairs Departments (SAD). Chairpersons of Council Sub-Committees.

**Program and Sequence of Modules**

The Course program is designed as a series of modules that focus on the planning related activities as part of the DPFM cycle. As such, participants will be trained in the following areas:

- DPFM Overview Module
- DPFM DDF Module
- DPFM District Profile Guidelines
- DPFM Annual Planning & Budgeting Module
- DPFM M&E Module

The Overview Module is a pre-requisite before other modules can be undertaken.

**Additional Modules:**

An existing module on Planning theory could be sourced from another institution and included as part of the course if desired.

The LDF module can be offered as an additional module in this course, for participants in districts receiving the LDF.

The Local Economic Development (LED) Toolkit can also be included as part of this course, this would add an additional 10 training days to the course.

There are also trainings in Community Consultation and Participatory Impact Monitoring, which may be useful for relevant district staff to undertake as part of this course, although there is a broader target participant group for these trainings, which include community facilitators and groups.

There is a complementary set of modules under the Thematic Area of 'Land Use Planning and Management' which focuses on the legal and spatial aspects of land use and planning, including urban planning, and can be done as a separate course.

**Time required:**

10 training days over a 6 month period (13 if LDF module included).

The LED Toolkit would add an additional 10 training days and could be delivered as an additional training block.

**Delivery Modes:**

Blended delivery, consisting of face to face training, combined with workplace assignments and practical assessment. The face to face training could be delivered in 2 blocks, with 3 modules delivered at one training, followed by another 2 or 3 modules delivered at a later date.

- Block 1 (3 modules) DPFM Overview Module, DDF Module, District Profile Guidelines (5 days)
- Block 2 (2-3 modules) Annual Planning & Budgeting Module, M&E Module (5 days) (LDF Module if needed can be added, an additional 3 days).
- An additional block could be added to include the LED toolkit (10 days), and/or training in Community Consultation and PIM.

**Assessment and Evaluation:**

End of training assessment tasks will be given at the end of each face to face

training. This will be followed up with workplace assignments to be carried out by participants in the time between the blocks of face to face training. These may include written pieces of work for example, or providing evidence of having completed a task in a real workplace situation. Evaluation could be conducted at a time following the completion of training (such as 6 months later), where participants have a face to face interview and/or complete a self-assessment questionnaire to gauge the extent to which the training assisted them to fulfil their duties.

**Certification:**

*Certificate in DPFM Planning* can be awarded on completion of all modules and related assessment tasks.

Certificates of Participation can also be issued for each or module block completed if desired.

**Relevant Thematic Area/s:**

- DPFM

**Supporting Resources:**

- M&E Guidelines

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**Course Name: District Human Resource Management Course**

**Course Code:** DHRM

**Need for course:**

District HRM staff need to have the relevant skills and knowledge to undertake correct HRM procedures to consistently implement the Local Government Employment Regulations, including transparent and merit-based recruitment.

**Course Aim and Learning Outcomes:**

To equip district HRM staff with the skills and knowledge needed to consistently carry out HRM procedures as prescribed in the Local Government Employment Regulations.

On completion of the course participants will be able to recruit according to a transparent, merit-based process, and carry out the HRM procedures and processes as outlined in the HRM manual and regulations.

**Eligible participants:**

All district staff with an HRM related role.

**Program and Sequence of Modules**

The Course program is designed as a series of modules that provide the skills and knowledge to support participants to carry out their HRM roles in a more efficient and effective way. As such, participants will be trained in the following areas:

- HRM 1. Introduction to HRM
- HRM 2. Recruitment
- HRM 3. Life Cycle
- HRM 4. HR Planning and Budgeting
- HRM 5. Higher HRM Functions

These modules should be delivered in sequence.

**Time required:**

10 training days over a 3-month period. Conducted in 2 blocks:

- Block 1 (3 modules) HRM 1, HRM 2, HRM 3 (6 days)
- Block 2 (2 modules) HRM 4, HRM 5 (4 days).

**Delivery Modes:**

Blended delivery, consisting of face to face training, which can be completed

in two blocks, combined with workplace assignments and practical assessments.

**Assessment and Evaluation:**

End of training assessment tasks will be given at the end of each face to face block. Participants will then be given follow up assessment tasks in their workplace, which will test their skills in what they learned in the face to face training. For example, demonstrating that the correct forms are being used in their department.

**Certification:**

*Certificate in District Human Resource Management*

**Relevant Thematic Area/s:**

- HRM

**Supporting Resources:**

- HRM Manual and Regulations

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**Course Name: District Office Management and Administration Course**

**Course Code:** OMAD

**Need for course:**

District staff need to have the practical skills and knowledge to undertake basic office administration and management as part of their day to day work roles. Tasks such as preparing clear written communication, taking accurate meeting notes, and using the correct forms for work travel and purchases should all be carried out competently in order to increase the transparency and accountability of the organisation, as well as ensure its smooth running. As such, it is important that all district staff and Councillors have the opportunity to undertake this training.

**Course Aim and Learning Outcomes:**

To equip all district staff with the necessary skills and knowledge to carry out efficient and effective office

administration and management practices.

On completion of the course participants will be able to communicate effectively in writing, run an effective meeting with an accurate record of decisions taken, ensure the office runs smoothly and adhere to proper procedures for work related travel and office procurement.

**Eligible participants:**

All district administration staff. Note that District Councillors can undertake this course as part of their Induction Course.

**Program and Sequence of Modules**

The Course program is designed as a set of modules that provide the skills and knowledge to support participants to carry out their roles in a more efficient and effective way. As such, participants will be trained in the following areas:

- Module 1: Written Communication
- Module 2: Effective Meetings
- Module 3: Office Organisation
- Module 4: Assets, Travel, Office Procurement

The modules can be delivered in any sequence.

**Time required:**

4 training days over a 3 month period.

**Delivery Modes:**

Blended delivery, consisting of face to face training in a 4 day block, combined with workplace assignments and practical assessments.

**Assessment and Evaluation:**

End of training assessment tasks will be given at the end of the face to face component. Participants will then be given follow up assessment tasks in their workplace, which will test their skills in what they learned in the face to face training. For example, participants may be asked to written assessments such as a written communication, or a set of meeting minutes. They may also be required to show evidence of applying the tools in their workplace, for example, demonstrating how the correct forms are being used in their department.

**Certification:**

*Certificate in District Office Management & Administration* can be

awarded on completion of all modules and related assessment tasks.

**Relevant Thematic Area/s:**

- OM&A

**Supporting Resources:**

- Excel Workbook of OM&A Forms
- OM&A Manual

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**Course Name: District Financial Management Course**

**Course Code:** DFIN

**Need for course:**

District administration and finance, revenue and internal audit staff need to understand in detail the technical aspects of district financial management that form part of the DPFM cycle.

**Course Aim and Learning Outcomes:**

To equip District administration and finance, revenue, and internal audit staff with in depth skills and knowledge required to undertake the financial management related activities in the DPFM cycle.

On completion of the course participants will be able to successfully undertake the specific financial management related tasks that form part of the DPFM cycle, including, annual budgeting, budget execution and management, and financial reporting.

**Eligible participants:**

Director and staff of District Administration and Finance Departments, Director and staff of District Revenue Department and Internal Audit staff.

**Program and Sequence of Modules:**

The Course is designed as a series of modules that focus on the financial management related activities as part of the DPFM cycle. As such, participants will be trained in the following areas:

- DPFM Overview Module
- DPFM Annual Planning & Budgeting Module
- AIMS/BIMS Training Package
- Local Government Financial Management Module
- Procurement Module 4A

The DPFM Overview Module is a pre-requisite before other modules can be undertaken.

**Additional Modules:**

The LDF module can also be offered as an additional module in this course, for

participants in districts that are receiving the LDF.

The Internal Audit Training Module can be added to this course for participants from the Internal Audit Unit, or who are members of the Audit Committee and require more in-depth training in District Internal Audit.

An existing module on PFM theory sourced from an external institution could also be considered for inclusion as part of this course.

**Time required:**

13 training days over a 6 month period. Training could be delivered in two blocks, with on the job training incorporated:

- Block 1: DPFM Overview Module, Annual Planning & Budgeting Module, Financial Management Module (7 days)
- Block 2: Procurement Module 4A (6 days)
- AIMS/BIMS – on the job training. Additional days needed if adding LDF module (3 days) and Internal Audit Module (4 days)

**Delivery Modes:**

Blended delivery, consisting of face to face training, combined with workplace assignments and practical assessment. The face to face training could be delivered in blocks, for example, 2 or 3 modules delivered at one training, followed by another 2 or 3 modules delivered at a later date. The AIMS/BIMS training package is designed to be an on the job training program.

**Assessment and Evaluation:**

End of training assessment tasks will be given at the end of each face to face training. This will be followed up with workplace assignments to be carried out by participants in the time between the blocks of face to face training. These may include written pieces of work for example, or providing evidence of having completed a task in a real workplace situation.

Evaluation could be conducted at a time following the completion of training (such as 6 months later), where participants have a face to face

interview and/or complete a self-assessment questionnaire to gauge the extent to which the training assisted them to fulfil their duties.

**Certification:**

*Certificate in District Financial Management* can be awarded on completion of all modules and related assessment tasks. Certificates of Participation can also be issued for each module block completed.

**Relevant Thematic Area/s:**

- DPFM
- Revenue Generation and Management

**Supporting Resources:**

- LG Financial Management Manual
- LG Procurement Guidelines

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**Course Name: District Engineering and Public Works Course**

**Course Code:** DEPW

**Need for course:**

District Engineers and Public Works Department staff need to have specific technical skills and knowledge to enable them to undertake construction and other projects on behalf of the local government.

**Course Aim and Learning Outcomes:**

To equip district technical staff with the skills and knowledge needed to carry out quality public works on behalf of the local government.

By the end of this course participants will be able to carry out specific public works projects on behalf of the local government such as roads and cobblestone pavement.

**Eligible participants:**

District Engineers and technical staff of District Public Works Departments. It should be noted that these modules are highly technical and are targeted

for staff with existing skills and knowledge in public works, engineering and design. They are not suitable for a general audience.

**Program and Sequence of Modules:**

This course can be tailored to meet the specific needs of a target group. Each participant will need to complete the following modules:

- Implementation Module (PEM 4.)

In addition to the above module, a selection of other modules will be chosen from the Engineering and Public Works thematic area that is suitable for the target group, for example, a course that focuses on road construction would include the following:

**Roads**

- Road Selection, Prioritization and Maintenance
- Standard Road Design
- Road and Building Survey
- Geometric Design Manuals
- Pavement Design Manual

**Additional Modules/Trainings:**

Other modules can be included as required. Note that the LBT and Cobblestone Pavement Trainings are lengthy (3-4 weeks of classroom and on-the-job training) and so could be considered as courses in their own right.

- Labour Based Technology (LBT) – Engineers Handbook
- Cobblestone Pavement Training Manual
- LBT-Site Supervisor-Basic Training Course
- CAD Software Training
- Building permit and construction process
- District Project Appraisal and Feasibility Studies Manual
- PPP Manual

The LDF Module could also be included if the district is receiving the LDF and it is anticipated that LDF funds will be used for projects (e.g. roads).

**Time required:**

This will vary depending on the selection of modules. For a Course

with a Roads focus, the following would apply:

Roads—41 days of face to face training, over a 6 month period, including on the job training. including on the job training. The face to face components could be delivered in blocks, for example:

- Block 1: Implementation Module, Road Selection, Prioritisation and Maintenance, Standard Road Design (20 days)
- Block 2: Road and Building Survey, Pavement Design, Geometric Design (21 days)

See *Annex 1* for more detail on the duration of other modules/trainings.

**Delivery Modes:**

Blended learning that includes face to face training, along with workplace assignments and on the job training where appropriate.

**Assessment and Evaluation:**

End of training assessment tasks will be given at the end of each face to face training. This will be followed up with workplace assignments to be carried out by participants in the time

between the blocks of face to face training. These may include written pieces of work for example, or providing evidence of having completed a task in a real workplace situation.

Evaluation could be conducted at a time following the completion of training (such as 6 months later), where participants have a face to face interview and/or complete a self-assessment questionnaire to gauge the extent to which the training assisted them to fulfil their duties.

**Certification:**

*Certificate in District Engineering and Public Works Projects* can be awarded on completion of all modules and related assessment tasks. The title of the Certificate will need to reflect the focus of the course, for example, the modules identified here would contribute to the awarding of a *Certificate in District Engineering and Public Works Projects (Roads)*. However, other awards can be given, depending on the course focus.

**Relevant Thematic Area/s:**

- District Engineering and Public Works
- DPFM
- Revenue Generation and Management (for LDF Module if required)

**Supporting Resources:**

- Policy Reports for Road Agencies (Road Sector Studies)
- District Technical Manual

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**Course Name: District Revenue Generation and Management Course**

**Course Code:** DREV

**Need for course:**

District personnel need to be able to put in place strategies for generating own source revenue, an important revenue stream for local governments. In order to do so, they need to understand how revenue generation fits into the wider DPFM planning and budgeting process, as well as have background knowledge on areas of fiscal decentralisation.

**Course Aim and Learning Outcomes:**

To provide district staff with roles in revenue generation with the skills and knowledge needed to put in place effective and efficient mechanisms and strategies for improving and increasing district own source revenue collection and management.

By the end of this course participants will be able to implement a district own source revenue generation

strategy that fits within the DPFM cycle and based on sound fiscal decentralisation principles and best practice.

**Eligible participants:**

District staff with a role in revenue generation and mobilisation, including staff of Department of Revenue, and Department of Administration and Finance.

**Program and Sequence of Modules:**

This course will require the successful completion of the following modules:

- Annual Planning & Budgeting Module
- Local Revenue Mobilization Initiative
- Fiscal Decentralisation
- Local Development Fund Module (LDF)

**Time required:**

14 training days, which could be delivered in two blocks, for example:

- Block 1: Annual Planning & Budgeting, LDF (7 days)
- Block 2: Fiscal Decentralisation, Local Revenue Mobilisation (7 days)

**Delivery Modes:**

Blended learning, which combines face to face training, delivered in two blocks, with workplace assignments.

**Assessment and Evaluation:**

End of training assessment tasks will be given at the end of each face to face training. This will be followed up with workplace assignments to be carried out by participants in the time between the blocks of face to face training. These may include written pieces of work for example, or providing evidence of having completed a task in a real workplace situation.

Evaluation could be conducted at a time following the completion of training (such as 6 months later), where participants have a face to face interview and/or complete a self-assessment questionnaire to gauge the extent to which the training assisted them to fulfil their duties.

**Certification:**

*Certificate in District Revenue Generation and Management* can be

awarded on completion of all modules and related assessment tasks.

**Relevant Thematic Area/s:**

- DPFM
- Revenue Generation and Management

**Supporting Resources:**

- LDF Operations Manual
- Fiscal Decentralisation Strategy

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**Course Name: District Land Use Planning and Management Course**

**Course Code:** LUPM

**Need for Course:**

Land use and management is of perennial importance, and district personnel need to understand the issues in this area, particularly in the area of settlement planning, land management and land conflict resolution, as well as have the detailed technical knowledge and skills that come with specific aspects of land use planning and development management, such as urban regulatory frameworks.

**Course Aim and Learning Outcomes:**

To provide relevant district staff with the knowledge and skills needed to successfully incorporate aspects of land use planning and management into their wider district development planning framework and specific spatial plans, for example strategic

urban plans and urban master plans etc.

By the end of this course participants will understand the issues around land use and ownership, as well as be able to implement their technical and social skills and knowledge into urban planning.

**Eligible participants:**

District staff with a role in planning and land use and management.

**Program and Sequence of Modules:**

This course will require the successful completion of the following modules:

- Urban Regulatory Framework (URF) Manual
- Land Use Planning Issues
- Land Management Certificate Training Program

**Additional Modules:**

A module in Environmental Protection and Management in combination with LLM, conflict resolution courses can be sourced or developed for addition to this course.

**Time required:**

16 training days, which could be delivered in two blocks, for example:

- Block 1: URF, Land Use Planning Issues (11 days)
- Block 2: Land Management (5 days)

**Delivery Modes:**

Blended learning, which combines face to face training, delivered in two blocks, with workplace assignments.

**Assessment and Evaluation:**

End of training assessment tasks will be given at the end of each face to face training. This will be followed up with workplace assignments to be carried out by participants in the time between the blocks of face to face training. These may include pieces of work such as sketches, maps and diagrams for example, or providing evidence of having completed a task in a real workplace situation.

Evaluation could be conducted at a time following the completion of training (such as 6 months later), where participants have a face to face interview and/or complete a self-assessment questionnaire to gauge the

extent to which the training assisted them to fulfil their duties.

**Certification:**

*Certificate in District Land Use Planning and Management* can be awarded on completion of all modules and related assessment tasks.

**Relevant Thematic Area/s:**

- Land Use Planning and Management

## Annex 1: LGI Modules by Thematic Areas

Note: Some thematic areas are still under development and are presented in Annex 2 as 'Future LGI Training Areas'

### Local Government Induction and Leadership

**Objective:**

New District Council members and newly recruited staff will have knowledge about the functions and responsibilities as per policies and legislation and improved knowledge to enable them to execute their functions with professional leadership including managing conflict and promoting gender equality.

**Introduction:**

This Induction component provides Councilors and district staff with the information to assist them to understand and carry out their roles and responsibilities effectively and efficiently.

Leadership modules, conflict management, and gender equality in local government provides new Councillors with the knowledge to explore and understand how gender equality and conflict impacts local governance and how the District Council can work to advance gender equality and mitigate conflict. The modules under this section have been developed and tested in Somalia.

A shorter induction module has been included for the Executive and district staff.

It is recommended that these trainings be conducted within the first 3 months of appointment of the District Council and within the first 3 months of employment.

Title of training	Training objective	Eligible participants	Duration and Delivery Mode	Pre-requisite for attending	Certification	Year developed	Comment
Induction Training (for District councilors)	Overview of roles and responsibilities of councilors according to the relevant LG law.	Newly elected council members	4 Days / face to face	None	Certificate of participation if standalone. Part of a broader LGI	2014, minor revisions made in 2015 and 2016	Consider this training to be delivered directly by MOIFAR? Not outsourced.

					certificate course.		
Induction Overview Module (for Executive) to be developed	A brief overview of roles and responsibilities of the Executive according to the relevant LG law.	Newly appointed Mayor, Deputy and Executive Secretary	1 day face to face	None	Certificate of participation if standalone. Part of a broader LGI certificate course.	<i>To be developed</i>	To be developed. Consider this training to be delivered directly by MOIFAR? Not outsourced. Would be a summary of existing Induction Module, new content not needed.
Induction Package (for staff) to be developed	New employees to understand the organisation and how it functions, including HRM considerations.	New local government employees.	1 day face to face	None	Certificate of participation if standalone. Part of a broader LGI certificate course.	2018 (MOM)	To be developed. Note there is such a package already developed for employees of MOM, and a similar package could be developed for each FMS.
Local Leadership and Management	To train local government officials on key competencies for improving local governance	Local elected leaders	8 Days / face to face	None	Certificate of participation if standalone. Part of a broader LGI certificate course.	2005, updated/ validated in 2018	Copyright considerations re the delivery of these materials through LGI? (discuss with UNHabitat)

Gender and the Involvement of Women in Local Governance	To explore links between gender and local governance	Local elected leaders	6 Days / face to face	None	Certificate of participation if standalone. Part of a broader LGI certificate course.	Developed in 2004 and updated / validated in 2018	
Conflict Management	To train local government officials in the fundamentals of negotiation, mediation and facilitated decision-making processes	Local elected leaders	6 Days / face to face	None	Certificate of participation if standalone. Part of a broader LGI certificate course.	2004, updated/validated in 2018	
Local Government Leadership and the Media	To give guidance to newly elected local leaders on how to work effectively with the media	Local elected leaders	<i>tba</i>	None	<i>tba</i>	<i>tba</i>	This is a suggested subject area to be added to Induction and Leadership courses. An existing module could be sourced from an external third party.

## District Participatory Planning and Finance Management (DPFM)

**Objective:**

To provide local government (administration and council) with knowledge to enable them to manage and monitor the full planning, budgeting and financial management cycle in a way that is accountable and responsive to the community’s needs and engages with communities in a transparent manner.

**Introduction:**

The training modules for Participatory Planning and Finance Management have been developed to provide training to District Council members as well as staff of district administration. There are a number of core modules developed, while the supporting technical modules provide more in-depth training. Note that training will be targeted—staff with different responsibilities will undertake specific training according to the work roles.

Note: the DPFM training modules detailed below have superseded the previously used set of five ‘PEM Modules’, developed in 2012. Refresher training for staff is recommended after 3 years, and before the initiation of a new DDF cycle.

Title of training	Training objective	Eligible participants	Duration / Delivery Mode	Pre-requisite for attending	Certification	Year developed	Comment
DPFM Overview Module	Overview of each of the steps in the DPFM cycle. Understand roles, responsibilities and planning calendar.	All district administration staff with functional responsibilities in the DPFM Cycle, including: District Councilors, Mayor & Deputy, Exec Secretary	1 day / face to face	None	Certificate of participation if standalone. Part of a broader LGI certificate course.	2016 (validated 2017)	UNDP developed

DPFM DDF Module	Understand the process of compiling the 5 year DDF.	Dept Heads, Departments of Planning, Social Affairs, A&F.  Sector Ministries, Ministry of Planning	2 days face to face + workplace assignments	Must have completed the Overview Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2018 (validated 2018)	UNDP developed
DPFM Annual Planning & Budgeting Module	Understanding the annual process of planning and budget preparation for the district.	Dept Heads, Departments of Planning, A&F.	3 days face to face + workplace assignments	Must have completed the Overview Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2018 (validated 2018)	UNDP / UNHabitat developed
District Profile Guidelines (and Urban Profiles for larger centres)	To develop district profiles to summarize development issues, challenges and opportunities relevant to socio-economic and balanced spatial district development.	Technical District staff in Planning, M&E	2 days face to face + workplace assignments	Must have completed the Overview Module and the DDF module	Certificate of participation if standalone. Part of a broader LGI certificate course linked to Land use and urban planning course for technical staff	2009	UN Habitat developed Review in preparation

Community Consultation Manual (PICD Manual)	This manual is designed to assist those working with communities (including women, youth and children) in the implementation of Community Consultations within village clusters in the districts.	Facilitators, community development workers, and communities who have the task of facilitating community consultation process for the development of the DDF for Somalia Districts.	1 Month / face to face	n/a	Certificate of participation if standalone. Part of a broader LGI certificate course.	2010	STIPA developed, UNICEF supported. (Consider copyright issues if delivering through LGI)
Procurement Module 4A (4B for District Councillors)	To provide participants with a detailed understanding of the district procurement process (tender / bidding documents)	District procurement unit staff, Administration & Finance Staff  (A shorter version 4B is available for District Councillors)	Module 4A 6 days face to face + workplace assignments  Module 4B 3 days face to face	Must have completed the DPFM Overview Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2013	ILO developed.
Local Economic Development Practitioner's Toolkit	Facilitate participatory, consultative social and economic development initiatives for local governments	Local government, private sector, civil societies	10 days / face to face	Must have completed the Overview Module and the DDF module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2013	ILO developed

Internal Audit Module	Introduction to District Internal Audit, structures and functions of internal audit, audit engagement cycle and techniques. District audit committee functions.	District Internal Auditor, Auditor-General, Audit Committee members	4 days face to face + workplace assignments	Can be completed as a standalone module or as part of the Financial Management Course.	Certificate of participation if standalone. Part of a broader LGI certificate course.	2019	Developed from UN Habitat Internal Audit Manual and Audit Committee Manuals
M&E Module	Introduction to District M&E, structures and functions of district M&E	Council Sub-Committees, Staff of Department of Planning, Social Affairs, M&E Unit, Public Works	3 days / face to face + workplace assignments	Must have completed the DPFM Overview Module, DDF module, Annual Planning & Budgeting Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2019	<i>To be developed</i>
Participatory Impact Monitoring Manual	PIM encourages internal reflection and evaluation of activities by group members	Social Affairs Department, Planning Department M&E section  Community Groups, VC/CMG Representatives	3 Weeks / face to face	Must have completed Overview module, and M&E module (if district staff) Community groups (No pre-requisites)	Certificate of participation if standalone. Part of a broader LGI certificate course.	2010 or 2011	(STIPA) Copyright considerations may apply if being delivered through LGI?
AIMS/BIMS Training Package	Understand AIMS and BIMS procedures in recording	Finance and administrative staff with financial	On the job training	Must have completed Overview Module and	Certificate of participation if standalone.	2010	Terre solidali developed

	revenues/expenditure, produce reports and generate bills	management functions.		Financial Management Manual training	Part of a broader LGI certificate course.		
Local Government Financial Management Training	Provide step-by-step procedure of financial management aspects of the districts including revenue and expenditure management, budget, accounting and recording and reporting.	All district administration and finance staff, councils, executive secretaries, mayors, council sub-committees with economic and finance functions	3 days training / face to face + workplace assignments	Must have completed DPFM Overview Module. Must have completed Annual Planning & Budgeting Module.	Certificate of participation if standalone. Part of a broader LGI certificate course.	2016	UNHabitat developed. Chapter 4 of the manual is already incorporated into the Annual Planning & Budgeting Module.

## Local Government Human Resource Management (HRM)

**Objective:**

Enable transparent and merit-based recruitment for local governments.

**Introduction:**

The aim of the HRM training program for local governments is to support understanding and application of the procedures and forms outlined in the 'Human Resource Manual for Local Governments', to ensure that Local Government Employment Regulations are correctly and consistently implemented.

The overall goal of improving HRM procedures in districts is to enable district administrations to better undertake their mandated functions and more effectively deliver services to their communities.

Title of training	Training objective	Eligible participants	Duration / delivery mode	Pre-requisite for attending	Certification	Year developed	Comment
Human Resource Management (HRM) Overview Module	Provide overview of the HRM Manual.	Councilors and Executive	3 hours / face to face	None	Certificate of participation if standalone. Part of a broader LGI certificate course.	2015	UNDP developed
HRM 1. Introduction to HRM	Introduce the HRM legal framework, roles and responsibilities	All district staff with a HR related role, such as HR Officers, Members of the Employee Commission / Recruitment Committee	2 days / face to face + workplace assignments	None	Certificate of participation if standalone. Part of a broader LGI certificate course.	2015	UNDP developed

		Representatives of MOIFAR/national/state government.					
HRM 2. Recruitment	Outline procedures and tools for merit based, transparent recruitment	All district staff with a HR related role, such as HR Officers, Members of the Employee Commission/Recruitment Committee.  Representatives of MOIFAR/national/state government.	2 days / face to face + workplace assignments	Must have completed HRM 1. Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2015	UNDP developed
HRM 3. Life Cycle	Overview of the different stages of an employee and the relevant procedures and forms eg promotion, dismissal, transfer etc	All district staff with a HR related role, such as HR Officers, Members of the Employee Commission/Recruitment Committee.  Representatives of MOIFAR/national/state government.	2 days / face to face + workplace assignments	Must have completed HRM 1. Module and HRM 2 Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2015	UNDP developed
HRM 4. HR Planning and Budgeting	Procedures for planning and budgeting for HR management.	All district staff with a HR related role, such as HR Officers, Members of the Employee Commission/Recruitment Committee.	2 days / face to face + workplace assignments	Must have completed HRM 1. Module / HRM 2 Module / HRM 3. Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2015	UNDP developed

		Representatives of MOIFAR/national/state government.					
HRM 5. Higher HRM Functions	Performance Management and Staff Training Program	All district staff with a HR related role, such as HR Officers, Members of the Employee Commission/Recruitment Committee.  Representatives of MOIFAR/national/state government.	2 days / face to face + workplace assignments	Must have completed HRM 1. Module / HRM 2 Module / HRM 3. Module / HRM 4. Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2015	UNDP developed

## Office Management and Administration

**Objective:**

To provide practical solutions and efficient systems for local government staff to manage the local government office administration processes.

**Introduction:**

This set of Office Management & Administration training modules is designed to provide district staff with supporting skills development to complement the training in the HRM Modules, as well as the everyday work practices of the district administration. It should be noted that these modules do not have to be delivered in sequence, or at the same time.

Title of training	Training objective	Eligible participants	Duration / Delivery mode	Pre-requisite for attending	Certification	Year developed	Comment
Module 1: Written Communication	Improving written communication in the district administration	All district administration staff and Council	1 day / face to face + workplace assignments	None – complements HRM training	Certificate of participation if standalone. Part of a broader LGI certificate course.	2016	UNDP developed
Module 2: Effective Meetings	Improving the organization and running of meetings within the district administration	All district administration staff and Council	1 day / face to face + workplace assignments	None — complements HRM training	Certificate of participation if standalone. Part of a broader LGI certificate course.	2016	UNDP developed

Module 3: Office Organisation	Improving the day to day running of the district administration	All district administration staff and Council	1 day / face to face + workplace assignments	None — complements HRM training	Certificate of participation if standalone. Part of a broader LGI certificate course.	2016	UNDP developed
Module 4: Assets, Travel, Office Procurement	Outlining procedures for improved asset management, travel arrangements and office procurement within the district office.	All district administration staff and Council	1 day / face to face + workplace assignments	None — complements HRM training	Certificate of participation if standalone. Part of a broader LGI certificate course.	2016	UNDP developed

## Local Government Engineering and Public Works

**Objective:**

Technical skills and knowledge in areas needed to undertake and supervise district engineering and public works projects.

**Introduction:**

This group of technical training materials is designed to target a specific group of participants, including technical staff who undertake or oversee engineering or public works projects in districts.

Title of training	Training objective	Eligible participants	Duration / Delivery Mode	Pre-requisite for attending	Certification	Year developed	Comment
PEM 4. Implementation	To understand how to implement the projects in a district's Annual Work Plan, including implementation plan, community involvement, project design and preparation, procurement, contract management and reporting.	District Engineers, Procurement Officer, Sub-Committee of Public Works, District Tender Committee  Other Technical Staff (MoPW, Water, Env and other sectoral line Ministries)	5 days face to face	n/a	Certificate of participation if standalone. Part of a broader LGI certificate course.	2013	ILO developed
Road Selection, Prioritisation and	To vet and rank potential road projects in a certain area based on	Technical staff in DPWDs	5 days / face to face	Implementation Module also good link to course on Road	Certificate of participation if standalone.	2014	ILO developed

Maintenance Plan Guide	predetermined set of criteria	MoPWs, Roads Agencies		network and settlement planning (UN-Habitat)	Part of a broader LGI certificate course.		
District Project Appraisal and Feasibility Studies Manual (Technical Manual)	To build the capacity of district technical staff on conducting feasibility studies for district projects	Technical staff in DPWDs. MoPWs, Roads Agencies	7 days / face to face	DPFM Annual Planning & Budgeting Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2012	ILO developed.
LBT-Site Supervisor-Basic Training Course and LBT-Site Supervisor-Trainer Course	Aimed primarily at small-scale contractors, covers all relevant and important aspects of labour-based (LBT) road works	Contractors	3-4 weeks / face to face and on-the-job training	Implementation Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2004	ILO developed
Labour Based Technology – Engineers Handbook, Technical Manual	Aimed primarily at small-scale contractors and covers all relevant and important aspects of labour-based road works	Technical staff in DPWDs. MoPWs, Roads Agencies, contractors	3-4 weeks / face to face and on-the-job training	Implementation Module	Certificate of participation if standalone. Part of a broader LGI certificate course.		ILO developed
Cobblestone Pavement Training Manual	Labour intensive infrastructure development and maintenance works using locally available resources (cobblestones)	Technical staff in DPWDs. MoPWs, Roads Agencies, small scale contractors	4 weeks / face to face and on-the-job training	Implementation Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2013	ILO developed

CAD Software Training	To enable Engineers to create a basic 2D drawing (Fundamentals) and 3D drawing (Advanced) in AutoCAD	Technical staff in DPWDs. MoPWs, Roads Agencies	7 -8 days / face to face	Implementation Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2014	ILO developed
Standard Road Design Manuals	Technical references and guiding documents for designing of all types of highway structures for use by road planners, designers, construction engineers, consultants and contractors working on road works.	Technical staff in DPWDs. MoPWs, Roads Agencies	10 days / face to face	Implementation Module also good link to course on Road network and settlement planning (UN-Habitat)	Certificate of participation if standalone. Part of a broader LGI certificate course.	2014	ILO developed
Road and Building Survey Training	To provide the knowledge and skills required to operate standard engineering survey equipment for engineering data quantification.	Technical staff in DPWDs MoPWs, Roads Agencies	7 days / face to face	Implementation Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2014	ILO developed
Pavement Design Manual	To provide users with a standard reference and good practice for Pavement design,	Technical staff in DPWDs MoPWs, Roads Agencies	7 days / face to face	Implementation Module	Certificate of participation if standalone. Part of a broader LGI	2014	ILO developed

	for cost-effective operation, and environmentally sustainable development of the road network.				certificate course.		
Geometric Design Manuals	Guidance and recommendations to the engineers responsible for the geometric design of rural and urban roads	Technical staff in DPWDs.  MoPWs, Roads Agencies	7 days / face to face	Implementation Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2015	ILO developed
Building permit and construction process	Introduction to building permit application process and development control; linked to step-by-step improvements of existing procedures in districts.	Technical staff from JPLG districts, URF pilot municipality, and the resp. Ministry of Public Works.	2-4 days / face to face	Implementation Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2016	Overlapping with URF course (UN-Habitat); proposed: UN-Habitat looks on building permit process, ILO on the technical aspects (Building Codes)
Procurement Guidelines (including Goods and Services)	Guidelines /procedures for the procurement of goods and services	District procurement staff, internal audit, audit general and tender board, MOI	5-7 days/face to face	Implementation Module	Certificate of completion issued by MOI/LGI	2017	ILO developed

Public Private Partnership training manual	Guidelines /procedures for negotiating, designing and implementing PPPs	Local government	5-7 days/face to face	Implementation Module	Certificate of completion issued by MOI/LGI	2017	ILO developed
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## Local Government Revenue Generation and Management

**Objective:**

To maximise opportunities for local governments to raise Own Source Revenue, as well as to understand the implications of and process of fiscal decentralisation for districts.

**Introduction:**

This thematic area aims to provide greater understanding of the mechanisms for generating Own Source Revenue that are available to local governments, as well as improved methods for revenue collection and management. An understanding of fiscal decentralisation and its implications for local government revenue is also a complementary aspect of this Thematic Area.

Title of training	Training objective	Eligible participants	Duration / Delivery mode	Pre-requisite for attending	Certification	Year developed	Comment
Local Revenue Mobilisation Initiative Frameworks and Guides	Local Revenues Concept and Legal Framework Revenue Administration and policy process, Roles of stakeholders in revenue mobilization Registrations, assessments and collection of revenue, Best Practices	All staff with responsibility with Revenue mobilisation including District Council sub-committees, Mayor & Deputy, Exec Sec, Dept Heads, A&F Department, Revenue Department	4 days / face to face + workplace assignments	Must have completed DPFM Overview Module and Annual Planning & Budgeting Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2015	UNCDF developed

Fiscal Decentralisation	District local governments to understand the process, structures and implications of fiscal decentralisation for their revenue allocations.	All staff with responsibility in Revenue mobilisation, including Revenue department, A&F department	<i>To be advised</i> – this module could possibly be sourced or adapted from an existing module from an external institution, or developed from scratch.	Must have completed DPFM Overview Module and Annual Planning & Budgeting Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	<i>To be developed</i>	Proposed module could include general information about fiscal decentralisation plus information specific to FD in Somalia
Local Development Fund Module (LDF)	District Local Governments to understand the LDF, its purpose as a source of revenue for districts, structure and operational aspects.	All staff with a role in implementing the LDF as part of the DPFM cycle, including planning, admin & finance, revenue, and public works departments.	3 days face to face + workplace assignments	Must have completed DPFM Annual Planning & Budgeting Module	Certificate of participation if standalone. Part of a broader LGI certificate course.	2018	UNCDF developed.

<p>Framework for property taxation (SW, JL)</p>	<p>To improve understanding of local government employees in terms of valuation, database, collection, numbering, complaint handling and accountability.</p>	<p>District staff, especially those responsible for property tax collection and management in Department of Admin and Finance, Department of Revenue Collection</p>	<p>3 days / face to face</p>	<p>District staff with basic understanding of taxation.</p>		<p>2018</p>	<p>UNHabitat developed</p>
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## Local Government and Ethics, Integrity, Civic Education and Social Accountability

**Objective:**

Local government staff and elected representatives to understand their responsibility to uphold ethics and integrity in the execution of their duties.

**Introduction:**

This thematic area covers a number of important aspects of representation including the need to uphold ethical standards and act with integrity, particularly on the part of district staff and Councillors. This is where training in Public Service Ethics and Integrity is a high priority. On the other side, the public who are represented need to understand their rights and responsibilities, and have the necessary skills and knowledge to hold their local governments to account. This is where civic education and social accountability tools have a role to play.

Title of training	Training objective	Eligible participants	Duration	Pre-requisite for attending	Certification	Year developed	Comment
Introduction to Civic Education	To promote and/or create an enabling environment for good local governance: promote functioning and effective local governments that provide services for their citizens.	The Somali people, local governments, national government (MOIFAR and relevant line ministries), donors, local and international media, the Diaspora – with special attention being paid to women and youth.	Varies	None	Certificate of participation if standalone.	2012	IDC and Delta Associates. UNICEF supported

'Wadahadal' Civic Education Resource Pack	Engaging with local communities, with councilors and local government officials, on topics and issues of real concern.	Any agency or individual engaged in designing, managing or facilitating civic education on local governance in Somalia	Varies	None	Certificate of participation if standalone.	2018	IDC and UNICEF
Community Score Card	Tool for use by communities to hold local governments to account and improve service delivery.	Community groups	Varies	None	Certificate of participation if standalone.	2015 (approx.)	UNICEF
Public Service Ethics and Integrity	<i>To be developed</i>	District Councillors	<i>To be advised</i>	None	Certificate of participation if standalone. Part of a broader LGI certificate course.	<i>To be developed</i>	

Engaging and mobilizing youth in local governance	<i>To be developed</i>	District Councillors	<i>To be advised</i>	None	Certificate of participation if standalone. Part of a broader LGI certificate course.	<i>To be developed</i>	UNICEF to lead
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## Local Government Land Use and Planning

**Objective:** To equip relevant district staff with the knowledge and skills needed to effectively use spatial and urban planning frameworks to inform broader district development planning, while at the same time, developing an understanding of the land use issues faced and identifying ways to address these issues.

**Introduction:** Urban Planning is an important area of planning for districts, which feeds into the broader district development planning framework. There are manuals and frameworks to guide urban planning which relevant district staff need to be familiar with. Similarly, land management and land use planning, shelter and housing issues are areas which staff need to understand in order to ensure that development undertaken by the local government is carried out in an inclusive, balanced and environmentally sustainable way.

Title of training	Training objective	Eligible participants	Duration	Pre-requisite for attending	Certification	Year developed	Comment
Urban Regulatory Framework Manual (incorporating Road network and settlement planning)	Provides an overview of URF and the various chapters and practical application for urban planning (Introductory course).	Technical staff from districts  Ministry of Public Works.	6-8 days / face to face (can vary)	n/a	Certificate of participation if standalone. Part of a broader LGI certificate course.	2013	UN Habitat developed
Land Use Planning Issues	To give an overview of the challenges and disputes over land uses, and provide some ways to address these issues that arise in the local government context.	<i>This would be a new module</i>	5 days face to face	n/a	Certificate of participation if standalone. Part of a broader LGI certificate course.	UN Habitat plan 2019	

	For example, Strategic Urban Planning (Visioning, City Development Strategies), Shelter and Housing, Reintegration of IDP, Land Value Sharing Modals						
Land Management Certificate Training Program	Introduction to land management to enhance capacity of staff working in local government, including land legislation and application of tools, for example building permit process.	Technical staff from districts  Relevant sector ministries.	5 days	n/a	Certificate of participation if standalone. Part of a broader LGI certificate course.	2017	UN-Habitat developed
Environmental Protection and Management	<i>This would be a module within this thematic area, to be developed by UN Habitat</i>	tba	tba	tba	tba	tba	UN-Habitat
Urban Resilience	<i>This would be a module within this thematic area, to be developed by UN Habitat</i>	tba	tba	tba	tba	tba	UN-Habitat

GIS Handbook	The GIS handbook is intended for those engaged in development activities that deal with infrastructure, agriculture, hydrology, land administration, urban planning, crime mapping, solid waste management or natural resources management.	Local Government decision makers (Mayors, Executive secretaries, Heads of Departments) and staff and other stakeholders (NGOs and International Agencies)	5 days face to face	District staff who are computer literate	Certificate of participation if standalone. Part of a broader LGI certificate course.	2013	UN Habitat
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## Annex 2: Future LGI Training Areas

The Thematic Areas presented below are those that are considered important to address, but are currently beyond the scope of LGI to implement, particularly as they would require the development of new training modules.

### Local Government Service Delivery

**Objective:** To provide district staff, particularly those involved with service delivery, with the skills and knowledge needed to provide effective and efficient service delivery in the sector areas for which district local governments are responsible.

**Introduction:** A long term plan is to develop training modules for the different service delivery areas of local governments, including Education, Health, WASH, Disaster Management and Prevention, Resilience.

Title of training	Training objective	Eligible participants	Duration	Pre-requisite for attending	Certification	Year developed	Comment
Effective Service Delivery: Education	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	Certificate of participation if standalone. Part of a broader LGI certificate course.	<i>To be developed</i>	UNCEF to lead
Effective Service Delivery: Health	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	Certificate of participation if standalone. Part of a broader LGI certificate course.	<i>To be developed</i>	UNCEF to lead

Effective Service Delivery: WASH	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	Certificate of participation if standalone. Part of a broader LGI certificate course.	<i>To be developed</i>	UNCEF to lead
Customer Care for Service Delivery	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>
Neighbourhood watch	<i>Could be considered to fall within this thematic area</i>							
Disaster Risk Management and Prevention, Mitigation and Resilience plus Durable Solutions	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>UN Habitat (could also include areas of Ambulance and Fire Fighting)</i>

## Local Government Public Administration

**Objective:** *to be developed*

**Introduction:** *to be developed*

<b>Title of training</b>	<b>Training objective</b>	<b>Eligible participants</b>	<b>Duration</b>	<b>Pre-requisite for attending</b>	<b>Certification</b>	<b>Year of development</b>	<b>Comment</b>
<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>	<i>To be developed</i>

## Annex 3: Supporting Manuals and Other Resources

Title	Objective	Target Audience	Relevant training area	Year of development	Comment
Community Engagement Guide	This aims to guide the government and community stakeholders in fostering a two-way engagement and dialogue with public and communities about local governance and development issues of mutual interest.	Government ministries, Councils and council administration, the private sector, village councils, non-government and community based organizations and groups, development partners, and all other stakeholders	A tool to support other trainings involving community engagement such as the DDF Community Consultation process.	2011	(STIPA)
Policy- (Road sector studies) Reports for Road Agencies	To inform institutional reforms in the sector relating to increasing the effectiveness and efficiency of the roads sector of the decentralised service delivery.	n/a	To be used as a resource document to support other technical trainings.	2012	ILO developed
Internal Audit Manual	Understand internal audit functions, responsibilities, audit engagement cycle and techniques	Staff from internal audit within the local governments	Can be used to complement the Internal Audit training module	2016	UNHabitat developed.
Internal Audit Committee Manual	Understand district audit committee functions, action plans, reviewing internal audit reports, relations with other stakeholders	District Audit Committee	Can be used to complement the Internal Audit training module.	2016	UNHabitat developed

District Technical Manual	Forms required for district procurement, contracting and contract management processes.	Technical staff in DPWDs, MoPWs, Roads Agencies	A resource to support training in Procurement and PEM 4. Implementation	2013	ILO developed.
District M&E Guidelines	Basis of the M&E module, outlines the district M&E framework	Planning staff, M&E staff	A resource to support training in M&E module	Under development	UNDP supported
HRM Manual	Basis of the HRM modules, outlines the HR procedures and policies as per the LG Employment Regulations.	HR staff	A resource to support training in HRM modules	2014	UNDP supported
Local Government Finance Policy	A policy document that provides overall guiding framework on key aspects of financial management at sub-national structures.	LG administration & finance staff, Executive	A policy document to support training in LG Financial Management	2015	UN Habitat developed
Land Dispute Frameworks					
Harmonization of Legal Frameworks resolving land disputes	To document the current practices of resolving urban land disputes across and identify the strengths and weaknesses of each, and make		A resource to support training in Land Use Planning and Management	2015	UN Habitat developed

	recommendations on harmonizing the LDT system with the customary system, as well as increasing the effectiveness of LDTs.				
Community Action Planning	Materials used for Community Action Planning processes that capture elements of DDF; UN-Habitat developed Urban Profiles as tools for linking Urbanization and displacement issues.				IOM developed

# Annex 4: Course Syllabus Information

**Course Name:** District Council Induction Course

**Course Code:** INDU

**Certification:**

*Certificate in District Council Induction*

**Course Aim:**

To equip newly elected District Councillors with the skills and knowledge they require to fulfil their roles as elected representatives for their district.

**Specific Learning Objectives:**

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

*Induction Module for District Councillors*

- Discuss the concepts of decentralisation and good governance and their relevance for District Councils.
- Explain the system of local government in Somalia, including legislation and relationships with other levels of government.
- Outline the roles and responsibilities of a District Council and Councillors, and the district administration, including Executive Committee, staff and departments.
- Outline the purpose and composition of district sub-committees and the issues they must address.

- Internalise and abide by the principles that guide the actions of Councillors in their roles, including representation of their constituents.
- Outline the parties responsible and actions involved in carrying out each of the district financial management functions, as well as the planning, administrative and legislative functions.
- Carry out District Council responsibilities in relation to the functions of delivery of public services and local economic development.
- Encourage public participation in the delivery of public services and local economic development.
- Carry out correct procedures and conduct for District Council meetings, in particular the agenda and minutes.
- Carry out their roles as prescribed in legislation relating to District Councillor election, remuneration and grounds for dismissal.

*DPFM Overview Module*

- Understand their specific roles and responsibilities in the DPFM cycle.
- Describe how their own roles and responsibilities relate to other activities and stakeholders in the wider DPFM cycle.
- Carry out their roles and responsibilities according to the steps outlined in the DPFM cycle.
- Outline the key Planning and Budgeting documents that districts must produce, and explain how each is relevant to the Planning and Budgeting process.

- Explain decentralised service delivery and infrastructure development as mandated district functions.
- Identify the main financial reporting requirements for districts.
- Explain the internal audit function for districts, and identify roles and responsibilities in the district auditing process.
- Describe the M&E structures needed to monitor and evaluate the outcomes of the district's development activities.

#### *HRM Overview Module*

- Outline the policy framework for the HRM manual.
- Describe the roles and responsibilities of the key bodies and individuals in District Council HRM.
- Carry out the recruitment and appointment process according to the HRM manual.
- Ensure the implementation of the Uniform Conditions of Service for all District Council employees.
- Carry out the procedures for transfers, promotions and disciplinary hearings according to the HRM manual.
- Outline the annual district HR budgeting procedure, and explain key points about the Staff Roll and Payroll Events.
- Follow correct procedures as outlined in the HRM manual for implementing a Performance Management System, and basic staff training programme.

#### *Leadership and Management Modules—Leadership, Conflict Management, Gender*

The training objective of the leadership modules is to sensitise local leaders and help understand the different functions they are supposed to play to ensure improved service delivery.

The learning objective of the conflict management module is to build bridges between citizens and local governments to work more effectively together through managing conflict and their differences by defining concepts and strategies that support councilors to manage their conflict that arises among themselves, as well as the people in the district.

The handbook on gender draws on regional experiences and reflect broader principles of gender equality in a practical format that considers the challenges and opportunities that men and women face in Somali society, and how these will impact the roles they play in urban settings.

#### *Office Management and Administration Modules 1-4*

- Refer to Course Syllabus information for the 'Office Management and Administration Course' (DOMA).

#### *Public Service Ethics and Integrity*

- This would need to be either a new module developed, or an existing module sourced from another institution with agreement for LGI to use it.

#### **Course Content:**

##### *Induction Module for District Councillors*

System of local government in Somalia, Laws guiding the local government system, Overview of District Councils and Village Councils, Communication Skills, Roles and Responsibilities of

District Councils, District Administration, Executive Committee, Technical Committee; Functions of the district departments, District Council Sub-Committees, Representation and Responsibility, Transparency and Accountability, Role of citizens, Financial Management Functions, Planning, Administrative and Legislative Functions, Delivery of Public Services, Local Economic Development, District Council Meetings, Elections and Remuneration of Councillors, Grounds for dismissal, Procedures for a vacancy on Council, Grounds for the dissolution of a Council.

#### *DPFM Overview Module*

DPFM Roles and Responsibilities, Planning and Budgeting Calendar, Planning and Budgeting Stakeholders, Planning and Budgeting Documents and Steps, Decentralised Service Delivery, Infrastructure Development, Expenditure and Cash Flow, Budget Monitoring and Revision, Procurement, Asset Management, Debt Management, Basis of district accounting, Bookkeeping systems, IFMIS, Chart of Accounts (COA), Financial Reporting Requirements, District Internal Audit Unit, District Internal Audit Committee, Monitoring & Evaluation.

#### *HRM Overview Module*

Policy Framework for the HRM manual, Core and Higher Functions of HRM, Roles and Responsibilities in HRM, Principles and Policy of Recruitment, Flow Chart and Timeline of Recruitment and Appointment, Main Documents for Recruitment and Appointment, Uniform Conditions of Service (UCoS), Occupational Health and Safety, Transfers, Promotions,

Demotions, Annual HR budgeting procedure, Staff Roll and Payroll Events, Performance Evaluation, Training and Development.

#### *Leadership and Management Modules—Leadership, Conflict Management, Gender*

The Councillor as Policy Maker, Decision-maker, Communicator, Facilitator, Enabler, Negotiator, Financier, Overseer, Powerbroker, Institutional Builder, Leader.

Understanding the Nature of Conflict, Overview of Conflict Management Strategies, the Art of Dialogue and Other Important Inter-Relational Skills, Negotiation -Achieving Results Without a Third-Party Involvement, Mediation, Other Conflict Management Themes, Future Trends And Suggested Actions.

Local leaders involving women in local governance, Why is incorporating gender in the local governance important, Gender in the Somali context, Gender and Qur'an, Concepts and strategies Gender, Gender Equality, Gender Mainstreaming, Women in Developing and Gender and Development, Gender Analysis, Gender and Participation, Local leadership and Gender Equality (The role of local leaders), Incorporating Gender in Different roles as a local leader, Training and Action tools, Introduction to training and action tools, Gender stereotypes, Choosing the Sex of your child, Thinking about Men and Women in Somali culture, Defining gender in the Somali context, Ranking and brainstorming about obstacles to women's participation, Time use of men and

women, Thinking about Gender in local governance, Time use, cycle of inequality and the municipality.

*Office Management and Administration Modules 1-4*

Refer to Course Syllabus information for the ‘Office Management and Administration Course’

**Teaching and Learning Arrangements:**

<b>Delivery Modes:</b>	
Face to Face: <input checked="" type="checkbox"/>	Online: Fully <input type="checkbox"/> Partially <input type="checkbox"/>
Workplace: <input type="checkbox"/>	

Components	Frequency / Duration
Face to Face	30 training days over 3-6 months. Block 1 (2 modules) Induction, Leadership (12 days) Block 2 (2 modules) Gender, Conflict Management (12 days) Block 3 (6 modules) DPFM Overview, HRM Overview, OM&A Modules 1-4 (6 days) Public Service Ethics and Integrity (tba)

**Assessment Plan:**

Assessment Task	Length /Time (word count or equivalent)	Proportion of total assessment	Due
Post-Tests 1 test at end of each block	1.5 hours (30 mins per test)	100%	At end of each block
Evaluation / Self-Assessment	2 hours	-	Annually

Due to the emphasis on face to face training for this course, there are no additional assessment requirements in the form of written assignments or workplace practical assessment, as is the case in other courses. However, below is a suggested means of self-assessment for District Council members.

In addition to the post-test assessment at the end of each training block, there should be a formal evaluation or self-assessment tool (such as a questionnaire) for Councillors that can be done annually, which will incorporate aspects of the training course, so that an evaluation can be made on how well Councillors are carrying out their roles and identify in which areas they might require more support. Note that this would not contribute to the overall assessment as part of certification, but rather would be a useful mechanism for ongoing improvement of the District Council and its members.

**Resource Plan:**

This plan provides some guidance for when developing a ToR to contract a training service provider. Note, the resource plan is developed based on an assumption of 20-30 participants per course and may vary depending on whether the number of participants is greater or less than this.

Components	What is required?
People	Team of 2-3 trainers to carry out the face to face training together.
Materials	<ul style="list-style-type: none"> <li>- Participant Books for Induction Module, HRM Overview Module, DPFM Overview Module, OM&amp;A Modules 1-4.</li> <li>- Participant materials for Leadership, Gender, Conflict Management training (tba)</li> <li>- Trainer Guide for Induction Module, HRM Overview Module, DPFM Overview Module, OM&amp;A Modules 1-4.</li> <li>- Trainer Guide for Leadership, Gender, Conflict Management training (tba)</li> <li>- PowerPoint Slides for Induction Module, HRM Overview Module, DPFM Overview Module, OM&amp;A Modules 1-4.</li> <li>- Assessment and Evaluation Guides for Induction Module, HRM Overview Module, DPFM Overview Module, OM&amp;A Modules 1-4.</li> <li>- PowerPoint slides for Leadership, Gender, Conflict Management training (tba)</li> </ul>

	<ul style="list-style-type: none"> <li>- Assessment and Evaluation Guides for Leadership, Gender, Conflict Management training (tba)</li> <li>LGI would have responsibility for preparing these materials in advance and have ready for a training, including enough copies of the relevant documents for participants and trainers.</li> </ul>
Time (days per trainer)	<ul style="list-style-type: none"> <li>Preparation time for each face to face training block (1 day per trainer per block)</li> <li>Travel time (if needed)</li> <li>Block 1 (12 days)</li> <li>Block 2 (12 days)</li> <li>Block 3 (6 days)</li> <li>Marking time for Post-tests (1 day per block)</li> </ul>
Facilities required	<ul style="list-style-type: none"> <li>A large training or conference room (size depending on number of participants)</li> <li>Access to a projector and screen</li> <li>Laptop</li> </ul>
Other Resources / Considerations	

**Monitoring & Evaluation Plan:**

This plan has been developed using the ‘Kirkpatrick model’ of training evaluation, as detailed in the accompanying Assessment & Evaluation booklet for the course.

Level of Evaluation	Tools and timing	Responsibility
Level 1: Reaction	Evaluation questionnaire at end of each block of face to face training.	Contracted training service provider
Level 2: Learning	Written Assessment Tasks - Post Tests at end of each module	Contracted training service provider
Level 3: Behaviour	District Councillor self-evaluation/assessment tools	LGI
Level 4: Results	District Councillor self-evaluation/assessment tools 3-6 months after training completed and annually.	LGI

The evaluation of trainings and their impact is one of the key mandates of LGI, as such it will be important to have processes in place to measure the success of training in terms of improved outcomes for the District Council and how it operates. Appropriate tools can be developed according to guidance provided in the Assessment & Evaluation Books for the various modules in the course.

## **Course Name: District Executive Overview Course**

**Course Code:** EXEC

### **Certification:**

*Certificate in District Executive Overview*

### **Course Aim:**

To provide a broad understanding of the main aspects of the district's functions for key decision makers, including the roles and responsibilities of the Executive according to the relevant local government law.

### **Specific Learning Objectives:**

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

#### *Induction Overview Module for District Executive*

- This module will need to be developed. It will be a summary version of the existing Induction Module for District Councillors.

#### *DPFM Overview Module*

- Understand their specific roles and responsibilities in the DPFM cycle.
- Describe how their own roles and responsibilities relate to other activities and stakeholders in the wider DPFM cycle.
- Carry out their roles and responsibilities according to the steps outlined in the DPFM cycle.
- Outline the key Planning and Budgeting documents that districts must produce, and explain how each is relevant to the Planning and Budgeting process.

- Explain decentralised service delivery and infrastructure development as mandated district functions.
- Identify the main financial reporting requirements for districts.
- Explain the internal audit function for districts, and identify roles and responsibilities in the district auditing process.
- Describe the M&E structures needed to monitor and evaluate the outcomes of the district's development activities.

#### *HRM Overview Module*

- Outline the policy framework for the HRM manual.
- Describe the roles and responsibilities of the key bodies and individuals in District Council HRM.
- Carry out the recruitment and appointment process according to the HRM manual.
- Ensure the implementation of the Uniform Conditions of Service for all District Council employees.
- Carry out the procedures for transfers, promotions and disciplinary hearings according to the HRM manual.
- Outline the annual district HR budgeting procedure, and explain key points about the Staff Roll and Payroll Events.
- Follow correct procedures as outlined in the HRM manual for implementing a Performance Management System, and basic staff training programme.

#### *OM&A Module 2: Effective Meetings*

- Distinguish between effective and ineffective meetings.
- Organise and run an effective staff meeting.
- Engage more effectively as a participant in a meeting.
- Prepare a set of meeting minutes in a style appropriate to the type of meeting being held.
- Prepare a set of meeting minutes that are brief, accurate, clear and objective.

#### **Course Content:**

##### *Induction Overview Module for District Executive*

This module will need to be developed. It will be a summary version of the existing Induction Module for District Councillors.

##### *DPFM Overview Module*

DPFM Roles and Responsibilities, Planning and Budgeting Calendar, Stakeholders, Documents and Steps; Decentralised Service Delivery, Infrastructure Development, Expenditure and Cash Flow, Budget Monitoring and Revision, Procurement, Asset Management, Debt Management, Basis of district accounting, Bookkeeping systems, IFMIS, Chart of Accounts (COA), Financial Reporting Requirements, District Internal Audit Unit, District Internal Audit Committee, Monitoring & Evaluation.

##### *HRM Overview Module*

Policy Framework for the HRM manual, Core and Higher Functions of HRM, Roles and Responsibilities in HRM, Principles and Policy of Recruitment, Flow Chart and Timeline of

Recruitment and Appointment, Main Documents for Recruitment and Appointment, Uniform Conditions of Service (UCoS), Occupational Health and Safety, Transfers, Promotions, Demotions, Annual HR budgeting procedure, Staff Roll and Payroll Events, Performance Evaluation, Training and Development.

*OM&A Module 2: Effective Meetings*

Organising and running effective meetings, How to be an effective meeting participant, Formal and Informal meetings, Before, During and After a Meeting, Meeting Agenda, Preparing effective meeting minutes, Characteristics of good meeting minutes, Steps for preparing minutes.

**Teaching and Learning Arrangements:**

<b>Delivery Modes:</b>	
Face to Face: <input checked="" type="checkbox"/>	Online: Fully <input type="checkbox"/> Partially <input type="checkbox"/>
Workplace: <input type="checkbox"/>	

Components	Frequency / Duration
Face to Face	4 modules over 3 months. Induction Overview Module for District Executive (1 day) DPFM Overview Module (1 day) HRM Overview Module (1 day) OM&A Module 2: Effective Meetings (1 day)

**Assessment Plan:**

Assessment Task	Length /Time (word count or equivalent)	Proportion of total assessment	Due
Post-Tests 1 test at end of each module	2 hours (30 mins per test)	100%	At end of each module
Evaluation / Self-Assessment	2 hours	-	Annually

Given the limited time available for course participants, there is no workplace practical assessment, or written assignment. However, it is recommended that some kind of self-assessment questionnaire is given to the Executive on an annual basis, so they can measure for themselves on how well they are fulfilling their role and where more support might be needed.

**Resource Plan:**

This plan provides some guidance for when developing a ToR to contract a training service provider. Note, the resource plan is developed based on an assumption of 20-30 participants per course and may vary depending on whether the number of participants is greater or less than this.

Components	What is required?
People	Team of 2-3 trainers to carry out the face to face training together. This will vary depending on the number of participants.
Materials	<ul style="list-style-type: none"> <li>- Participant Books for Induction Overview Module, HRM Overview Module, DPFM Overview Module, OM&amp;A Module 2.</li> <li>- Trainer Guide for Induction Overview Module, HRM Overview Module, DPFM Overview Module, OM&amp;A Module 2.</li> <li>- PowerPoint Slides for Induction Overview Module, HRM Overview Module, DPFM Overview Module, OM&amp;A Module 2.</li> <li>- Assessment and Evaluation Guides for Induction Overview Module, HRM Overview Module, DPFM Overview Module, OM&amp;A Module 2.</li> </ul> <p>LGI would have responsibility for preparing these materials in advance and have ready for a training, including enough copies of the relevant documents for participants and trainers.</p>
Time (calculated as days per trainer)	<ul style="list-style-type: none"> <li>Preparation time for face to face training (1 day)</li> <li>Travel time (if needed)</li> <li>Face to face training (4 days)</li> <li>Marking time for Post-tests (1 day)</li> </ul>
Facilities required	A large training or conference room (size depending on number of participants)

	<ul style="list-style-type: none"> <li>Access to a projector and screen</li> <li>Laptop</li> </ul>
Other Resources / Considerations	Because there is only a small number of participants from each district (Mayor, Deputy, Executive Secretary), the training would ideally bring together participants from across a number of districts to be trained at one time. For example, 8-10 districts trained at one location at the same time.

### Monitoring & Evaluation Plan:

This plan has been developed using the 'Kirkpatrick model' of training evaluation, as detailed in the accompanying Assessment & Evaluation booklets for the course.

Level of Evaluation	Tools and timing	Responsibility
Level 1: Reaction	Evaluation questionnaire at end of face to face training.	Contracted training service provider
Level 2: Learning	Written Assessment Tasks - Post Tests at end of each module	Contracted training service provider
Level 3: Behaviour	Executive self-evaluation/assessment tools	LGI
Level 4: Results	Executive self-evaluation/assessment tools	LGI

	3-6 months after training completed and annually.	
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The evaluation of trainings and their impact is one of the key mandates of LGI, as such it will be important to have processes in place to measure the success of training in terms of improved outcomes for the Executive and how it operates. A simple self-assessment tool can be developed to serve this purpose.

**Course Name:** **DPFM Planning Course**

**Course Code:** PLAN

**Certification:**

*Certificate in DPFM Planning*

**Course Aim:**

To equip relevant district staff with in depth skills and knowledge required to undertake the 5 year and annual planning activities in the DPFM cycle.

**Specific Learning Objectives:**

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

*DPFM Overview Module*

- Understand their specific roles and responsibilities in the DPFM cycle.
- Carry out their roles and responsibilities according to the steps outlined in the DPFM cycle.
- Outline the key Planning and Budgeting documents that districts must produce, and explain how each is relevant to the Planning and Budgeting process.
- Explain decentralised service delivery and infrastructure development as mandated district functions.
- Identify the main financial reporting requirements for districts.
- Explain the internal audit function for districts, and identify roles and responsibilities in the district auditing process.

- Describe the M&E structures needed to monitor and evaluate the outcomes of the district's development activities.

#### *DPFM DDF Module*

- Explain the purpose of a DDF.
- Identify the first steps needed to start a DDF preparation process.
- 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.
- Prepare a draft DDF document, using the correct format, and data from the four information sources.
- Follow the process of validating and finalising their DDF.

#### *DPFM District Profile Guidelines*

- To give a detailed format for developing the District Profile, including headings, graphs, data, tables to be used.

#### *DPFM Annual Planning & Budgeting Module*

- Give an overview of the district annual planning and budgeting process, including identifying the main steps and the key stakeholders.
- Explain where the annual planning and budgeting process fits in the DPFM cycle.
- Carry out Steps 1-15 in the annual planning and budgeting process, according to the process presented in the module.

#### *DPFM M&E Module*

This Module is currently under development.

#### *LDF Module (if included as an additional module)*

- Explain the LDF objectives and identify the main stakeholders in LDF and their roles.
- Describe how the LDF is funded and allocated across districts, and identify eligible and ineligible projects.
- Outline the Minimum Conditions (MCs) for LDF eligibility and the associated Performance Measures (PMs).
- Execute the LDF correctly within the district planning and budgeting process and according to the procurement and contract management requirements.
- Describe the LDF funds flow process, particularly LG requirements for funds release.
- Prepare the relevant reports needed for LDF accountability, and outline the internal and external requirements associated with the LDF.
- Conduct a self-assessment of MC and PM criteria to identify areas for improvement.

#### **Course Content:**

##### *DPFM Overview Module*

DPFM Roles and Responsibilities, Planning and Budgeting Calendar, Stakeholders, Documents and Steps; Decentralised Service Delivery, Infrastructure Development, Expenditure and Cash Flow, Budget Monitoring and Revision, Procurement, Asset Management, Debt Management, Basis of district

accounting, Bookkeeping systems, IFMIS, Chart of Accounts (COA), Financial Reporting Requirements, District Internal Audit Unit, District Internal Audit Committee, Monitoring & Evaluation.

*DPFM DDF Module*

What is a DDF?, Planning the DDF process, Community Awareness Raising, Community Consultations, Integrating National, State, and Sector Plans, Contents of draft DDF, District vision, priorities, objectives, DDF monitoring framework, Validation Workshop, Top Tips for preparing a DDF

*DPFM District Profile Guidelines*

Social profiles, Economic profiles, Environmental profiles, Urban Structure, Public Administrations, Transportation profiles, Technical infrastructure, On-going projects.

*DPFM Annual Planning & Budgeting Module*

DPFM Cycle, Planning & Budgeting Stakeholders, Steps in the Planning & Budgeting Process, Awareness raising on the P&B process, DDF Review Workshop, DBFP Chs 1-3, District Development Activities Forum, Forecast of Revenue and Expenditure, Prioritising Development Activities, Prepare, Review and Finalise draft budget and AWP, Publicise budget and AWP, Finalise DBFP, Procurement Plans.

*DPFM M&E Module*

This module is currently under development.

*LDF Module (if included as an additional module)*

LDF Objectives, LDF Stakeholders, LDF and DPFM, LDF funding sources and allocations, LG eligibility to receive LDF, Eligible and

ineligible uses of the LDF, Planning and Budgeting and the LDF, Procurement and the LDF, LDF Fund Flows, In year and annual reporting, District Internal Audit.

**Teaching and Learning Arrangements:**

Delivery Modes:	
Face to Face:	<input checked="" type="checkbox"/> Online: Fully <input type="checkbox"/> Partially <input type="checkbox"/>
Workplace:	<input checked="" type="checkbox"/>

Components	Frequency / Duration
Face to Face	10 training days in 2 Blocks over a 3-6 month period.  Block 1 (3 modules) DPFM Overview Module, DDF Module, District Profile Guidelines (5 days)  Block 2 (2-3 modules) Annual Planning & Budgeting Module, M&E Module (5 days) <i>(LDF Module if needed can be added, an additional 3 days).</i>
Workplace	Workplace visit from trainer after Block 2.  Evidence of application of learning materials in the workplace e.g. use of forms, procedures etc, or observation of the person performing some of their duties.

**Assessment Plan:**

Assessment Task	Length /Time (word count or equivalent)	Proportion of total assessment	Due
Post-Tests (5) 1 test for each module.	2.5 hours (30 mins per test)	50%	At end of each Block
Written Assignment	2000 words	25%	Between Blocks 1 and 2
Workplace Practical Assessment	As determined by trainer (e.g. 3 forms, 1 task)	25%	After Block 2

The evidence required as part of the workplace practical assessment can be determined by the training team in discussion with LGI, and will take into account the individual district situation. For example, some district local governments will have more established planning systems than others and it will be easier for participants to produce evidence to show how they have implemented what they have learned in the face to face training, than for other districts where the planning systems are less developed. However, participants from districts with less developed systems should not be penalized because of this. As a general guide, it would be appropriate to ask a participant for 2-3 pieces of evidence, for example, some planning or budgeting documents that they have personally worked on.

In order for participants to fulfil this workplace practical assessment requirement, it will be important for district local governments to be ready and willing to implement the processes and systems that are being taught in the Planning course. It is recommended that the respective MOIs in the FMSs have a role in supporting this, for example, a Ministerial Decree for district local governments to operationalise their planning office, as well as discussions with Mayors on the importance of a planning department with dedicated staff and a mandate to execute their responsibilities. This would also include the clarification with other staff and departments of the responsibilities of the planning department. ToRs for personnel would be also be helpful for the trainer to identify the most appropriate way to conduct a workplace practical assessment.

The written assignment would require participants to read and analyse the existing planning documents in the district and discuss:

- Why is planning important for a district and what benefits can it bring?
- What areas are the main focus of the district’s key planning documents?
- What are the main planning goals of the district?
- What systems are in place to measure the progress that district has made towards achieving its goals.

These guiding questions can be amended or added to by the training team in consultation with LGI.

**Resource Plan:**

This plan provides some guidance for when developing a ToR to contract a training service provider. The contract will need to allow for both face to face training components and workplace visits. Note, the resource plan is developed based on an assumption of 20-30 participants per course and may vary depending on whether the number of participants is greater or less than this.

Components	What is required
People	Team of 2 or 3 trainers to carry out the face to face training component together, assess the written assignment and carry out the workplace visits. Note: number of trainers will vary depending on the number of participants in the training.
Materials	<ul style="list-style-type: none"> <li>- Participant Book for modules DPFM Overview, DDF, Annual Planning &amp; Budgeting, District Profile Guidelines, M&amp;E.</li> <li>- Trainer Guide for all modules above.</li> <li>- PowerPoint Slides for all modules above.</li> <li>- Pocket Guides for DDF and Annual Planning &amp; Budgeting Modules.</li> <li>- Assessment and Evaluation Guides for all above modules.</li> </ul> <p>LGI would have responsibility for preparing these materials in advance and have ready for a training, including enough copies of relevant documents for participants and trainers.</p>

Time (days per trainer)	Preparation time for Blocks 1 and 2 (1 day per trainer per block) Travel time (if needed) Block 1 (5 days) Block 2 (5 days) Marking time for Post-tests (1 day) Marking time for Written Assignment (2 days) Workplace visits (2 days per trainer per District workplace) Marking time for Practical Assessment (2 days)
Facilities required	A large training or conference room (size depending on number of participants) Access to a projector and screen Laptop
Other Resources / Considerations	Districts would need to be informed in advance of the workplace practical assessment visits so they can prepare accordingly.

**Monitoring & Evaluation Plan:**

This plan has been developed using the ‘Kirkpatrick model’ of training evaluation, as detailed in the accompanying Assessment & Evaluation booklets for the course.

Level of Evaluation	Tools and timing	Responsibility
Level 1: Reaction	Evaluation questionnaire at end of each block of face to face training.	Contracted training service provider

Level 2: Learning	Written Assessment Tasks - Post Tests at end of each block of face to face training - Written Assignment in between Blocks 1 and 2	Contracted training service provider
Level 3: Behaviour	Workplace Practical Assessment - Evidence and Observation through workplace visit after Block 2 of training (could be 2-3 months after).	Contracted training service provider
Level 4: Results	Evaluation tools, 3-6 months after training completed.	LGI (or a separate service provider who is contracted to carry out Level 4 evaluations).

The evaluation of trainings and their impact is one of the key mandates of LGI, as such it will be important to have processes in place to measure the success of training in terms of improved outcomes in the workplace. Appropriate tools can be developed according to guidance provided in the Assessment & Evaluation Books for each module in the course.

## **Course Name: District Human Resource Management Course**

**Course Code:** DHRM

### **Certification:**

*Certificate in District Human Resource Management*

### **Course Aim:**

To equip district HRM staff with the skills and knowledge needed to consistently carry out HRM procedures as prescribed in the Local Government Employment Regulations.

### **Specific Learning Objectives:**

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

#### *HRM 1. Introduction to HRM*

- Explain the development and policy framework of a HRM manual for local governments.
- Discuss the requirement for 'transparent, uniform and consistent' HRM procedures for local governments.
- Outline the core HRM functions for all District Councils, and recognise the higher HRM functions.
- Identify the extent to which the core HRM functions are carried out in their district and where opportunities for improvement exist.
- Explain their own role in HRM and describe other key HR roles at district level.
- Describe correct communication procedures between district departments and the HR unit regarding HR matters, particularly written communication.

- Prepare a secure and organised filing system for district HR documents.

#### *HRM 2. Recruitment*

- Explain the benefits of impartial, neutral, merit-based recruitment processes.
- Outline the recruitment and appointment process according to the HRM manual.
- Identify the key documents needed for a correct recruitment and appointment procedure, and the timelines for different activities.
- Prepare a job description and person specification according to the HRM manual.
- Conduct a shortlisting, examination and interview process according to the HRM manual and using the relevant forms.
- Undertake an appointment process according to the HRM manual and using the relevant forms.

#### *HRM 3. Life Cycle*

- Implement the Uniform Conditions of Service and Leave conditions as outlined in the Pocket Guide.
- Carry out the correct procedures for employee life cycle events such as transfer, promotion/demotion, and dismissal/separation.
- Conduct disciplinary procedures for misconduct in line with the severity of the offence, according to the HRM manual.

- Prepare an OH&S checklist for the workplace, adapted to suit the particular conditions of that workplace.
- Implement some of the actions from the Gender Action Plan, to improve opportunities for women in terms of employment by the District Council.

#### *HRM 4. HR Planning and Budgeting*

- Follow procedures for incorporating HR expenditure into District annual budgets, based on key budget principles.
- Prepare and update an accurate Staff Roll, based on a current organisational structure, which can be used as a tool to manage expenditure on HR costs.
- Follow procedures for correct and timely management of the district payroll, including payroll events, payroll running and payroll reconciliation with HR records.

#### *HRM 5. Higher HRM Functions*

- Follow correct procedures to put in place a Performance Management System for their District Council employees.
- Take steps towards the establishment of a Staff Training Programme for district employees, including a training needs assessment.

#### **Course Content:**

##### *HRM 1. Introduction to HRM*

The HRM manual, Background to the HRM manual and policy framework, Roles and Functions of HR Units at District Level, Core and higher HRM functions for districts as outlined in the manual, Key roles in HRM at district level, Communication

Procedures, Overview of communication methods between HR units and district departments, including an example filing system for HR documents.

*HRM 2. Recruitment*

Principles and Overview of Recruitment, Discussion of recruitment principles, Flow chart of the recruitment and appointment process, Preparation stage—Recruitment requests, Job description, Prepare advertising, Approval of recruitment. Interview stage—Advertise vacancy, Shortlisting, Examination, Interview. Appointment stage—Select candidate, Conditional offer, Formal offer, Induction.

*HRM 3. Life Cycle*

HRM life cycle stages, Uniform Conditions of Service, OH&S Checklist, Health and Safety issues in the workplace, Gender Policy Action Plan, Diverse and inclusive workplaces, Administration of transfers and promotions, Categories of offences and penalties, Procedures for disciplinary action.

*HRM 4. HR Planning and Budgeting*

Budgeting Principles, Procedures for HR Planning and Budgeting, Preparing a Staff Roll, Example Staff Roll, Payroll Events, Payroll Procedures.

*HRM 5. Higher HRM Functions*

Performance Management System, Performance Evaluation Procedures and Outcomes, Training and Development, Develop and Implement a Staff Training Programme, Training Needs Assessment—Identifying Gaps.

**Teaching and Learning Arrangements:**

<b>Delivery Modes:</b>			
Face to Face:	<input checked="" type="checkbox"/>	Online:	Fully <input type="checkbox"/> Partially <input type="checkbox"/>
Workplace:	<input checked="" type="checkbox"/>		

Components	Frequency / Duration
Face to Face	10 training days in 2 Blocks over a 3-6 month period.  Block 1 (3 modules) HRM 1, HRM 2, HRM 3 (6 days)  Block 2 (2 modules) HRM 4, HRM 5 (4 days).
Workplace	Workplace visit from trainer after Block 2.  Evidence of application of learning materials in the workplace e.g. use of forms, procedures etc, or observation of the person performing some of their duties.  Evidence required will be guided by the activities in the participant’s action plan prepared as part of the face to face training.

**Assessment Plan:**

Assessment Task	Length /Time (word count or equivalent)	Proportion of total assessment	Due
Post-Tests (5)	1.5 hours (approx. 20 mins per test)	50%	At end of each Block

1 test for each module.			
Written Assignment	2000 words	25%	Between Blocks 1 and 2
Workplace Practical Assessment	As determined by trainer (e.g. 3 forms, 1 task)	25%	After Block 2

Note that the workplace practical assessment should be guided by the action plans prepared by each participant during the face to face training. The action plans identify activities that can be done by the participant back in the workplace to ensure that what they have learned in the training is implemented.

The evidence required as part of the workplace practical assessment can be determined by the training team in discussion with LGI, and will take into account the individual district situation. For example, some district local governments will have more established HRM systems than others and it will be easier for participants to produce evidence to show how they have implemented what they have learned in the face to face training, than for other districts where the HR systems are less developed. However, participants from districts with less developed HR systems should not be penalised because of this. As a general guide, it would be appropriate to ask a participant for 2-3 pieces of evidence from across at least 2 different HRM areas, for example, recruitment, performance appraisal, promotion, leave application etc.

In order for participants to fulfil the workplace practical assessment requirement, it will be important for district local governments to be ready and willing to implement the processes and systems that are being taught in the HRM course. It is recommended that the respective MOIs in the FMSs have a role in supporting this, for example, a Ministerial Decree for district local governments to operationalise their HR office, as well as discussions with Mayors on the importance of a HR office with dedicated HR staff and a mandate to execute their responsibilities. This would also include the clarification with other staff and departments of the responsibilities of HR staff (for example, no overlap with other sections of the Department of Administration and Finance). ToRs for HR personnel would be also be helpful for the trainer to identify the most appropriate way to conduct a workplace practical assessment.

The written assignment would be part of the certification program of the HRM course and it is suggested that participants can be tasked to assess and describe the current HR practices of their respective district local government generally, and then focus on one component (for example, leave management, discipline measures), and document any challenges in the current processes and identify some recommendations to strengthen or improve the processes, based on what they have learned in their face to face training so far, using the procedures and forms from the HRM training.

**Resource Plan:**

This plan provides some guidance for when developing a ToR to contract a training service provider. The contract will need

to allow for both face to face training components and workplace visits. Note, the resource plan is developed based on an assumption of 20-30 participants per course and may vary depending on whether the number of participants is greater or less than this.

Components	What is required
People	Team of 2 or 3 trainers to carry out the face to face training component together, assess the written assignment and carry out the workplace visits. Note: number of trainers will vary depending on the number of participants in the training.
Materials	<ul style="list-style-type: none"> <li>- Participant Book for modules HRM 1, HRM 2, HRM 3, HRM 4 and HRM 5</li> <li>- Trainer Guide, 1 for all modules HRM 1-5.</li> <li>- PowerPoint Slides for modules HRM 1, HRM 2, HRM 3, HRM 4 and HRM 5.</li> <li>- Pocket Guides for Modules HRM 2, HRM 3.</li> <li>- Assessment and Evaluation Guide, 1 for all modules HRM 1-5</li> <li>- HRM manual and regulations (a few reference copies)</li> </ul> <p>LGI would have responsibility for preparing these materials in advance and have ready for a training, including enough copies of relevant documents for participants and trainers.</p>
Time (days per trainer)	Preparation time for Blocks 1 and 2 (1 days per trainer per block)

	Travel time (if needed) Block 1 HRM 1-3 (6 days) Block 2 HRM 4-5 (4 days) Marking time for Post-tests HRM 1-5 (1 day) Marking time for Written Assignment (2 days) Workplace visits (2 days per trainer per District workplace) Marking time for Practical Assessment (2 days)
Facilities required	A large training or conference room (size depending on number of participants) Access to a projector and screen Laptop
Other Resources / Considerations	Districts would need to be informed in advance of the workplace practical assessment visits so they can prepare accordingly.

### Monitoring & Evaluation Plan:

This plan has been developed using the 'Kirkpatrick model' of training evaluation, as detailed in the accompanying Assessment & Evaluation booklet for the course.

Level of Evaluation	Tools and timing	Responsibility
Level 1: Reaction	Evaluation questionnaire at end of each block of face to face training.	Contracted training service provider

Level 2: Learning	Written Assessment Tasks - Post Tests at end of each block of face to face training - Written Assignment in between Blocks 1 and 2	Contracted training service provider
Level 3: Behaviour	Workplace Practical Assessment - Evidence and Observation through workplace visit after Block 2 of training (could be 2-3 months after).	Contracted training service provider
Level 4: Results	Evaluation tools, 3-6 months after training completed. (See Assessment & Evaluation Book, Section 3, Table of Indicators)	LGI (or a separate service provider who is contracted to carry out Level 4 evaluations).

The evaluation of trainings and their impact is one of the key mandates of LGI, as such it will be important to have processes in place to measure the success of training in terms of improved outcomes in the workplace. Appropriate tools can be developed according to guidance provided in the Assessment & Evaluation Book, Section 3, Table of Indicators.

## **Course Name: District Office Management and Administration Course**

**Course Code:** DOMA

### **Certification:**

*Certificate in District Office Management & Administration*

### **Course Aim:**

To equip all district staff with the skills and knowledge needed to carry out efficient and effective office administration and management practices.

### **Specific Learning Objectives:**

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

#### *Module 1: Written Communication*

- Distinguish between an internal memo and external letter and write a clear and concise memo, letter or email.
- Explain the appropriate lines of internal and external communication within the district administration.
- Describe correct communication procedures between district departments, particularly written communication.
- Differentiate between the different types of reports they are expected to produce as part of their work role.
- Prepare an accurate and concise work report for their supervisor.

#### *Module 2: Effective Meetings*

- Distinguish between effective and ineffective meetings.
- Organise and run an effective staff meeting.

- Engage more effectively as a participant in a meeting.
- Prepare a set of meeting minutes in a style appropriate to the type of meeting being held.
- Prepare a set of meeting minutes that are brief, accurate, clear and objective.

#### *Module 3: Office Organisation*

- Explain the importance of secure, organised and professional systems for filing and for managing visitors.
- Identify an appropriate filing system that can be used for their district department's documents.
- Prepare a secure and organised filing system appropriate for their department's requirements.
- Prepare a visitor appointment book and visitor sign in sheet and identify the key requirements for managing office visitors.
- Prepare a clear and accurate organisational chart for their organisation.

#### *Module 4: Assets, Travel, Office Procurement*

- Distinguish between district 'Office Assets' and other types of assets that are managed by the district local government.
- Prepare an Office Assets Register according to the Office Management and Administration Manual.
- Discuss the importance of having a system of vehicle movement and management.
- Prepare a basic Travel Request and Authorisation Form.
- Identify the main components of a Travel Activity Form.

- Describe procedures and identify the forms required for conducting procurement of office goods and supplies.

#### **Course Content:**

##### *Module 1: Written Communication*

Letters, Memos, Circulars, and Emails, The Communication Cycle, Functions of the District Departments, Internal and External Communication, Writing a letter, Types of Memos, Internal Memo, Circular letters, Writing Emails, Report Writing, Written Reports, Types of Reports, How to write a report, Steps in preparing a report.

##### *Module 2: Effective Meetings*

Organising and running effective meetings, How to be an effective meeting participant, Formal and Informal meetings, Before, During and After a Meeting, Meeting Agenda, Preparing effective meeting minutes, Characteristics of good meeting minutes, Steps for preparing minutes.

##### *Module 3: Office Organisation*

Filing and Record Keeping, Why is a filing system important?, Types of Information, Systems of Filing, How to set up an effective filing system, What is a Resource Centre?, Managing Visitors, Visitor Appointments System, Visitor Sign in Book, Organisational Chart, Preparing an organisational chart.

##### *Module 4: Assets, Travel, Office Procurement*

Office Asset Management, Office Asset Transfer and Disposal, Storekeeping, Inventory Management Flow Chart, Vehicle

Management, Staff Travel, Travel Request and Authorisation, Office Procurement, Local Purchase Order.

**Teaching and Learning Arrangements:**

<b>Delivery Modes:</b>	
Face to Face:	<input checked="" type="checkbox"/> Online: Fully <input type="checkbox"/> Partially <input type="checkbox"/>
Workplace:	<input checked="" type="checkbox"/>

Components	Frequency / Duration
Face to Face	4 training days in 1 Block over a 3 month period.
Workplace	Workplace visit from trainer after face to face training block.  Evidence of application of learning materials in the workplace. e.g. use of forms, procedures etc, or observation of the person performing some of their duties.  Evidence required will be guided by the activities in the participant’s action plan prepared as part of the face to face training.

**Assessment Plan:**

Assessment Task	Length /Time (word count or equivalent)	Proportion of total assessment	Due
Post-Tests (4) 1 test for each module.	2 hours (30 mins per test)	50%	At end of each module
Written Assignment	3 items, 2000 words in total	25%	After face to face training block
Workplace Practical Assessment	As determined by trainer (e.g. 3 forms, 1 task)	25%	After face to face training block

Note that the workplace practical assessment should be guided by the action plan prepared by each participant during the face to face training. The action plans identify activities that can be done by the participant back in the workplace to ensure that what they have learned in the training is implemented. For example, one activity in an action plan might be to ‘Have an organised filing system in place’, or ‘Create a visitor book for managing visitors.’

The evidence required as part of the workplace practical assessment can be determined by the training team in discussion with LGI, and will take into account the individual district situation. For example, some district local governments will have more established Office Management & Administration systems than others and it will be easier for

participants to produce evidence to show how they have implemented what they have learned in the face to face training, than for other districts where these systems are less developed. However, participants from districts with less developed Office Management & Administration systems should not be penalized because of this. As a general guide, it would be appropriate to ask a participant for 2-3 pieces of evidence from across at least 2 different areas, for example, filing, visitor management, meeting agenda/minutes, official travel etc.

In order for participants to fulfil this workplace practical assessment requirement, it will be important for district local governments to be ready and willing to implement the processes and systems that are being taught in the Office Management & Administration course. It is recommended that the respective MOIs in the FMSs have a role in supporting this, for example, a Ministerial Decree for district local governments to operationalize their Office Management & Administration systems, as well as discussions with Mayors on the importance of good systems.

The written assignment would be part of the certification program of the OM&A course and it is suggested that participants can be tasked to prepare three (3) pieces of written communication that follow the correct layout and formatting as presented in the OM&A training materials. This could include for example, a letter, email or memo, a meeting agenda or set of meeting minutes, or a written report.

**Resource Plan:**

This plan provides some guidance for when developing a ToR to contract a training service provider. The contract will need to allow for both face to face training components and workplace visits. Note, the resource plan is developed based on an assumption of 20-30 participants per course and may vary depending on whether the number of participants is greater or less than this.

Components	What is required
People	Team of 2-3 trainers to carry out the face to face training together, assess the written assignment and carry out the workplace visits. Note: number of trainers will vary depending on the number of participants in the training.
Materials	<ul style="list-style-type: none"> <li>- Participant Book for OM&amp;A Modules 1-4</li> <li>- PowerPoint Slides for OM&amp;A Modules 1-4</li> <li>- Trainer Guide, 1 for all OM&amp;A Modules 1-4.</li> <li>- Assessment and Evaluation Guide, 1 for all OM&amp;A Modules 1-4</li> <li>- OM&amp;A manual</li> <li>- Excel spreadsheet forms</li> </ul> <p>LGI would have responsibility for preparing these materials in advance and have ready for a training, including enough copies of the relevant documents for participants and trainers.</p>
Time (days per trainer)	Preparation time for face to face training block (1 day per trainer per block)

	Travel time (if needed) Face to face training (4 days) Marking time for Post-tests Module 1-4 (1 day) Marking time for Written Assignment (2 days) Workplace visits (2 days per trainer per District workplace) Marking time for Practical Assessment (2 days)
Facilities required	A large training or conference room (size depending on number of participants) Access to a projector and screen Laptop
Other Resources / Considerations	Districts would need to be informed in advance of the workplace practical assessment visits so they can prepare accordingly.

### Monitoring & Evaluation Plan:

This plan has been developed using the 'Kirkpatrick model' of training evaluation, as detailed in the accompanying Assessment & Evaluation booklet for the course.

Level of Evaluation	Tools and timing	Responsibility
Level 1: Reaction	Evaluation questionnaire at end of face to face training.	Contracted training service provider
Level 2: Learning	Written Assessment Tasks - Post Tests at end of each module	Contracted training service provider

	- Written Assignment after face to face training	
Level 3: Behaviour	Workplace Practical Assessment - Evidence and Observation through workplace visit after face to face training.	Contracted training service provider
Level 4: Results	Evaluation tools, 3-6 months after training completed.	LGI (or a separate service provider who is contracted to carry out Level 4 evaluations).

The evaluation of trainings and their impact is one of the key mandates of LGI, as such it will be important to have processes in place to measure the success of training in terms of improved outcomes in the workplace. Appropriate tools can be developed according to guidance provided in the Assessment & Evaluation Book.

## **Course Name: District Financial Management Course**

**Course Code:** DFIN

### **Certification:**

*Certificate in District Financial Management*

### **Course Aim:**

To equip District administration and finance, revenue and internal audit staff with in-depth skills and knowledge required to undertake the financial management related activities in the DPFM cycle.

### **Specific Learning Objectives:**

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

#### *DPFM Overview Module*

- Understand their specific roles and responsibilities in the DPFM cycle.
- Carry out their roles and responsibilities according to the steps outlined in the DPFM cycle.
- Outline the key Planning and Budgeting documents that districts must produce, and explain how each is relevant to the Planning and Budgeting process.
- Explain decentralised service delivery and infrastructure development as mandated district functions.
- Identify the main financial reporting requirements for districts.
- Explain the internal audit function for districts, and identify roles and responsibilities in the district auditing process.

- Describe the M&E structures needed to monitor and evaluate the outcomes of the district's development activities.

#### *DPFM Annual Planning & Budgeting Module*

- Give an overview of the district annual planning and budgeting process, including identifying the main steps and the key stakeholders.
- Explain where the annual planning and budgeting process fits in the DPFM cycle.
- Carry out Steps 1-15 in the annual planning and budgeting process according to the process presented in the module.

#### *AIMS/BIMS Training Package*

- Give an overview of financial accounting concepts, including standards and methods, and give an overview of the Chart of Accounts.
- Understand the main menus, particularly for the Cost Centres, Projects and Human Resource Management.
- Prepare the framework for data inputting, and input journals, income and expenses transactions.
- Understand the Bank Reconciliation Form.
- Process the payroll.
- Set report parameters and export the reports.

Note that the AIMS/BIMS training package will eventually be superseded by training in the Integrated Financial Management Information System (IFMIS).

### *Local Government Financial Management Module*

- Understand the policy, legal framework and procedures for District financial management.
- Understand and apply District accounting systems, including the accounting legal framework, basis of accounting, and accounting objectives.
- Understand and apply District chart of accounts, ledgers, cashbook, journals and bank reconciliations; and annual closing of accounts.
- Understand and apply the District budgeting framework, including stakeholders and tools.
- Understand and apply District revenue collection policies and procedures, including the legal framework, and revenue sources.
- Understand and apply District expenditure policies and procedures, including the expenditure legal framework and principles.
- Understand and apply the components of an internal control system.
- Understand and apply District financial reporting objectives and procedures, including the financial reporting legal framework, and reporting requirements.
- Understand and apply District internal audit procedures.

### *Procurement Module 4A*

- Explain what procurement is and why proper procurement systems are important for districts.

- Distinguish between the three main categories of procurement – goods, works and services.
- Recognise ethical and unethical practices in procurement and incorporate the principles of procurement into any future procurement activities they carry out.
- Identify which individual or body has responsibility for specific procurement activities in their district.
- Identify the main different procurement methods available to local governments and make appropriate choices on which procurement method to be used.
- Identify the steps and activities in the procurement cycle, when they take place, and the different roles in each step
- Prepare a procurement plan for their district for the coming financial year.
- Conduct an open competitive bidding process in accordance with the Local Government Procurement Guidelines.
- Apply other procurement methods, such as Restricted Bidding, Request for Quotations and Single Source, in accordance with the Local Government Procurement Guidelines.
- Conduct the hiring of a consultant in accordance with Local Government Procurement Guidelines.
- Conduct a contracting process in accordance with the Local Government Procurement Guidelines.
- Effectively manage a contract for a district project through to completion and in accordance with Local Government Procurement Guidelines.

*LDF Module (if included as an additional module)*

- Explain the LDF objectives and identify the main stakeholders in LDF and their roles.
- Describe how the LDF is funded and allocated across districts, and identify eligible and ineligible projects.
- Outline the Minimum Conditions (MCs) for LDF eligibility and the associated Performance Measures (PMs).
- Execute the LDF correctly within the district planning and budgeting process and according to the procurement and contract management requirements.
- Describe the LDF funds flow process, particularly LG requirements for funds release.
- Prepare the relevant reports needed for LDF accountability, and outline the internal and external requirements associated with the LDF.
- Conduct a self-assessment of MC and PM criteria to identify areas for improvement.

*Internal Audit Module (if included as an additional module)*

- Explain what internal audit is in the context of the DPFM cycle.
- Prepare an Internal Audit Charter, based on the template provided.
- Explain risk management in the district internal audit context and identify the five components of the internal control system.

- Outline some different types of audits that can be carried out and the structure and responsibilities of district internal audit.
- Carry out the duties of an internal auditor as defined in the job description, and according to the required attributes.
- Fulfil the role of an Audit Committee member according to the functions, responsibilities and Charter provided.
- Carry out an annual audit planning process, including risk assessment.
- Conduct an audit engagement cycle according to the procedures in the Internal Audit Manual.
- Use appropriate methods of evidence collection in the conduct of an audit.
- Conduct audit assignments with the appropriate administrative considerations.

**Course Content:**

*DPFM Overview Module*

DPFM Roles and Responsibilities, Planning and Budgeting Calendar, Planning and Budgeting Stakeholders, Documents, and Steps; Decentralised Service Delivery, Infrastructure Development, Expenditure and Cash Flow, Budget Monitoring and Revision, Procurement, Asset Management, Debt Management, Basis of district accounting, Bookkeeping systems, IFMIS, Chart of Accounts (COA), Financial Reporting Requirements, District Internal Audit Unit, District Internal Audit Committee.

### *DPFM Annual Planning & Budgeting Module*

DPFM Cycle, Planning & Budgeting Stakeholders, Steps in the Planning & Budgeting Process, Awareness raising on the P&B process, DDF Review Workshop, DBFP Chs 1-3, District Development Activities Forum, Forecast of Revenue and Expenditure, Prioritising Development Activities, Prepare, review and finalise draft budget and AWP, Publicise budget and AWP, Finalise DBFP, Procurement Plans.

### *AIMS/BIMS Training Package*

Accounting Practices and Standards, Accrual vs. Cash Method, Financial Statements, Transactions, Vouchers, Type of Accounts—Real and Nominal, Double Entry System, Currency, Chart of Accounts (COA), Cost Centres, Projects, Human Resource Employee Setup, Payroll Allowances and deductions, Import Employees, Transaction Processing, Journal Entry, Income and Expenditure Entry, Bank Reconciliation, Payroll Processing & Printing, Backup procedure, Budget, Ledger Analysis, Financial Reports Generation, Account Statement (Ledger), Trial Balance, Income/Expenditure Statement, Balance Sheet, Parameters setting of AIMS Reports, AIMS Data Maintenance, BIMS Menu Options, File Menu Options, Transactions Processing Reports.

### *Local Government Financial Management Module*

Local Government Finance Policy, Accounting legal framework, Purpose and Basis, Accounting system, Objective and Components, The Chart of Accounts, Journals and ledgers, Attributes, Annual closure of accounts, District Budgets,

Stakeholders, Laws and regulations, Budgeting principles, District Revenue Collection, Legal context, Revenue sources, collection records and accountability, Arrears of revenue, District expenditure—legal context, principles, Commitments and payments, Vote book, Cash book, Local purchase order, Payment voucher, Cash payments, Payment of salaries, Internal Controls, Financial Reporting, Legal reporting requirements, District Internal Audit, District Audit Committee.

### *Procurement Module 4A*

What is public procurement?, Procurement Principles and Ethics, Procurement Roles and Responsibilities, Overview of Procurement Methods, Procurement Cycle Overview, Procurement Planning, Open Competitive Bidding (National and International), Other Procurement Methods—Restricted Bidding, Request for Quotations, Single Source Procurement, Consultant Services, Contracting, Contract Management, Reporting and M&E.

### *LDF Module (if included as an additional module)*

LDF Objectives, LDF Stakeholders, LDF and DPFM, LDF funding sources and allocations, LG eligibility to receive LDF, Eligible and ineligible uses of the LDF, Planning and Budgeting and the LDF, Procurement and the LDF, LDF Fund Flows, In year and annual reporting, District Internal Audit.

### *Internal Audit Module (if included as an additional module)*

Internal Audit and the DPFM Cycle, Internal Audit Charter, Internal Audit Standards and Code of Ethics, Risk Management, Internal Controls, Types of Audits, Structure of Internal Audit, Internal Auditor Job Description, Internal Auditor Attributes,

Audit Committee Composition, Audit Committee Functions, Audit Committee Action Plan, Annual Audit Planning, Risk Assessment, Risk Matrix and Risk Rating, Audit Engagement Cycle, Audit Conduct: Phase 1–Phase 4, Audit Evidence and Collection Methods, Administrative Considerations.

**Teaching and Learning Arrangements:**

<b>Delivery Modes:</b>	
Face to Face: <input checked="" type="checkbox"/>	Online: Fully <input type="checkbox"/> Partially <input type="checkbox"/>
Workplace: <input checked="" type="checkbox"/>	

Components	Frequency / Duration
Face to Face	13 training days in 2 Blocks over a 3-6 month period.  Block 1 (3 modules) DPFM Overview Module, DPFM Annual Planning & Budgeting Module, DPFM Financial Management Module (7 days)  Block 2 (1+ modules) Procurement 4a Module (6 days) <i>(LDF Module can be added to Block 2, an additional 3 days/Internal Audit Module can be added to Block 2, an additional 4 days).</i>
Workplace	On the job training for AIMS/BIMS package in between Block 1 and Block 2.  Workplace visit from trainer after Block 2.  Evidence of application of learning materials in the workplace e.g. use of forms, procedures etc,

	or observation of the person performing some of their duties.
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**Assessment Plan:**

Assessment Task	Length /Time (word count or equivalent)	Proportion of total assessment	Due
Post-Tests (4) 1 test for each module.	2 hours (30 mins per test)	50%	At end of each Block
On the job training of AIMS/BIMS	Tasks from Exercise and Evaluation Book and Trainer Observation.	25%	Between Blocks 1 and 2
Workplace Practical Assessment	As determined by trainer (e.g. 3 forms, 1 task)	25%	After Block 2

The evidence required as part of the workplace practical assessment can be determined by the training team in discussion with LGI, and will take into account the individual district situation. For example, some district local governments will have more established financial management systems than others and it will be easier for participants to produce evidence to show how they have implemented what they have learned in the face to face training, than for other districts where the systems are less developed. However, participants from

districts with less developed systems should not be penalised because of this. As a general guide, it would be appropriate to ask a participant for 2-3 pieces of evidence, for example, a spreadsheet, report, or form that they have personally worked on, as well as observation of participants carrying out some of their duties in the workplace.

In order for participants to fulfil this workplace practical assessment requirement, it will be important for district local governments to be ready and willing to implement the processes and systems that are being taught in the Financial Management course. It is recommended that the respective MOIs in the FMSs have a role in supporting this, for example, a Ministerial Decree for district local governments to implement their financial management functions according to the Financial Management Policy and Manuals, as well as discussions with Mayors. ToRs for personnel would be also be helpful for the trainer to identify the most appropriate way to conduct a workplace practical assessment.

Instead of a written assignment carried out between Blocks 1 and 2, the Financial Management Course will deliver ‘on the job training’ specifically on AIMS/BIMS for participants, so that they can learn how to use these packages while on the job in the workplace. The AIMS/BIMS training package comes with an Exercises and Evaluation booklet, which can help guide the assessment for the ‘on the job training’ component, worth 25% of the total assessment. A trainer can also observe participants using AIMS/BIMS correctly in the workplace, which will also count towards the on the job assessment.

**Resource Plan:**

This plan provides some guidance for when developing a ToR to contract a training service provider. The contract will need to allow for both face to face training components, on the job training, and workplace visits. Note, the resource plan is developed based on an assumption of 20-30 participants per course and may vary depending on whether the number of participants is greater or less than this.

Components	What is required
People	Team of 2 or 3 trainers to carry out the face to face training component together, conduct the ‘on the job training’ for AIMS/BIMS, and carry out the workplace visits. Note: number of trainers will vary depending on the number of participants in the training.
Materials	<ul style="list-style-type: none"> <li>- Participant Book for modules DPFM Overview, Annual Planning &amp; Budgeting, Financial Management Module, Procurement 4A Module, AIMS/BIMS training package (LDF and Internal Audit Modules if included).</li> <li>- Trainer Guide for all modules above.</li> <li>- PowerPoint Slides for all modules above.</li> <li>- Pocket Guides for Annual Planning &amp; Budgeting and Procurement 4A Modules.</li> <li>- Assessment and Evaluation Guides for all above modules.</li> <li>- Exercises and Evaluation Booklet for AIMS/BIMS training</li> </ul>

	LGI would have responsibility for preparing these materials in advance and have ready for a training, including enough copies of relevant documents for participants and trainers.
Time (days per trainer)	Preparation time for Blocks 1 and 2 (1 day per trainer per block) Travel time (if needed) Block 1 (7 days) Block 2 (6 days) Marking time for Post-tests (1 day) Time for conducting on the job training in AIMS/BIMS (5 days) Workplace visits after Block 2 (2 days per trainer per District workplace) Marking time for Practical Assessment (2 days)
Facilities required	A large training or conference room (size depending on number of participants) Access to a projector and screen Laptop Participants to have access to a computer in their workplace to conduct the AIMS/BIMS on the job training.
Other Resources / Considerations	Districts would need to be informed in advance of the on the job training and workplace practical assessment visits so they can prepare accordingly.

### Monitoring & Evaluation Plan:

This plan has been developed using the ‘Kirkpatrick model’ of training evaluation, as detailed in the accompanying Assessment & Evaluation booklets for the course.

Level of Evaluation	Tools and timing	Responsibility
Level 1: Reaction	Evaluation questionnaire at end of each block of face to face training.	Contracted training service provider
Level 2: Learning	Written Assessment Tasks - Post Tests at end of each block of face to face training - Exercises from AIMS/BIMS on the job training booklet.	Contracted training service provider
Level 3: Behaviour	Workplace Practical Assessment - Observation of AIMS/BIMS use during on the job training. - Evidence and Observation through workplace visit after Block 2 of training (could be 2-3 months after).	Contracted training service provider
Level 4: Results	Evaluation tools, 3-6 months after training completed.	LGI (or a separate service provider who is contracted to carry out Level 4 evaluations).

The evaluation of trainings and their impact is one of the key mandates of LGI, as such it will be important to have processes in place to measure the success of training in terms of improved outcomes in the workplace. Appropriate tools can be developed according to guidance provided in the Assessment & Evaluation Book for each module in the course.

## **Course Name: District Engineering and Public Works Course**

**Course Code:** DEPW

**Certification:**

*Certificate in District Engineering and Public Works (Roads)*

**Course Aim:**

To equip district technical staff with the skills and knowledge needed to carry out quality public works on behalf of the local government.

**Specific Learning Objectives:**

Note: The example given in this syllabus is for a course that has a focus on roads. However, the course focus may vary for example to include other types of construction, and as such the modules, learning objectives and course content will also vary accordingly.

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

*Implementation Module (Old 'PEM 4')*

- Prepare an Implementation Plan with relevant information.
- Make appropriate choices regarding technology and labour as part of project implementation.
- Consult with VCs and CMGs who will be involved in project implementation.
- Interpret detailed designs of projects to be implemented and prepare a BoQ

- Align project design with central level sector ministry requirements and submit the relevant documents.
- Implement projects following correct procedures, including the processes of preparation, procurement, contracting and contract management.

### **Course Content:**

#### *Implementation Module (Old PEM 4)*

Overall process of implementation, Roles and responsibilities in implementation, Decisions about project implementation and planning, Technology Choice, Labour Considerations, Purpose of consulting with VCs about upcoming projects, Role of the CMG in project monitoring, Measurements and Calculations, Standard Drawings and Specifications, Planning and Building Codes and Standards, How to prepare a Bill of Quantities (BoQ), Productivity, Task Rates, Worker Days, Process of ministry (and/or donor) approval for project designs, Preparation, Procurement, Contracting, Contract Management & Reporting.

#### Roads

##### *Road Selection, Prioritisation and Maintenance*

Road Specification, The Selection and Prioritisation Procedure, Step by Step Ranking Guidelines, Improvement Works, Decision Matrix for Improvement Works, Maintenance Plan and Budgeting, Routine Maintenance Works.

##### *Standard Road Design*

Standards and Departures from Standards, Planning, Hydrographic Survey, Hydrology, Open Channels, Culverts, Bridges, Energy Dissipaters, Storm Drainage Facilities.

##### *Road and Building Survey*

Reconnaissance surveying, Surveying Measurement and tasks, Calculations in engineering survey, Accuracy of measurements, Engineering survey data recording and archiving, Office data design and layout.

##### *Geometric Design*

Road Classification and Design Standard, Design Control and Criteria, Route Selection and Survey, Design Elements, The Cross-Section, At Grade Intersection Design, Grade Separated Junctions, Roadside Amenities, Safety Systems.

##### *Pavement Design Manual*

Traffic, Subgrade, Earthworks, Drainage and Shoulders, Unbound Pavement Materials, Cement and Lime-Stabilized Materials, Bitumen-Bound Materials, Surface Treatments, Flexible Pavement Design Catalog, Problematic Soils, Design of Gravel and Low Standard Roads, Concrete Roads, Pavement Rehabilitation and Asphalt Overlay Design.

### **Additional Modules/Trainings:**

Note: some of these trainings have a long duration (3-4 weeks of face to face and on the job training) and are made up of a number of modules, and can be considered as a course in their own right. This applies in particular to Cobblestone Pavement Training and LBT trainings.

##### *Cobblestone Pavement Training Manual*

Cobblestone Pavement Technology, Environmental and Social Safeguards, Work Place and Safety Procedures, Tools and Equipment, Correct Use, Care and Maintenance of Tools and Work Place Equipment, Cobblestone Pavement Standards and

Materials, Extraction and Splitting Rock for Use in Cobblestone Works, Chiselling Cobblestones and Kerbstones, Preparing the Base Layer for Cobblestone Pavement, Setting Out for Cobblestone Paving, Making the Cobblestone Paving, Environmental Protection on Site, Cross-cutting Issues Related to Infrastructure Works, Quality Control on Site, Site Work Organisation, Planning and Administration, Labour Management on Site, Basic Calculations.

*Labour Based Technology – Engineers Handbook*

Life in a low income settlement, Community participation in upgrading, Partnership, Intractable problems, Labour based technology, Cost estimating, Contract administration, Maintenance, Management.

*LBT-Site Supervisor-Basic Training Course*

Urban Environment, Construction Measurements and Calculations, Community-Managed and Labour-Based Approaches, Tools and Equipment, Basic Technical Skills, Work Implementation, Work Planning and Reporting, Quality Control.

*CAD Software Training (Fundamental)*

Understanding the AutoCAD workspace and user interface, Using basic drawing, editing, and viewing tools, Organizing drawing objects on layers, Inserting reusable symbols (blocks), Preparing a layout to be plotted, Adding text, hatching, and dimensions, Using more advanced editing and construction techniques, Adding parametric constraints to objects, Creating local and global blocks, Setting up layers, styles, and templates, Using advanced plotting and publishing options.

*CAD Software Training (Advanced)*

3D viewing techniques, Working with simple and composite solids, Creating complex solids and surfaces, Modifying objects in 3D space, Editing solids, Creating sections, camera perspectives, and animations, Converting 3D objects, Setting up a rendering with materials and lights, Creating 2D drawings from 3D models, Working with the User Coordinate System

*LDF Module (if included as an additional module)*

LDF Objectives, LDF Stakeholders, LDF and DPFM, LDF funding sources and allocations, LG eligibility to receive LDF, Eligible and ineligible uses of the LDF, Planning and Budgeting and the LDF, Procurement and the LDF, LDF Fund Flows, In year and annual reporting, District Internal Audit.

**Teaching and Learning Arrangements:**

Delivery Modes:	
Face to Face:	<input checked="" type="checkbox"/> Online: Fully <input type="checkbox"/> Partially <input type="checkbox"/>
Workplace:	<input checked="" type="checkbox"/>

Components	Frequency / Duration
Face to Face (Roads)	41 training days in 2 Blocks over a 6 month period. Block 1 (3 modules) Implementation Module, Road Selection, Prioritisation and Maintenance, Standard Road Design (20 days)

	Block 2 (3 modules) Road and Building Survey, Pavement Design, Geometric Design (21 days) (LDF Module can be added to Block 2, an additional 3 days)
Workplace (Roads)	Workplace visit from trainer after Block 2. Evidence of application of learning materials in the workplace e.g. use of forms, procedures etc, or observation of the person performing some of their duties.

#### Assessment Plan:

Assessment Task	Length /Time (word count or equivalent)	Proportion of total assessment	Due
Post-Tests (6) 1 test for each module.	3 hours (30 mins per test)	50%	At end of each Block
Workplace Practical Assessment	As determined by trainer (e.g. 3 forms, 1 task)	50%	After Block 2

The evidence required as part of the workplace practical assessment can be determined by the training team in discussion with LGI, and will take into account the individual district situation. For example, some district local governments will have more established engineering and public works systems than others and it will be easier for participants to produce evidence to show how they have implemented what

they have learned in the face to face training, than for other districts where the systems are less developed. However, participants from districts with less developed systems should not be penalised because of this. However, given that the workplace practical assessment accounts for 50% of the course, it will be necessary to obtain at least 3 pieces of evidence (e.g. drawings, calculations, forms), as well as observation of the participant in the workplace (for example, on site during road construction).

In order for participants to fulfil this workplace practical assessment requirement, it will be important for district local governments to be ready and willing to implement the processes and systems that are being taught in the Engineering and Public Works Course. It is recommended that the respective MOIs in the FMSs have a role in supporting this, for example, through a Ministerial Decree, as well as discussions with Mayors. ToRs for personnel would also be helpful for the trainer to identify the most appropriate way to conduct a workplace practical assessment.

#### Resource Plan:

This plan provides some guidance for when developing a ToR to contract a training service provider. The contract will need to allow for both face to face training components, and workplace visits. Note, the resource plan is developed based on an assumption of 20-30 participants per course and may vary depending on whether the number of participants is greater or less than this.

Components	What is required
People	Team of 2 or 3 trainers to carry out the face to face training component together, and carry out the workplace visits. Note: number of trainers will vary depending on the number of participants in the training.
Materials (Roads)	<ul style="list-style-type: none"> <li>- Participant Book for modules: Implementation (PEM. 4), Road Selection, Prioritisation and Maintenance, Standard Road Design, Road and Building Survey, Pavement Design, Geometric Design (LDF if being included).</li> <li>- Trainer Guide for all modules above.</li> <li>- PowerPoint Slides for all modules above.</li> <li>- Assessment and Evaluation Guides for all above modules.</li> <li>- Other manuals (a few copies for reference) e.g. District Technical Manual)</li> </ul> <p>LGI would have responsibility for preparing these materials in advance and have ready for a training, including enough copies of relevant documents for participants and trainers.</p>
Time (days per trainer)  (Roads)	<p>Preparation time for Blocks 1 and 2 (1 day per trainer per block)</p> <p>Travel time (if needed)</p> <p>Block 1 (20 days)</p> <p>Block 2 (21 days)</p> <p>Marking time for Post-tests (1 day)</p>

	<p>Workplace visits after Block 2 (2 days per trainer per District workplace)</p> <p>Marking time for Practical Assessment (2 days)</p>
Facilities required	<p>A large training or conference room (size depending on number of participants)</p> <p>Access to a projector and screen</p> <p>Laptop</p> <p>Participants to have access to any specific technical tools and equipment that may be needed for any practical exercises to be conducted as part of the training.</p>
Other Resources / Considerations	Districts would need to be informed in advance of the on the job training and workplace practical assessment visits so they can prepare accordingly.

### Monitoring & Evaluation Plan:

This plan has been developed using the ‘Kirkpatrick model’ of training evaluation, as detailed in the accompanying Assessment & Evaluation booklets for the course.

Level of Evaluation	Tools and timing	Responsibility
Level 1: Reaction	Evaluation questionnaire at end of each block of face to face training.	Contracted training service provider

Level 2: Learning	Written Assessment Tasks - Post Tests at end of each block of face to face training	Contracted training service provider
Level 3: Behaviour	Workplace Practical Assessment - Evidence and Observation through workplace visit after Block 2 of training (could be 2-3 months after).	Contracted training service provider
Level 4: Results	Evaluation tools, 3-6 months after training completed.	LGI (or a separate service provider who is contracted to carry out Level 4 evaluations).

The evaluation of trainings and their impact is one of the key mandates of LGI, as such it will be important to have processes in place to measure the success of training in terms of improved outcomes in the workplace. Appropriate tools can be developed according to guidance provided in the Assessment & Evaluation Book for each module in the course.

## **Course Name: District Revenue Generation and Management Course**

**Course Code:** DREV

### **Certification:**

*Certificate in District Revenue Generation and Management*

### **Course Aim:**

To provide district staff with roles in revenue generation and management with the skills and knowledge needed to put in place effective and efficient mechanisms and strategies for improving and increasing district own source revenue collection, as well as to understand fiscal decentralisation and its implications for managing their own local government revenue streams.

### **Specific Learning Objectives:**

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

#### *DPFM Annual Planning & Budgeting Module*

- Give an overview of the district annual planning and budgeting process, including identifying the main steps and the key stakeholders.
- Explain where the annual planning and budgeting process fits in the DPFM cycle.
- Carry out Steps 1-15 in the annual planning and budgeting process according to the process presented in the session.

#### *Local Development Fund (LDF) Module*

- Explain the LDF objectives and identify the main stakeholders in LDF and their roles.

- Describe how the LDF is funded and allocated across districts, and identify eligible and ineligible projects.
- Outline the Minimum Conditions (MCs) for LDF eligibility and the associated Performance Measures (PMs).
- Execute the LDF correctly within the district planning and budgeting process and according to the procurement and contract management requirements.
- Describe the LDF funds flow process, particularly local government requirements for funds release.
- Prepare the relevant reports needed for LDF accountability, and outline the internal and external requirements associated with the LDF.
- Conduct a self-assessment of MC and PM criteria to identify areas for improvement.

#### *Local Revenue Mobilisation Initiative*

- Identify and understand the importance of the major sources of local government revenues.
- Describe the procedures for revenue policy, sensitization, assessment, collection, recording, monitoring and accounting.
- Explain the roles of the stakeholders involved in mobilization of revenue and particularly the implementation of the LRMP.
- Identify best practices and experiences in revenue mobilisation.
- Prepare a framework for LRMP and R-MAP.

- Share other international experiences in revenue mobilisation.

#### *Fiscal Decentralisation Module*

- This proposed module could be sourced or adapted from an existing module from another institution, or developed from scratch.

#### **Course Content:**

##### *DPFM Annual Planning & Budgeting Module*

DPFM Cycle, Planning & Budgeting Stakeholders, Steps in the Planning & Budgeting Process, Awareness raising on the P&B process, DDF Review Workshop, DBFP Chs 1-3, District Development Activities Forum, Forecast of Revenue and Expenditure, Prioritising Development Activities, Prepare, review and finalise draft budget and AWP, Publicise budget and AWP, Finalise DBFP, Procurement Plans.

##### *Local Development Fund (LDF) Module*

LDF Objectives, LDF Stakeholders, LDF and DPFM, LDF funding sources and allocations, LG eligibility to receive LDF, Eligible and ineligible uses of the LDF, Planning and Budgeting and the LDF, Procurement and the LDF, LDF Fund Flows, In year and annual reporting, District Internal Audit.

##### *Local Revenue Mobilisation Initiative*

Local Revenue Mobilisation, Own Source Revenue [OSRs], OSRs Performance, OSR Administration Processes, OSR Mobilisation Policy, Suggested OSR Best Practices, Identification Of New Sources, Stakeholders' Role In Revenue Mobilisation, Registration And Enumeration, Publicity And Sensitisation,

Revenue Databases Management, Revenue Assessment, Revenue Collection Process, LRMP And R-MAP, OSR Monitoring Concept, Performance Measurement, Administrative And Political Accountability, OSR Categories, Commercial And Business Licenses Revenue, Property Related Revenue, Livestock Related Revenues, User Fees And Other Charges, Other International Experience.

*Fiscal Decentralisation*

This proposed module could be sourced or adapted from an existing module from an external institution, or developed from scratch.

**Teaching and Learning Arrangements:**

<b>Delivery Modes:</b>	
Face to Face: <input checked="" type="checkbox"/>	Online: Fully <input type="checkbox"/> Partially <input type="checkbox"/>
Workplace: <input checked="" type="checkbox"/>	

Components	Frequency / Duration
Face to Face	14 training days in 2 Blocks over a 3 month period. Block 1 (2 modules) DPFM Annual Planning & Budgeting, LDF Module (7 days) Block 2 (2 modules) Fiscal Decentralisation, Local Revenue Mobilisation (7 days).
Workplace	Workplace visit from trainer after Block 2. Evidence of application of learning materials in the workplace e.g. use of forms, procedures

	etc, or observation of the person performing some of their duties.
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**Assessment Plan:**

Assessment Task	Length /Time (word count or equivalent)	Proportion of total assessment	Due
Post-Tests (4) 1 test for each module.	2 hours (30 mins per test)	50%	At end of each Block
Written Assignment	2000 words	25%	After Block 2
Workplace Practical Assessment	As determined by trainer (e.g. 3 forms, 1 task)	25%	After Block 2

The evidence required as part of the workplace practical assessment can be determined by the training team in discussion with LGI, and will take into account the individual district situation. For example, some district local governments will have more established revenue generation and management systems than others and it will be easier for participants to produce evidence to show how they have implemented what they have learned in the face to face training, than for other districts where the revenue systems are less developed. However, participants from districts with less developed systems should not be penalized because of this. As a general guide, it would be appropriate to ask a participant for

2-3 pieces of evidence, for example, evidence of the Local Revenue Mobilisation Plan (LRMP) or Revenue Mobilisation Action Plan (R-MAP) for their district that they have personally contributed to.

In order for participants to fulfil this workplace practical assessment requirement, it will be important for district local governments to be ready and willing to implement the processes and systems that are being taught in the Revenue Course. It is recommended that the respective MOIs in the FMSs have a role in supporting this, for example, a Ministerial Decree for district local governments to operationalise their revenue office, as well as discussions with Mayors on the importance of the development of LRMPs and R-MAPs in order to increase the amount of Own Source Revenue (OSR) that their district receives. ToRs for relevant personnel would be also be helpful for the trainer to identify the most appropriate way to conduct a workplace practical assessment.

The written assignment would require participants to discuss:

- What are the key principles of Fiscal Decentralisation, and the benefits of Fiscal Decentralisation for a district local government?
- Describe the current system of intergovernmental fiscal transfers between local government and central government.
- What are the challenges regarding the current system of intergovernmental fiscal transfers between local governments and central government and what are some suggestions for overcoming these?

- What is the scope of existing Own Source Revenue (OSR) in your district local government? What scope is there to expand the OSR for your district, both in terms of efficiency collecting revenue from existing sources, and in identifying new sources of OSR? Discuss any challenges that exist and make suggestions to overcome these.

These guiding questions can be amended or added to by the training team in consultation with LGI.

**Resource Plan:**

This plan provides some guidance for when developing a ToR to contract a training service provider. The contract will need to allow for both face to face training components and workplace visits. Note, the resource plan is developed based on an assumption of 20-30 participants per course and may vary depending on whether the number of participants is greater or less than this.

Components	What is required
People	Team of 2 or 3 trainers to carry out the face to face training component together, assess the written assignment and carry out the workplace visits. Note: number of trainers will vary depending on the number of participants in the training.
Materials	- Participant Book for modules DPFM Annual Planning & Budgeting, LDF, Revenue Mobilisation, Fiscal Decentralisation. - Trainer Guide for all modules above.

	<ul style="list-style-type: none"> <li>- PowerPoint Slides for all modules above.</li> <li>- Assessment and Evaluation Guides for all above modules.</li> </ul> <p>LGI would have responsibility for preparing these materials in advance and have ready for a training, including enough copies of relevant documents for participants and trainers.</p>
Time (days per trainer)	<p>Preparation time for Blocks 1 and 2 (1 day per trainer per block)</p> <p>Travel time (if needed)</p> <p>Block 1 (7 days)</p> <p>Block 2 (7 days)</p> <p>Marking time for Post-tests (1 day)</p> <p>Marking time for Written Assignment (2 days)</p> <p>Workplace visits (2 days per trainer per District workplace)</p> <p>Marking time for Practical Assessment (2 days)</p>
Facilities required	<p>A large training or conference room (size depending on number of participants)</p> <p>Access to a projector and screen</p> <p>Laptop</p>
Other Resources / Considerations	<p>Districts would need to be informed in advance of the workplace practical assessment visits so they can prepare in advance.</p>

### Monitoring & Evaluation Plan:

This plan has been developed using the ‘Kirkpatrick model’ of training evaluation, as detailed in the accompanying Assessment & Evaluation booklet for the course.

Level of Evaluation	Tools and timing	Responsibility
Level 1: Reaction	Evaluation questionnaire at end of each block of face to face training.	Contracted training service provider
Level 2: Learning	<p>Written Assessment Tasks</p> <ul style="list-style-type: none"> <li>- Post Tests at end of each block of face to face training</li> <li>- Written Assignment after Block 2</li> </ul>	Contracted training service provider
Level 3: Behaviour	<p>Workplace Practical Assessment</p> <ul style="list-style-type: none"> <li>- Evidence and Observation through workplace visit after Block 2 of training (could be 2-3 months after).</li> </ul>	Contracted training service provider
Level 4: Results	Evaluation tools, 3-6 months after training completed.	LGI (or a separate service provider who is contracted to carry out Level 4 evaluations).

The evaluation of trainings and their impact is one of the key mandates of LGI, as such it will be important to have processes

in place to measure the success of training in terms of improved outcomes in the workplace. Appropriate tools can be developed according to guidance provided in the Assessment & Evaluation Book for modules in the course.

## **Course Name: District Land Use Planning and Management Course**

**Course Code:** LUPM

### **Certification:**

*Certificate in District Land Use Planning and Management*

### **Course Aim:**

To provide district staff with the knowledge and skills needed to successfully incorporate aspects of land use planning and management into their wider district development planning framework and specific spatial plans, for example strategic urban plans and urban master plans etc.

### **Specific Learning Objectives:**

By the end of this course participants will understand the issues around land use and ownership, as well as be able to implement their technical and social skills and knowledge into urban planning.

Land use and management is of perennial importance, and district personnel need to understand the issues in this area, particularly in the area of settlement planning, land management and land conflict resolution, as well as have the detailed technical knowledge and skills that come with specific aspects of land use planning and development management, such as urban regulatory frameworks.

### **Course Content:**

*Urban Regulatory Framework Manual*

Framework For Spatial Planning and Plan Making, Land Use Planning Standards and Guidelines, Building Development Standards and Guidelines, Urban Roads and Transport Standards and Guidelines, Technical Infrastructure Standards and Guidelines, Construction Standards and Guidelines.

*Land Use Planning Issues*

Overview of the challenges and disputes over land uses, and e ways to address these issues that arise in the local government context. For example, Strategic Urban Planning (Visioning, City Development Strategies), Shelter and Housing, Reintegration of IDP, Land Value Sharing Modals

*Land Management Certificate Training Program*

Introduction to land management to enhance capacity of staff working in local government, including land legislation and application of tools, for example building permit process.

**Teaching and Learning Arrangements:**

<b>Delivery Modes:</b>	
Face to Face:	<input checked="" type="checkbox"/> Online: Fully <input type="checkbox"/> Partially <input type="checkbox"/>
Workplace:	<input checked="" type="checkbox"/>

Components	Frequency / Duration
Face to Face	16 training days in 2 Blocks over a 3-6 month period. Block 1: URF, Land Use Planning Issues (11 days)

	Block 2: Land Management (5 days)
Workplace	Workplace visit from trainer after Block 2. Evidence of application of learning materials in the workplace e.g. use of forms, procedures etc, or observation of the person performing some of their duties.

**Assessment Plan:**

Assessment Task	Length /Time (word count or equivalent)	Proportion of total assessment	Due
Post-Tests (4) 1 test for each module.	2 hours (30 mins per test)	50%	At end of each Block
Written Assignment	2000 words	25%	Between Blocks 1 and 2
Workplace Practical Assessment	As determined by trainer (e.g. 3 forms, 1 task)	25%	After Block 2

The evidence required as part of the workplace practical assessment can be determined by the training team in discussion with LGI, and will take into account the individual district situation. For example, some district local governments will have more established land use planning systems than others and it will be easier for participants to produce evidence to show how they have implemented what they have learned

in the face to face training, than for other districts where the planning systems are less developed. However, participants from districts with less developed systems should not be penalized because of this. As a general guide, it would be appropriate to ask a participant for 2-3 pieces of evidence that they have personally worked on.

In order for participants to fulfil this workplace practical assessment requirement, it will be important for district local governments to be ready and willing to implement the processes and systems that are being taught in the course. It is recommended that the respective MOIs in the FMSs have a role in supporting this, for example, a Ministerial Decree for district local governments, as well as discussions with Mayors on the importance of a planning department with dedicated staff and a mandate to execute their responsibilities. This would also include the clarification with other staff and departments of the responsibilities of the planning department. ToRs for personnel would be also be helpful for the trainer to identify the most appropriate way to conduct a workplace practical assessment. The written assignment could focus on identifying the main land use and management issues in Somalia and what can be done to address these issues.

**Resource Plan:**

This plan provides some guidance for when developing a ToR to contract a training service provider. The contract will need to allow for both face to face training components and workplace visits. Note, the resource plan is developed based on an assumption of 20-30 participants per course and may

vary depending on whether the number of participants is greater or less than this.

Components	What is required
People	Team of 2 or 3 trainers to carry out the face to face training component together, assess the written assignment and carry out the workplace visits. Note: number of trainers will vary depending on the number of participants in the training.
Materials	<ul style="list-style-type: none"> <li>- Participant Book for modules URF, Land Use Planning Issues, Land Management</li> <li>- Trainer Guide for all modules above.</li> <li>- PowerPoint Slides for all modules above.</li> <li>- Assessment and Evaluation Guides for all above modules.</li> </ul> <p>LGI would have responsibility for preparing these materials in advance and have ready for a training, including enough copies of relevant documents for participants and trainers.</p>
Time (days per trainer)	<p>Preparation time for Blocks 1 and 2 (1 day per trainer per block)</p> <p>Travel time (if needed)</p> <p>Block 1 (8 days)</p> <p>Block 2 (8 days)</p> <p>Marking time for Post-tests (1 day)</p> <p>Marking time for Written Assignment (2 days)</p>

	Workplace visits (2 days per trainer per District workplace) Marking time for Practical Assessment (2 days)
Facilities required	A large training or conference room (size depending on number of participants) Access to a projector and screen Laptop
Other Resources / Considerations	Districts would need to be informed in advance of the workplace practical assessment visits so they can prepare in advance.

### Monitoring & Evaluation Plan:

This plan has been developed using the 'Kirkpatrick model' of training evaluation, as detailed in the accompanying Assessment & Evaluation booklet for the course.

Level of Evaluation	Tools and timing	Responsibility
Level 1: Reaction	Evaluation questionnaire at end of each block of face to face training.	Contracted training service provider
Level 2: Learning	Written Assessment Tasks - Post Tests at end of each block of face to face training - Written Assignment in between Blocks 1 and 2	Contracted training service provider

Level 3: Behaviour	Workplace Practical Assessment - Evidence and Observation through workplace visit after Block 2 of training (could be 2-3 months after).	Contracted training service provider
Level 4: Results	Evaluation tools, 3-6 months after training completed.	LGI (or a separate service provider who is contracted to carry out Level 4 evaluations).

The evaluation of trainings and their impact is one of the key mandates of LGI, as such it will be important to have processes in place to measure the success of training in terms of improved outcomes in the workplace. Appropriate tools can be developed according to guidance provided in the Assessment & Evaluation Book for the course.