

DAWLADA PUNTLAND
EE SOOMAALIYA



PUNTLAND STATE
OF SOMALIA

Ministry of Interior, Federal Affairs and Democratization
Wasaaradda Arrimaha Gudaha, Federaalka &
Dimuqraadiyaynta
وزارة الداخلية, شؤون الفدرالية و الديمقراطية.

Local Government Institute (LGI) Training

Induction Module for District Councillors

Trainer Guide

January 2022





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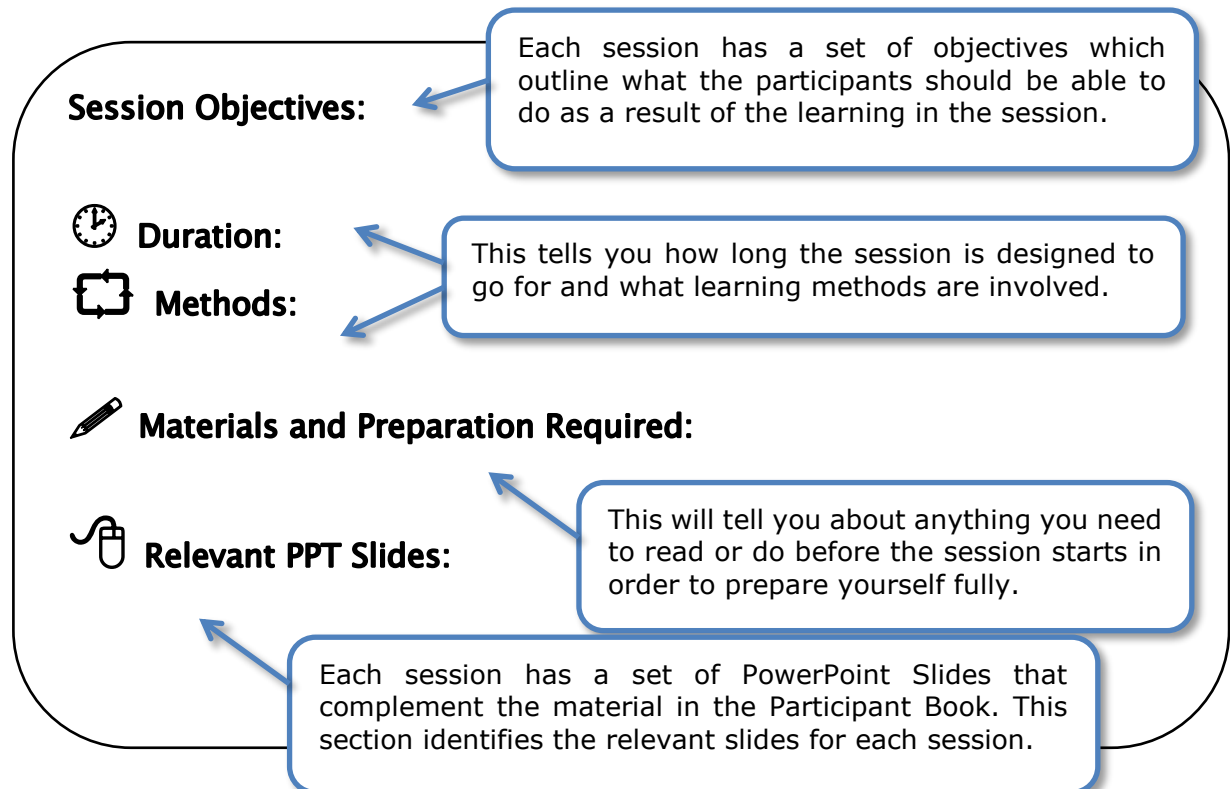
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Information for Trainers

This Trainer Guide is to assist you to deliver training in the revised Induction Module for District Councillors. It contains information and instructions which complement the information found in the Induction Module Participant Book.

How to use the Trainer Guide



Pre-Training Checklist

Activity	Suggested timing
Set a date for the training and find out who the participants will be, and the likely numbers.	2 weeks before
Decide on appropriate venue and make a booking.	2 weeks before
Organise paper copies of the relevant Participant Book – 1 A4 book per participant (in Somali).	2 weeks before
Make copies of the relevant Evaluation Questionnaire and Assessment Task (in Somali) – 1 per participant.	2 weeks before
Make copies of any other reference documents you might need for the training (in Somali), for example copies of Law No. 7.	2 weeks before
Make catering arrangements (if needed).	2 weeks before
Read through the Trainer Guide and Participant Book to make sure you are familiar with both.	1 week before
Think about what equipment and materials you will need and organise these.	1 week before
Arrange a time and location for a pre-training meeting (or phone call) to take place before training starts, with Mayor and/or Executive Secretary, to discuss the training and the participant list.	1 week before
Finalise Participant List for the training	1 week before
Create participant attendance lists for signing each day of the training.	2 days before
Prepare training timetable for each day of the training and allocate training responsibilities among training team.	2 days before
Insert the district and government logos and participant details and timetable into the relevant PPT slides.	1 day before
Visit venue to set up furniture and test a/v equipment (if possible).	1 day before
Make sure you have all the training materials, photocopies and equipment ready for the training.	1 day before
Confirm catering (if needed).	1 day before

Indicative Equipment Checklist

Item	Comment
Laptop and projector	Good if presenting PPT slides and/or other audio visuals (e.g. video), also for input of information into a document as an alternative to a flip chart.
Extension leads and power boards	For laptop and projector.
PowerPoint slides on memory stick and on laptop	If using PPT slides, ensure you have a back-up copy on USB, as well as printed hard copies.
Camera/iPad to take photos of participants	Also, it is good to have someone designated to take photos during the training if possible.
Participant Book	One copy per participant (in Somali)
Trainer Guide	One copy per trainer
Other relevant resource documents	Hard copy or electronic copy
Evaluation Sheets	One copy per participant (in Somali)
Assessment Task	One copy per participant (in Somali)
Whiteboard and pens	In addition to or instead of flip charts
Flip Charts stands, paper and pens	In addition to or instead of whiteboard
Masking Tape	For sticking cards, sheets of paper to walls
Plenty of A4 paper	It may also be useful to set up a printer in the training room if possible.
Post it notes/stickers	For bookmarking important pages in the Participant Book and Trainer Guide
Name cards and/or badges or blank labels	For participants to identify themselves. Use A4 paper if cards are not available.
Notebooks and pens	For participants to take notes with.
Scissors, stapler and other misc. stationery items	You never know what you might need!
Video equipment, including power leads and connectors	If available, can be useful to record some sessions as a resource for others to use.

Module Overview and Timings

Module Time: 12 training hours **Delivered Over:** 3 days (4 training hours per day)

Session	Indicative Timing	Content
Introductory Session: Getting Started	1 hour	<ul style="list-style-type: none"> • Pre-test Questions • Introductions and Icebreakers • Aims and Objectives
Session 1: Introducing Law No. 7	2 hours	<ul style="list-style-type: none"> • What is Law No. 7? • Decentralisation and Good Governance • Forms and Dimensions of Decentralisation
Session 2: Local Government in Puntland State	2 hours	<ul style="list-style-type: none"> • Local Government Structure • Regions and Districts of Puntland • District Councils and Village Committees
Session 3: Roles and Responsibilities of District Councils and Committees	2 hours	<ul style="list-style-type: none"> • Responsibilities of the District Council • Responsibilities of the Executive Committee • Responsibilities of Mayor and Deputy
Session 4: How District Councils operate	2 hours	<ul style="list-style-type: none"> • Elections and Office Terms of Councils • Quorum and Voting at Council meetings • Women in Local Governance
Session 5: Structure and Functions of the District Local Government	2 hours	<ul style="list-style-type: none"> • Administrative structure of the local government • Introduction to the DPP&BG cycle • The budgets of the District Council
Session 6: Conclusion	1 hour	<ul style="list-style-type: none"> • Module Summary • Next Steps • Assessment & Evaluation

Introduction Session: Getting Started

Session Objectives:

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



Duration: 1 hour



Methods: Discussion, icebreaker activity, pre-test assessment task



Materials and Preparation Required: Name tags for participants (or A4 paper to write their names), timetable, a copy of the Participant Book for each participant. Make a copy of the pre-test assessment and checklist for each participant.



Relevant PPT Slides:

- Slide 1: Title Slide
- Slide 2: Getting Started
- Slide 3: Training Objective
- Slide 4: Training Overview
- Slide 5: Icebreaker Question
- Slide 6: Suggested Ground Rules

Welcome, Introductions and 'Housekeeping'

See **PowerPoint Slides 1-2**

This can include the following:

- Prayer
- Welcome for any special guests and any introductory remarks.
- Background to the training if needed.
- Any 'housekeeping', for example, location of toilets, breaks or travel arrangements.
- Introductions of trainers and participants to each other (as well as any other resource/technical people present).

Introductions are useful when the participants do not know each other very well. They also help to set a friendly atmosphere for the training that follows. There are a number of ways that you can conduct introduction activities.

One issue with introduction activities is that they sometimes take up a lot of time, which reduces the amount of time left for the other activities in the training. The aim is to keep the introductions as brief as possible, but at the same time allow participants to feel they are familiar with the other people in the group.

A simple method for introductions is given below:

1. Ask each participant to introduce **the person next to them** to the rest of the group, using the following brief questions as a guide:
 - What is your name?
 - What district are you from?
2. After the participants have been introduced, make sure you introduce the members of the training team and any other resource people present at the training.

Other introduction activities are included in the Trainer Resource section at the end of this Trainer Guide for you to use, if time permits.

Objective of the Training and Training Overview

See **PowerPoint Slides 3-4**

Present the objective of the training in the Participant Book. Then, go through the training overview in the Participant Book, to outline what will be covered.

Explain some other important elements of the training including:

- Who the training is for.
- The assessment task to be done at the start and end of the training.
- Evaluation of the training at the end.
- Using the Participant Book — it should be referred to throughout the training and afterwards, back in the workplace.

Icebreaker Question

See **PowerPoint Slide 5**

An icebreaker question has been provided as a way to get participants to know each other a bit better. You can use these or your own if you have.

Expectations and Ground Rules

See **PowerPoint Slide 6**

1. Identifying participant expectations is an important part of understanding what people hope to achieve by attending training. It is useful to do this early on, in order to address any expectations that may be confused or unrealistic, and to ensure that everyone is clear about the purpose of the training and what participants should expect to achieve by the end of it.

2. Ask participants to work with the person they are sitting next to, and write down answers to the following questions:
 - What do you expect to gain from this training?
 - What do you hope to be able to contribute to this training?Participants' expectations can be recorded on flip charts and then these flip charts can be posted up on the wall on the final day of training. As an exercise on the final day, participants can revisit their expectation from Day 1, to see how well it has been met, and indicate on the flip chart with a ✓ or a ✗ This exercise is also a good source of feedback for you as a trainer, to gauge how well the training has met participants' expectations.
3. It is also a good idea to identify 'ground rules' to guide the training, for example, no interrupting others when they are talking. Ask your participants for their ideas on ground rules for the training and make a list of these for all to see. Make sure that everyone agrees with the rules before continuing. Put this list somewhere visible for the duration of the training. These could include for example:
 - a. Taking part in activities and discussions.
 - b. Having mobile phones on silent and leaving the room if you need to take an important call.
 - c. Arrive on time each morning and after breaks.
4. The setting of ground rules is an important exercise for creating an environment of 'mutual respect', which includes:
 - Listening to other people's views, even if they are different from your own.
 - Not criticising other people's ideas just because you don't like them.
 - Giving everyone a chance to express themselves.

Assessment—Pre-test/Post-test questions

The module has a set of 'Pre-test' questions and self-assessment checklist, which is a useful way to gauge participants' knowledge and skills levels before the training commences, and then compare with the results from the 'Post-test' questions and self-assessment checklist at the end of the training, to gauge what participants has learned as a result of the training.

The 'Pre-test' and 'Post-test' questions can be found in the Assessment & Evaluation Guide for the Induction Module. Allow about 10-15 minutes for participants to fill in the pre-test assessment and checklist. Then have a discussion in plenary on each of the questions. Participants can get an idea of how accurate their responses were.

Note that many of the answers to the questions will depend on the level of participants' existing knowledge about the subject matter to be covered. It is not necessarily to assess 'right or wrong' answers. As such, you can collect the pre-test response papers after the task, or just discuss in plenary. Explain that a lot of the topics from the pre-test task will be covered in detail as part of the training. The important thing is for participants to compare their self-assessment checklist at the end of the training, to see how well equipped they are in terms as a result of the training they have just completed.

Session 1: Introducing Law No. 7

Session Objectives:

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

- Outline the guiding principles of Law No.7 and how they relate to decentralisation and good governance.
- Explain the three *forms* and three *dimensions* of decentralisation and how they are linked.



Duration: 2 hours



Methods: Presentation, Questions for Discussion, Exercise 1



Relevant PPT Slides:

- Slide 7: Session Objectives
- Slide 8: What is Law No. 7?
- Slide 9: What is Decentralisation?
- Slide 10: Diagram 1: Three forms of decentralisation
- Slide 11: Diagram 2: Three dimensions of decentralisation
- Slide 12: Diagram 3: Links between dimensions of decentralisation

Key learning points for the Session:

- The purpose of this session is for participants to understand the law that underpins the establishment and functioning of local governments in Puntland State.
- It will be helpful for the participants in this session if they can relate the concepts and ideas of decentralisation and good governance to what is happening in their own districts.

Session Notes:

Session Objectives

See **PowerPoint Slide 7**

- To start the session, briefly present the Session Objectives as outlined in **PowerPoint Slide 7**, so that participants understand what they should be able to do by the end of the session.

What is Law No. 7?

See **PowerPoint Slide 8**

- The text box and **PowerPoint Slide 8** provides some background on the Law No. 7, which is the key piece of legislation that underpins the formation, structure and mandate of the different levels of local government in Puntland State.
- Before moving into the next part of the session, use the Question for Discussion as a prompt to brainstorm what participants already know about the concepts of 'decentralisation' and 'good governance'.



Questions for Discussion

Discuss the following questions in pairs and then in plenary.

- The text box above refers to 'decentralisation' and 'good governance'. What do these two terms mean to you?

Decentralisation and Good Governance

See **PowerPoint Slide 9**

Highlight the following key points:

- The aim of local governments is to achieve a decentralised system, which in turn aims to promote good governance in the districts.
- Decentralisation can take on a number of forms. Point these out and explain that the form which generally gives the most autonomy to the local level is 'devolution'.
- Good governance can be recognised by a number of characteristics. The process of working towards developing these characteristics in a local government is a step in its self towards achieving 'good governance'. That is, 'good governance' is an ongoing process as much as an end in itself.

Present the information in the text box and **PowerPoint Slide 9** about decentralisation and good governance, particularly highlighting the benefits of good governance for a population.

Diagram 1: Three forms of decentralisation / Diagram 2: Three dimensions of decentralisation / Diagram 3: Links between dimensions of Decentralisation

See **PowerPoint Slides 10-12**

Present **Diagrams 1, 2 and 3**, which are in the Participant Book and **PowerPoint Slides 10-12**. These diagrams illustrate the different forms and dimensions of decentralisation that have just been discussed.

It is also important to explain that for decentralisation to be successful, all 3 dimensions need to be strong. That is, you can't have administrative and fiscal decentralisation without also having political decentralisation. You can't have fiscal and political decentralisation

without also ensuring the appropriate decentralised administrative structures in place. And without political and administrative decentralisation it is very difficult to implement any form of fiscal decentralisation.

Explain that some of the principles of good governance are outlined in the **Glossary**, which can be found at the end of the Participant Book.

Puntland State Decentralisation Policy

This text box presents some information about the Decentralisation Policy for Puntland State, which was developed in 2013 and is now due for revision in 2022.

Additional Information

Some additional information about decentralisation and good governance to inform the discussion:

Decentralisation can take on any of the following forms**:

- **Deconcentration:** The shifting of responsibility and workload from Central Government Ministry headquarters to staff located outside the national capital. However, field staff must answer to the central authority for all decisions made.
- **Delegation:** The shifting of responsibility for administering public functions and/or decision making to semi-independent organisations, which are ultimately accountable to the Central Government, although not fully controlled by it. Examples include marketing boards and housing authorities.
- **Devolution:** The transfer of discretionary decision-making, planning, administration and financial management to independent local government units. This means that local government bodies can make their own decisions about where local resources are directed and are able to manage their own finances, staff and planning processes.
- **Privatisation:** The giving up of certain functions and services to various sections of the private sector, for example, business or community groups.

**Adapted from *Uganda Local Government training materials*

What else should we know about decentralisation?

- Decentralisation is a long term process, and it can take some time for changes to occur.
- Like many things, a decentralisation process is only as successful as the people involved in it. Therefore, a decentralised system requires commitment and patience from all stakeholders.
- The ultimate aim of a decentralisation process is to promote 'good governance'.

What is Good Governance?

Some of the characteristics of good governance include:

- **Participation:** this refers to the ability of all citizens (women and men) to be part of decision-making processes, for example, decisions that relate to planning priorities in the district.
- **The Rule of Law:** this includes the presence of legislation and public obedience of the laws. It also requires an incorruptible police force and an impartial judiciary.

- **Transparency:** this refers to a government being able to clearly demonstrate how its decisions have been made and to show that these decisions are according to the wishes of the community (both men and women).
- **Responsiveness:** this relates to a government being dedicated and committed to governing well, rather than just for its own benefit.
- **Equity and inclusiveness:** this is about the need for governance for all citizens (men, women and minority groups) and not just the most rich and influential.
- **Effectiveness and efficiency:** this relates to governments doing what they say they will do and without wasting public money.
- **Accountability:** this is about proper reporting, being able to account for how public money is spent and taking responsibility for all decisions and actions of the government.



Exercise 1: Group discussion on Decentralisation

Key learning points:

- The exercise aims to give participants an opportunity to have an in-depth discussion about the forms and dimensions of decentralisation.

Suggested timing (approx. 20 mins total)

Preparation:	5 mins
Time in groups:	5-10 mins
Plenary discussion:	5-10 mins

Groups:

Participants can work in groups of 3-4 for this exercise.

Steps:

1. Ask participants to work in their groups and refer to the information in their Participant Book about the forms and dimensions of decentralisation and the linkages, as outlined in **Diagrams 1, 2, 3**.
2. From what they understand about decentralisation, what forms and dimensions of decentralisation can they see currently taking place across Somalia, and also within Puntland State? Ask participants to identify examples where they can.
3. Also highlight that different forms of decentralisation can be occurring in a country in parallel at the same time. For example, in Somalia some functions may be fully 'devolved' to state or district governments, but others are only 'deconcentrated', that is, they are still controlled at national level but with administrative units outside of the centre.
4. After about 5-10 minutes, come together in plenary and ask for some comments from the wider group. It is not necessary for each group to report back on what they discussed, rather, keep the discussion open and participants can contribute as and when they have something to add.


Session 2: Local Government in Puntland State

Session Objectives:

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

- Explain the system of local government in Puntland, including the relationship between state government and other levels of government.
- Describe the structure of Regional Development Committees, District Councils, Settlement Management Committees and Village Committees.

 **Duration:** 2 hours

 **Methods:** Presentation, Questions for Discussion, Exercise 2

Relevant PPT Slides:

- Slide 13: Session Objectives
- Slide 14: Diagram 4: Structure of Local Government in Puntland
- Slide 15: Table 1: Regions of Puntland State
- Slide 16: Diagram 5: Members of Regional Development Committees
- Slide 17: Districts of Puntland State
- Slide 18: Table 2: Number of District Councillors
- Slide 19: Diagram 6: Membership of District Councils
- Slide 20: Example harmonized structure for Abyan District Council
- Slide 21: Diagram 7: Town Village Management Committees
- Slide 22: Diagram 8: Settlement Management Committees
- Slide 23 Diagram 9: Village Committees
- Slide 24: Recognition of Settlements and Villages

Key learning points for the Session:

- Participants can also refer to and are encouraged to read Law No. 7 themselves if they wish to know more about the information presented in this module.
- Local government structures are not an end in themselves – rather they are an important mechanism to bring about decentralised government in Puntland State, which itself is a vehicle for achieving ‘good governance’.

Session Notes:

Session Objectives

See **PowerPoint Slide 13**

- To start the session, briefly present the Session Objectives as outlined in **PowerPoint Slide 13**, so that participants understand what they should be able to do by the end of the session.

Diagram 4: Local Government Structure of Puntland State

See **PowerPoint Slide 14**

- Present **Diagram 4** and **PowerPoint Slide 14**, which show the structure of the local government system in Puntland State. Identify that under the state government there are regional level, district level, settlement level, and village level bodies.
- This decentralised structure aims to bring decision making and service delivery closer to the people, so that they have a greater say in the services they receive from their local government.

Regions of Puntland / Table 1. Regions of Puntland

See **PowerPoint Slide 15**

- The text box for this section, as well as **Table 1** in the Participant Book and in **PowerPoint Slide 15**, explain and show the 9 different regions in Puntland state, and the regional capitals, as allowed for in Article 5 of Law No. 7. Note that all regional capitals are assigned as Grade 'A'.

Regional Development Committees / Diagram 5: Membership of Regional Development Committees

See **PowerPoint Slide 16**

- The text box for this section, as well as **Diagram 5** in the Participant Book and in **PowerPoint Slide 16**, explain and show the composition of Regional Development Committees. It also explains the coordination and supervision role assigned to the Regional Development Committees, as per Article 8 of Law No. 7, particularly in relation to the development activities undertaken by districts.

Regional Security Committee

- The text box for this section provides some information about the membership and role of Regional Security Committees, as allowed for in Articles 9 & 10 of Law No. 7.

Nomination of Regional Governor and Deputies

- The text box for this section provides some information about the criteria for nomination as Regional Governor, as allowed for in Article 11 of Law No. 7. There are 5 criteria which a nominated person must meet in order to be considered for the role, at the recommendation of the Minister.

Powers and Responsibilities of the Regional Governor, Deputy, and Regional Local Government Coordinator

- The text box for this section provides some information about the powers and responsibilities of the Regional Governor, Deputy, and Regional Local Government Coordinator, as allowed for in Articles 12, 13 & 15 of Law No. 7.

Districts of Puntland State

See **PowerPoint Slide 17**

- The text box for this section and **PowerPoint Slide 17** provide some information about the Districts of Puntland, as allowed for in Article 20 of Law No. 7. While the law does not identify each of the districts, it explains the basis for grading districts as either 'A', 'B', or 'C', depending on criteria such as size, population and economic activity.

District Formation Criteria and Boundaries

- The text box for this section provides some information about the requirements for formation of new districts, as allowed for in Article 21 of Law No. 7. Importantly, before a new district can be formed, it must meet certain criteria relating to population, numbers of settlements and villages, and existing service provision, such as schools and health centres.

District Councils and Councillors / Table 2. Numbers of District Councillors

See **PowerPoint Slide 18**

- The text box for this section explains the basis of self-administration powers of the District Councils, according to Article 26 of Law No. 7.
- **Table 2** and **PowerPoint Slide 18** outline the number of Councillors allowed by law, according to the grade of a district. Grade A District Councils can have more Councillors than Grade B District Councils, and Grade C District Councils.

Diagram 6: Membership of District Councils and Committees

See **PowerPoint Slide 19**

- **Diagram 6** and **PowerPoint Slide 19** show the membership of the District Council, including the Standing Committee and the other committees that are allowed to be established by law. The diagram also specifies the membership of the Executive Committee.
- Note that District Councils will be covered in more detail in **Sessions 3&4**.

Example Harmonised Structure for Abyan District Local Government

See **PowerPoint Slide 20**

This organogram shows the structure of a typical District Council, showing how each of the bodies relate to each other, including the District Council and Permanent Committee, Executive Committee, and the Departments, including Internal Audit Unit.

Diagram 7: Town Village Committees

See **PowerPoint Slide 21**

- **Diagram 7** in the Participant Book and **PowerPoint Slide 21** show the membership of Town Village Committees, as well as how each Committee must elect a Chair, Deputy Chair and Secretary.

Diagram 8: Settlement Management Committees

See **PowerPoint Slide 22**

- **Diagram 8** in the Participant Book and **PowerPoint Slide 22** show the membership of Settlement Management Committees, as well as how each Committee must elect a Chair and Deputy Chair.

Diagram 9: Village Committees

See **PowerPoint Slide 23**

- **Diagram 9** in the Participant Book and **PowerPoint Slide 23** show the membership of Village Committees, as well as how each Committee must elect a Chair and Deputy Chair.
- The lowest level in the decentralised structure are village committees. Note that Village Committees are not a formal part of the local government structure, although they do play a linking role between the people and the District Council.
- Village Committees also play a role in dispute resolution, local decision making and in mobilising citizens to participate in local development.

Recognition of Settlements and Villages

See **PowerPoint Slide 24**

- The text box for this section and **PowerPoint Slide 24** provide some information about the way that settlements and villages can be recognised, including minimum population sizes and requirements for basic services, as allowed for in Articles 18 & 19 of Law No. 7.

Administrative Procedure of the Municipality

- The text box for this section explains the basis of the establishment of a district municipality, according to Article 16 of Law No. 7.

District Security Committee

- The text box for this section explains the composition and role of the District Security Committee, according to Article 47 of Law No. 7.



Exercise 2: True or False Questions

Key learning points:

- The exercise is designed to be a quick way of gauging how well participants have understood the material presented in this session, it is not a 'test'.

Suggested timing:

Preparation:	5 mins
Time in pairs:	5-10 mins

Plenary discussion: 5-10 mins

Groups:

Participants can work in pairs for this exercise.

Steps:

1. Ask participants to work in pairs and read the 'True or False' questions in their Participant Book. Emphasise that this is a discussion activity and ideas should be exchanged with their partner.
2. Give them 5-10 minutes to discuss the questions and decide whether the answer for each is 'True' or 'False', and circle the correct answer. They should also discuss the reasons why they have chosen their answer. They may need to refer back to the relevant places in their Participant Book.
3. Bring all participants together and ask for responses from the group to each question, in particular ask participants to explain their reasons for a 'True' or 'False' answer.
4. Answers to the questions are provided below:

Answers

1. Puntland State is made up of regions, districts, settlements and villages.
..... **True / False**
2. According to Law No. 7, Districts in Puntland can be graded as either A, B, or C.
..... **True / False**
3. Grade 'B' District Councils can have 21 Councillors.
..... **True / False** **Grade B Councils can have 27 Councillors.**
4. Puntland is divided into 9 regions, each with a regional capital.
..... **True / False**
5. Settlement Committees have the same autonomy as the District Council.
..... **True / False**
6. Village Committees can only have a maximum of 7 members.
..... **True / False**
7. The age of a nominated Regional Governor must be no less than 25 years.
..... **True / False** **Must be no less than 30 years.**
8. The Regional Governor and Deputies are appointed by Presidential decree, after proposal by the Minister..... **True / False**


Session 3: Roles and Responsibilities of District Councils and Committees

Session Objectives:

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

- Describe the responsibilities of the District Council, Councillors and Committees as mandated in Law No. 7.
- Explain the importance of the role of citizens, public participation and communication flow in District Council activities.
- Identify what it means to represent a constituency as a Councillor.

 **Duration:** 2 hours

 **Methods:** Presentation, Questions for Discussion, Exercise 3

 **Relevant PPT Slides:**

- Slide 25: Session Objectives
- Slides 26-27: Duties and Responsibilities of the Mayor (1 & 2)
- Slide 28: Role of the Deputy Mayor
- Slide 29: Responsibilities of the District Executive Secretary
- Slide 30: Diagram 10: Communication Flow

Key learning points for the Session:

- It will be important for participants in this session to develop a clear understanding of their responsibilities as an elected Councillor, as well as the role of the District Council and its various committees. There is a lot of text information presented in this session, so try to engage participants with some discussion around the text, to make it more interactive and to avoid information overload.

Session Notes:

Session Objectives

See **PowerPoint Slide 25**

- To start the session, briefly present the Session Objectives as outlined in **PowerPoint Slide 25**, so that participants understand what they should be able to do by the end of the session.
- Immediately following the Session Objectives is a 'Question for Discussion', designed as a brainstorming exercise to get participants thinking about how other people see the

role of the Council and Councillors. It is helpful to explore this idea of what perceptions others may have about what they expect Councillors to do, as a lead in to the rest of the session.



Questions for Discussion

Read the question and then discuss in pairs and in plenary:

- What do you think the people in your district expect of their District Council and its Councillors?

Responsibilities of Elected Councillors

- The text box for this section provides important information to explain the overall responsibilities of elected Councillors. It is good to explain this information as a follow up to the question for discussion above. It is important to emphasise the concepts of responsibility, trust, and transparency as being fundamental to the role of Councillor.
- The text box talks about understanding the needs of the community, raising awareness, playing an exemplary role, encouraging participation and improving the relationship and trust between the people and government.

Powers of the District Council

- The text box for this section lists the powers of the District Council, as provided for in Article 28 of Law No. 7.

Duties of the Executive Committee

- The text box for this section lists the duties of the Executive Committee, as provided for in Article 34 of Law No. 7.

Duties and Responsibilities of the Mayor

See **PowerPoint Slides 26-27**

- The text box for this section replicates the information in **PowerPoint Slides 25 & 26**, which lists the duties and responsibilities of the District Mayor, as provided for in Article 30 of Law No. 7.

Powers and Responsibilities of the Deputy Mayor

See **PowerPoint Slide 28**

- The text box for this section replicates the information in **PowerPoint Slide 28**, which lists the powers and responsibilities of the Deputy Mayor, as provided for in Article 31 of Law No. 7.

Responsibilities of the District Executive Secretary

See **PowerPoint Slide 29**

- The text box for this section replicates the information in **PowerPoint Slide 29**, which lists the responsibilities of the Secretary of the Municipality, as provided for in Article 36 of Law No. 7.

Mandate of the Permanent Committee

- The text box for this section outlines the mandate of the Permanent Committee, as provided for in Article 38 of Law No. 7.

Powers of Settlement Management Committees, Village Committees and Neighbourhood Management Committees

- The text box for this section outlines the responsibilities of the Settlement Management Committee and Village Committee, as well as the Neighbourhood Management Committee, as provided for in Articles 40 & 42 of Law No. 7.

The Role of Citizens

- In turn, it is important for citizens themselves to understand their role in good governance, through actions such as participating in elections, participating in community processes, and holding their Councillors to account.

Public Participation

- Following on from information about the role of citizens and village committees, is some information about public participation. One of the roles of District Councillors will be to listen to the concerns and views of the public, and encourage their participation in some of the formal processes, such as the annual planning and budgeting process.
- The text box gives some general principles of public participation, which would be useful to go through so that participants have a good grasp of what the concept public participation means.
- This is followed by a success story about public participation, which is based on a real story from district in Puntland, and a question for discussion.



Questions for Discussion

Read the above success story and discuss the following questions in pairs and then in plenary.

- Why do you think there was a successful outcome from this public participation process?
- Can you think of an example from your own district where there has been a similar positive outcome? What groups were involved?

The Importance of Communication for Councillors

- Good communication between the elected Councillors and the public is one of the key requirements to meet the responsibilities of Councillors. Present the information on communication, then move on to look at **Diagram 10** which illustrates the different communication channels that are needed between the District Council and citizens.

Diagram 10: Communication Flow

See **PowerPoint Slide 30**

- Go through the text box information, and then present **Diagram 10** and **PowerPoint Slide 30**, which illustrate the way that communication should flow between citizens and Councillors, between individual Councillors and the District Council as a body, and between the District Council and the departments of the district administration.

Representation as a Councillor

- The final part of this Session is to spend some time exploring what it means to represent a constituency as a Councillor, which includes all citizens, including both men and women, as well as marginalised communities. The information in the text box in the Participant Book leads in to Exercise 3.



Exercise 3: Taking your 'Representation Temperature'

Key learning points:

- The exercise is an important self-reflection exercise, to encourage Councillors to think on a deeper level about what it means to be an elected representative.
- This type of activity can be a powerful way of helping participants to question their views about certain topics, but only if participants are honest with themselves when they do the activity. If participants understand the purpose of the exercise, they will be more inclined to respond honestly, rather than see the exercise as a 'test'.
- It will therefore be important to emphasise that each person's responses are for themselves only and participants are welcome to share their responses, but are not required to.

Suggested timing:

Preparation:	5 mins
Time in groups:	10 mins
Plenary discussion:	15 mins

Groups:

Participants can work individually for this exercise.

Steps:

1. Ask participants to read each of the 7 'Representation Statements' in their Participant Book, and for each statement, put an 'X' on the line where they think they are, in terms of 'Strongly Disagree' through to 'Strongly Agree' with the statement.
2. Explain that they should be honest when they are answering. It is not a test and they do not have to share their answers if they don't want to.
3. When everyone has finished, ask the following questions:
 - How did you find the exercise?
 - What was easy/difficult about it?

- What effect (if any) has it had on you?
 - Why should we consider these kinds of statements?
4. If participants indicate they want to share some of their answers, encourage them to do so. You may find that a few people want to compare their answers and if so, have a discussion about why people put themselves at different places on the continuum.
 5. If you have a whiteboard or flip chart, you can draw up a continuum for each statement, and mark the different places where people have put themselves using an 'X', to give an idea of the range of views within the group about each question.
 6. Then discuss how the different statements relate to aspects of being Council member (or staff member). For example:

Statement 1 – This question can be taken both ways – in some respects it could be that the most poor and marginal in a district need to have someone to advocate on their behalf, on the other hand, those who are already rich and powerful should not be given greater priority than any other members of the community.

Statement 2 – This question highlights the importance of communication with the community. It is one of the most important roles a Councillor can play – voicing the concerns of the community to the District Council and reporting back on the actions and decisions of the District Council to the community.

Statement 3 – This question relates to the idea that for some people, their role as an elected member, stops when they leave the office at the end of the day. However, for others, the principles of transparency, accountability and representation apply to their whole lives – they must be able to 'practise what they preach' at all times.

Statement 4 – This question relates to the idea that some Councillors may use their position for personal gain, or allocate resources according to personal preference, rather than need. It is important for Councillors to consider the district as a whole when deciding on development priorities, rather than what will benefit themselves and their immediate surroundings.

Statement 5 – This question relates to the idea of being elected to represent the district as a whole and make decisions based on what will benefit the district, rather than just a person's clan group.

Statement 6 – This question again relates to how we practice what we preach in our own lives and work. It might seem harmless to claim more sitting allowance than you are entitled to. However, does this fit with the principles that the District Councils are trying to promote, such as transparency and accountability and responsibility for public money?

Statement 7 – This question addresses the issue of participation and inclusion. Often it is groups such as women and youth whose opinions and views are not heard. The Council should be a body for all citizens to voice their concerns and ideas, not just a select few.

7. Finish the exercise by explaining that the activity has aimed to help reflect on the views we hold and ask ourselves why we hold such views. Ideally participants will keep these statements in mind as they come to carry out their roles as Councillors.

Session 4: How District Councils Operate

Session Objectives:

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

- Describe the workings of the District Council, including its Sessions, as well as Council membership, dissolution of the Council, and election of the Mayor and Deputy.
- Identify ways to ensure greater involvement of women in local governance, both as Councillors and as local government staff.



Duration: 2 hours



Methods: Presentation, Questions for Discussion, Exercise 4.



Relevant PPT Slides:

- Slide 31: Session Objectives
- Slide 32: District Council Elections, Term of Office, Oaths
- Slide 33: Loss of Membership on the District Council
- Slide 34: Dissolution of the District Council
- Slide 35: When do District Councils meet?
- Slide 36: Quorum at District Council meetings
- Slide 37: Decision Making at District Council meetings
- Slide 38: Diagram 12: District Council Meeting Procedures

Key learning points for the Session:

- The session is designed to give participants an understanding of how Council meetings work, including frequency, quorum and voting, as well as meeting procedures. It also covers how the District Mayor and Deputy are elected, and how District Council membership can be lost.
- An important part of this Session will be to explore the role of women in local government, and what can be done to encourage and support more women to be involved, both as Councillors, and as staff members in the district local government.

Session Notes:

Session Objectives

See **PowerPoint Slide 31**

- To start the session, briefly present the Session Objectives as outlined in **PowerPoint Slide 31**, so that participants understand what they should be able to do by the end of the session.

Elections, Office Term and Oaths of District Councils

See **PowerPoint Slide 32**

- The text box for this section and **PowerPoint Slide 32** provides some general information about District Council elections, term of office, and the oath to be taken by Councillors when commencing in their role, according to Article 22 of Law No. 7.

Loss of District Council Membership

See **PowerPoint Slide 33**

- The text box for this section and **PowerPoint Slide 33** outlines the circumstances under which a Councillor could lose their membership, according to Article 24 of Law No. 7.
- The information presented here is straightforward, but it is important for participants to understand, as it relates to how they will conduct themselves as Councillors.

Immunity of the District Council

- The information in the text box for this section is taken from Article 25 of Law No. 7, which explains about the immunity afforded to members of the District Council, and under what circumstances this can be waived, for example, if a Councillor commits a crime.

Dissolution of the District Council

See **PowerPoint Slide 34**

- This section and **PowerPoint Slide 34** address the rare circumstances under which a District Council may need to be dissolved, according to Article 27 of Law No. 7.

Election of the Mayor and Deputy

- The text box for this section provides some information on the way the Mayor and Deputy are elected, which is then illustrated in **Diagram 11** below.

Diagram 11: Election Process for Mayor and Deputy

- **Diagram 11** in the Participant Book show how the Mayor and Deputy are elected. These processes are taken from Article 29 of Law No. 7.

Dismissal of the Chair/Mayor or Deputy

- The information in the text box for this section explains the circumstances under which a Mayor or Deputy might be dismissed, as set out in Article 32 of Law No. 7. There are 7 reasons why a Mayor or Deputy could be dismissed.

When do District Councils meet?

See **PowerPoint Slide 35**

- The text box in the Participant Book and **PowerPoint Slide 35** outline how often District Councils and their Committees must meet, as specified in Article 43 of Law No. 7. This includes the Permanent Committee of the District Council.
- It is important to note that non-Council members, such as technical experts, may be invited to attend these meetings, but these people are unable to have a vote.
- Generally, members of the public can attend Council meetings as observers, unless there is a specific reason why the Council may call for a closed meeting.

Quorum at District Council Meetings

See **PowerPoint Slide 36**

- The information in the Participant Book, and the illustration in **PowerPoint Slide 36** relate to quorum at District Council meetings.
- Explain that different Grades of Council will have different numbers of Councillors, therefore, they will have different quorums, which must be at least half of all voting members of the Council. Without a quorum, no Council decisions can be made.

Decision Making at Council Meetings

See **PowerPoint Slide 37**

- The information in the Participant Book, and the illustration in **PowerPoint Slide 37** show decision making through voting at District Council meetings.
- As mention above, there must be a quorum of voting members present in order to be able to vote on Council decisions, and voting is confidential.

Code of Conduct during Council Meetings

- The text box provides some general information on the Code of Conduct that should be followed by members at a Council meeting.

Diagram 12: District Council Meeting Procedures

See **PowerPoint Slide 38**

- **Diagram 12** in the Participant Book and **PowerPoint Slide 38** outline how a Council meeting should take place. This process is general and typical to most Council meeting procedures, so there may be some variation from district to district, but generally speaking, Council meetings should follow a similar process to what is outlined here.
- Note that more information about meetings is included in another training module for Councillors, which is part of the Office Management & Administration training package, Module 2: Effective Meetings.

District Council Meeting Minutes

- The information in the text box for this section is taken from Article 45 of Law No. 7, which specifies how Council meeting minutes should be taken, approved, and circulated.
- Annex 1 of the Participant Book contains an example Council meeting and agenda, which participants can review.

District Council Salaries and Allowances

- The text box for this section gives some information about what allowances Councillors are eligible to receive, while performing their duties.
- An important point to note is that the Council must set these allowances within the financial capacity of the district budget, so that they do not pay more in allowances than what the district can afford. There are procedures in place for the Minister to override Council decisions on allowances if this is found to be the case.

Women in Local Governance—Why is it important?

- The final part of this session is to explore the issue of women in local government, and what can be done to encourage more women to become involved, either as Councillors, or as staff working within the district local government.
- The text box in this section contains some useful information about why it is important to have greater women's involvement in local governance. There may be some views among participants that are resistant to women's involvement in politics and/or representation in the workplace, so it will be important to be mindful of the different opinions that participants may have about this issue.
- However, this session has been written from the basis that there is support from government and other stakeholders for women to be more involved in local governance, either as employees or as elected Councillors. Therefore, the emphasis is more on *how* to support and increase women's involvement, and not whether women's involvement is a good thing or not.
- The information in this session has also been prepared from the standpoint that greater involvement of women in local government is good for all members of society, not only women, but men, boys and girls too.

Table 3. Challenges and Solutions for women in local government

- **Table 3** in the Participant Book offers a summary of some of the challenges/barriers, as well as some opportunities/solutions to increasing the involvement of women in local government. It is good to go through this information with participants, before moving on to Exercise 4.
- Below the table is a text box which notes that there will be more detailed gender training for Councillors in a separate training module provided by UNHabitat, which forms part of the Induction Course for Councillors.



Exercise 4: Opportunities/Solutions for Women in Local Governance

Key learning points:

- The exercise is designed to give participants an opportunity to explore the information about Opportunities/Solutions that were presented in Table 3.

Suggested timing:

Preparation:	5 mins
Time in groups:	10 mins
Plenary discussion:	15 mins

Groups:

Participants can work in groups of 3-4 for this exercise.

Steps:

1. Ask participants to work in their groups and read the two lists of Opportunities/Solutions in their Participant Book.
2. One list is for supporting women to become elected Councillors. The other list is for supporting women as local government employees.
3. In groups, discuss the first list, and number the items in the list from 1-4 or 1-5, where 1 is the opportunity/solution that your group thinks is likely to be most effective in improving the involvement of women in local governance, and 5 is less likely. Give reasons for your choices.
4. Repeat the process for the second list. There are no 'right' or 'wrong' answers for this exercise, it is more to provide an opportunity for participants to discuss their views on what things would work best, and *why* they think so.
5. Share the results from each group in plenary. Focus the discussion on the reasons *why* groups ordered their lists the way they did.

Session 5: Structure and functions of the District Local Government

Session Objectives:

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

- Outline the structure and functions of the different departments of the district administration.
- Identify the role of the Council in the DPP&BG cycle.
- Describe some of the key provisions of the District Budget in Law No. 7.



Duration: 2 hours



Methods: Presentation, Questions for Discussion, Exercise 5, Exercise 6



Relevant PPT Slides:

- Slide 39: Session Objectives
- Slides 40-42: Administrative Structure of the Local Government
- Slide 43: Overview of Municipal Powers
- Slide 44: Diagram 13: District DPP&BG Cycle
- Slides 45-48: Role of District Council in the DPP&BG Cycle (1-4)
- Slide 49: Sources of Revenue
- Slide 50: Local Government Budget Expenditure

Key learning points for the Session:

- The session is designed to give participants an understanding of how the district administration is structured, as well as what it does.
- One of the key points for participants to understand from the session is the role of Councillors with regard to the district administration. In particular, it will be important for Councillors to understand their role as one of oversight and policy making, while the district administration is responsible for execution (the actual carrying out of the policies put in place by the Council). As such, Councillors should not interfere with the day-to-day running of the district administration.

Session Notes:

Session Objectives

See **PowerPoint Slide 39**

- To start the session, briefly present the Session Objectives as outlined in **PowerPoint Slide 39**, so that participants understand what they should be able to do by the end of the session.

What is the District Administration?

- This text box for this section explains what the district administration is, and what are its main duties. There is also information that specifically distinguishes the role of Councillors from that of the administration, which is also noted above as one of the key learning points for the session.
- It is also important to explain that district administration are employees, and therefore they are paid a salary (this includes the Secretary of the Municipality). Councillors are not paid a salary, unless they are in the role of Mayor or Deputy Mayor.



Exercise 5: Hypothetical Situation

Key learning points:

- The exercise is designed to help participants think in more depth about the role of Councillors, and the extent to which they may or may not become involved in the work of the district administration.

Suggested timing:

Preparation:	5 mins
Time in groups:	5-10 mins
Plenary discussion:	5-10 mins

Groups:

Participants can work in groups of 3-4 for this exercise.

Steps:

1. Ask participants to work in their groups and read the hypothetical scenario.
2. In their groups, participants should discuss the questions that follow the scenario.
3. After about 5-10 minutes, come back to plenary and ask participants to share their responses to the discussion questions.
4. Some guidance is below:
 - Who is correct – Councillor 'A' or the Director of the Department of Public Works? Why?

***Suggested Response:** The Department Director is correct as the Councillors should not be directly involved in land use arbitration, particularly without first informing the Department.*

- How could this situation have been handled better?

***Suggested Response:** The Councillor could have had a meeting with the Director of the Department first to discuss the issue to try and identify ways to push the stalled negotiation process along further, before meeting directly with Mr X and Mr Y.*

Remember that the District Council has a role in policy setting and oversight, not in direct day-to-day implementation of the policies – this is the role of the administration.

The District Executive Secretary

- The text box for this section explains the role of the District Executive Secretary, highlighting that the person in this role is the highest-ranking officer in the district administration. The role of this position, including how they can be appointed and dismissed, is captured in Articles 35 & 37 of Law No. 7.

Administrative Structure of the Local Government

See **PowerPoint Slides 40-42**

- The information in the Participant Book and in **PowerPoint Slides 40-42** outline the departments found in Puntland district local governments, for each of Grade 'A', 'B' and 'C' districts. A district can abolish or create more departments, with permission from MOI, according to Article 48 of Law No. 7.
- Note that each grade of district must also have an Internal Audit Unit.
- It has also been proposed that each grade of district will have a Department of Safety and Security, which will have fire-fighting as a section.

ToRs of Departments of the District Administration

- This section provides an overview of the ToRs of the different departments within the district administration, and what their main functions are. It outlines the following:
 - A. Department of Finance
 - B. Revenue Department
 - C. Public Works Department
 - D. Social Affairs Department
 - E. Planning Department
- **Annex 2** of the Participant Book also provides ToRs for the Directors of District Departments (Somali Version only).

Overview of Municipal Powers

See **PowerPoint Slide 43**

- The information in the Participant Book and in **PowerPoint Slide 43** gives an overview of the different areas of municipal responsibility. There are 16 of these, and each one is presented in the Participant Book in more detail. As such, an exercise has been developed to help participants explore these responsibilities in more detail.



Exercise 6: Analysis of Municipal Responsibilities

Key learning points:

- The exercise is designed to help participants think in more depth about the different responsibilities of the municipality.

Suggested timing:

Preparation:	5 mins
Time in groups:	5-10 mins
Plenary discussion:	5-10 mins

Groups:

Participants can work in groups of 3-4 for this exercise.

Steps:

1. In their groups participants will receive 2-3 cards. On each card will be written one of the municipal responsibilities, as identified in **Articles 49-64** of Law No. 7.
2. In their groups, participants will need to discuss and answer the following questions about the responsibilities that are written on their card:
 - Can you think of any example of how this responsibility is currently carried out by your District Municipality?
 - Can you think of ways the District Municipality could carry out this responsibility more effectively?
 - Which of these municipal responsibilities do you feel are the most significant, particularly in relation to your role as a Councillor? Give 1 or 2 examples and your reasons why.
3. Bring groups back to plenary and ask for a few responses from the wider group. It is not necessary to get all responses from each group, but rather to gain a cross-section of ideas of what participants think are the most important responsibilities, and their ideas about how their district could carry out the responsibility more effectively.

Relations between the Ministry and the Municipality

- The text box for this section explains the role of the Ministry of Interior with regard to the Municipality. This role is largely one of policy making and oversight, and is detailed in Article 65 of Law No. 7.

The Role of Line-Ministries in the Municipality

- The text box for this section explains the role of the Line Ministries with regard to the Municipality, for example, Health and Education. This role has been included in the law as part of implementing the decentralisation policy for Puntland State, as under the Law it is the Municipality who is mandated to deliver many of the services currently provided by these Line Ministries. The role includes policy making, monitoring, and technical support, among others. The role of the Line Ministries is detailed in Article 66 of Law No. 7.

District Participatory Planning & Budgeting Guide (DPP&BG)

- A section on the District Participatory Planning and Budgeting Guide Cycle (DPP&BG) has been included in this session, to give Councillors an understanding of the cycle, and to see how the activities in this cycle link in with their work.

Diagram 13. DPP&BG Cycle

See **PowerPoint Slide 44**

- **Diagram 10** in the Participant Book and **PowerPoint Slide 44** illustrate this Cycle and the different steps. This leads into a table which looks more closely at each step in the cycle and outlines the role of the District Council in each step.

Table 4. Role of the District Council in the DPP&BG Cycle

See **PowerPoint Slides 42-45**

- **Table 4** and **PowerPoint Slides 45-48** identify the specific role of the District Council within each of the steps in the DPP&BG cycle. Point out in particular how these activities relate to the oversight and approval role of the District Council.
- Note that Councillors will also receive a short training in the DPP&BG cycle as part of their Induction Course.

The Accounting System

- The text box for this section explains about the Accounting System of the Municipality, as set out in Article 67 of Law No. 7.

Accountability

- The text box for this section explains about the responsibility of return of property to the Municipality, as set out in Article 68 of Law No. 7.

Inspection and Audit of the Municipality Accounts

- The text box for this section explains about the system of Audit for the Municipality, including both the Auditor General's role in external audit, and the need for a district to have its own internal audit unit, and the links between the two as set out in Article 69 of Law No. 7.

The Budgets of the Municipality

- The text box for this section provides information about the Municipality Budget, as set out in Articles 70 & 71 of Law No. 7. It includes information about budget timing, preparation process, and allowance for a budget revision during the budget year.

Sources of Revenue

See **PowerPoint Slide 49**

- The text box for this section and **PowerPoint Slide 49** provides an overview of the sources of revenue for the district budget, which are then presented in more detail in the sections that follow. According to Articles 72-75 of Law No. 7, there are four sources of revenue for the municipality.

1. Taxes

- The text box for this section details the taxes that can be collected by the municipality under the law. There are 28 categories of taxes set out in Article 72 of Law No. 7, along with provisions for the rates of taxes to be set through by-laws.

2. Sales Profit and Rentals

- The text box for this section states how the municipality can collect revenue through rentals from lease agreements, in accordance with Article 73 of Law No. 7.

3. Loans

- The text box for this section provides the scope that a municipality has to obtain revenue through loans. It is important to note that this can only be done in emergency situations (e.g. natural disasters or security situations) which have not been included in the budget. This is in accordance with Article 74 of Law No. 7.

4. Donations and Subsidies of the Central Government

- The text box for this section outlines the financial support that can be provided to municipalities by government, largely to assist with the implementation of development projects, and the facilitation of decentralised service delivery. This is in accordance with Article 75 of Law No. 7.

Income and Expenditure

See **PowerPoint Slide 50**

- The text box for this section and **PowerPoint Slide 50** provides an overview of the type of expenditure that is allowable under the Law. This includes expenditure for the normal day to day operations of the municipality (60%), expenditure for development projects (30%), and expenditure for savings (10%). This is in accordance with Articles 76 & 77 of Law No. 7.

Appeal

- The text box for this section explains about the right of citizens to appeal the decisions of the Municipality, as set out in Article 78 of Law No. 7.

Penalties

- The text box for this section explains about the penalties that can be incurred in the case of violation of the provisions of Law No. 7, including fines and imprisonment as set out in Article 79 of Law No. 7.

Assets Management

- The text box for this section explains about the management of the assets of the Municipality, as set out in Article 80 of Law No. 7.

Issue of Regulations

- The text box for this section explains about the scope for the Minister to set regulations, to support the implementation of Law No. 7, as set out in Article 81 of Law No. 7.

Cancellation

- The text box for this section explains about how any other law or regulation that is inconsistent with Law No. 7 is repealed, as set out in Article 82 of Law No. 7.

Implementation of the Law

- The text box for this section states the process of implementation of Law No. 7, as set out in Article 83 of Law No. 7.

Session 6: Conclusion

Session Objectives:

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

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



Duration: 1 hour



Methods: Discussion, Assessment Task, Evaluation Questionnaire



Materials and Preparation Required: Prepare copies of the Assessment Tasks and Evaluation Questionnaire in advance of the session.



Relevant PPT Slides:

- Slide 51: Session Objectives
- Slide 52: Module Conclusion

Session Notes:

Session Objectives

See **PowerPoint Slide 51**

- To start the session, briefly present the Session Objectives as outlined in **PowerPoint Slide 51**, so that participants understand what the session aims to achieve.

Module Conclusion

See **PowerPoint Slide 52**

- The main aspects of this session are to recap what has been covered in the training, through a summary provided in the Participant Book, as well as to set participants a short assessment task to gauge their understanding of the material covered in the training. It is also important to get the opinions of participants on what they thought about the training, so that the training material can continue to be improved.
- Start by asking participants if they can recall some of the main points from the training. Ask people to share if there was anything they found particularly useful or interesting, or anything that might have been confusing. You can refer to the bullet points in the Participant Book for this session to guide you and the participants through this process.

- Then, hand out a copy of the post-test task for each participant (this is located in the separate 'Assessment and Evaluation' document). You should have made a copy for each participant prior to the start of the training.
- Participants should attempt the 'Post-test' questions and self-assessment checklist, which complement the pre-test questions and checklist that should have been completed at the start of the training. You can choose whether participants should do the questions on their own, or to conduct as a more interactive activity in plenary.
- Allow about 20 minutes for the assessment tasks. Collect the papers and then hand out an evaluation questionnaire for participants to fill in. Allow about 10 minutes for the evaluation questionnaire.