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**YEREL YÖNETİM REFORMU
PROJESİ (YJR III)**
LOCAL ADMINISTRATION REFORM
PROJECT (LAR III)

Training Needs Assessment Report in Metropolitan Municipalities

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| Component | Component 2: Capacity Building for New Metropolitan Municipality Model and Inclusive Local Governance Processes |
| Activity | A.2.1.4. In the use of GDLG/MoEU, Development and Implementation of Tailor-made Overall Management and Job Skills Training Modules for New Metropolitan Municipalities |
| Output | Training Needs Assessment Report in New Metropolitan Municipalities |

Local Administration Reform Project Phase III (LAR III) is funded by the European Union in the framework of IPA Funds. The co-beneficiaries of the Project are the Republic of Turkey Ministry of Interior and Ministry of Environment and Urbanization. The Central Finance and Contracts Unit is the contracting authority of the Project. Technical assistance for the implementation of the Project is provided by the United Nations Development Programme. The content of this report does not reflect the official opinion of the European Union and UNDP. Responsibility for the information and views expressed in the report lies entirely with the authors.



EXECUTIVE SUMMARY

The Local Administration Reform Project Phase III (LAR III) is the third of the local administration reform support projects funded by the EU and implemented by UNDP in the framework of IPA Funds. The first phase of this project series (LAR I) was carried out between 2005-2007 and the second phase (LAR II) was carried out between 2009-2011. The co-beneficiaries of the Project are the Ministry of Interior and Ministry of Environment and Urbanization.

The overall objective of the Project is to ensure an **effective, transparent, inclusive and participatory** local governance in Turkey in line with international standards by continuing to provide implementation support to local administration reform process carried out between 2003 and 2013.

The specific objective of the Project is to develop and strengthen the administrative capacity and cooperation of the Ministry of Interior (MoI), Ministry of Environment and Urbanization (MoEU) and local administrations themselves in the task of ensuring the effective implementation of the new local administration model in line with principles of democratic governance.

The Project was designed under 3 components: (1) Effective Local Service Delivery; (2) New Metropolitan Municipality Model and Capacity Building for Inclusive Local Governance Processes; (3) Online Management Information Systems.

As one of the outcomes expected under Component 2, the analysis of process and outcomes of the study on identifying training needs carried out in order to design the modules of Overall Management and Job Skills to be used by MoEU General Directorate of Local Governments (GDLG) for “the strengthening of administrative and operational capacities of new metropolitan municipalities after the implementation of New Metropolitan Municipality Model” constitutes the subject of this report.

More precisely, this activity was designed to identify the emerging training needs of managers and councillors in metropolitan municipalities (MMs) and metropolitan district municipalities (MDMs) within the framework of local administration reforms and plan training efforts for this purpose.

This study, conducted to identify training needs, was planned and implemented with the guidance of project stakeholders and in communication with them at every stage. The study started with the review of the reports prepared under the project as well as relevant national and international cases. Then, it continued with the preparation and implementation of an online survey form prepared to identify the learning needs of the target groups identified for LAR III capacity building actions.

In order to identify training needs in the framework of this activity, 3 different online “Training Needs Questionnaires” prepared for different target groups: (1) MM councillors; (2) managers of MMs and (3) managers of MDMs with population of over 50,000. The survey forms were composed of three sections in which questions on profile, tasks and responsibilities and relevant experience of respondents and subjects which they needed to know were adapted to target groups.

1611 responses were received from 3002 individuals to whom the forms were communicated. The data compiled through forms (profiles, professional experience and fields/subjects/courses of which they need to be informed) were analysed in terms of percentage and frequency, and priority needs were identified.

According to the analysis results, the ratio of participants representing the MMs was high (60%); likewise, 124 MDMs within the borders of 29 MMs also responded to the survey. It was observed that Municipal Councillors actively responded to the survey and represented 17 municipalities.

The majority of participants who predominantly represented the age group of 40-59 years were men. According to MMs, Councillors and MDMs, it was observed that the vast majority of people who responded to the Questionnaires had a bachelor's degree.

One of the survey findings that stand out is the length of service in their relevant institutions. While 78% of the MM managers have been working for more than 5 years in the relevant municipality or affiliated entity, it was stated that period of service in their current positions were predominantly less than 5 years (64%). Similarly, it was observed that more than half of the people who responded to the survey in MDMs worked in their current positions for 5 years or less. On the other hand, it was observed that Councillors' period of service is relatively short and the majority (65%) of the respondents was on duty for shorter than 2 years. These findings imply that changing duties and responsibilities may lead to a need to improve their knowledge and receive training support.

Another finding is the information sources of participants and it shed some light on fields which should be accentuated while planning training activities under LAR III. In addition, the rate of benefitting or being able to benefit from pre- and in-service training remained between the range of 8-13% for all three groups, which revealed the need for this training programme.

The need for knowledge and skills, the subjects and courses requested were listed separately for each group in the order of precedence and 30 courses of priority were identified. 15 2-day training packages covering these courses were developed. While the courses included in the proposed programme cover 91% of the total demand for priority 30 courses, this rate is 98% for MMs, 73% for MM Councillors and 79% for MDMs.

The analysis of responses to the online form and the training programme that may be organized based on these findings were fine-tuned in line with the views and comments of key stakeholders as well as the lessons learned and findings obtained from national and international studies conducted to identify the training needs and strengthen the capacity of managers who were elected and/or appointed in MMs.

TABLE OF CONTENTS

| | |
|--|-----------|
| EXECUTIVE SUMMARY | 0 |
| TABLE OF CONTENTS | 3 |
| LIST OF TABLES | 4 |
| LIST OF FIGURES | 4 |
| LIST OF ABBREVIATIONS | 5 |
| INTRODUCTION | 6 |
| CHAPTER 1: CAPACITY BUILDING ACTIONS IN LOCAL ADMINISTRATIONS | 7 |
| 1.1. NEED FOR CAPACITY BUILDING IN LOCAL ADMINISTRATIONS | 7 |
| 1.2. INSTITUTIONAL CAPACITY BUILDING METHODS AND APPROACHES IN LOCAL ADMINISTRATIONS..... | 7 |
| 1.2.2. <i>The Centre of Expertise for Good Governance</i> | <i>8</i> |
| 1.2.3. <i>Good Practices in Europe.....</i> | <i>9</i> |
| 1.2.4. <i>Capacity Building in Local Administrations in Turkey</i> | <i>11</i> |
| CHAPTER 2: LAR III CAPACITY BUILDING ACTIONS..... | 17 |
| 2.1. LAR PHASE III PROJECT | 17 |
| 2.1.1. <i>LAR III Training Needs Assessment</i> | <i>18</i> |
| CHAPTER 3: FINDINGS OF TRAINING NEEDS ASSESSMENT | 23 |
| 3.1. GEOGRAPHICAL DISTRIBUTION OF TNA RESPONDENTS | 23 |
| 3.2. DEMOGRAPHIC PROFILE OF TNA RESPONDENTS..... | 25 |
| 3.2.1. <i>Distribution by Age</i> | <i>25</i> |
| 3.2.2. <i>Distribution by Gender.....</i> | <i>25</i> |
| 3.2.3. <i>Distribution by Educational Attainment.....</i> | <i>25</i> |
| 3.3. DUTIES, RESPONSIBILITIES AND EXPERIENCE OF TNA RESPONDENTS..... | 27 |
| 3.3.1. <i>Distribution by Units and Titles</i> | <i>27</i> |
| 3.3.2. <i>Distribution by Period of Service in the Municipality Where They Serve</i> | <i>28</i> |
| 3.3.3. <i>Distribution of People by Period of Service in Their Duties</i> | <i>31</i> |
| 3.4. INFORMATION SOURCES USED BY TNA RESPONDENTS TO DISCHARGE THEIR DUTIES..... | 32 |
| 3.5. FIELDS THAT TNA RESPONDENTS NEED TO BE INFORMED WHILE DISCHARGING THEIR DUTIES | 37 |
| CHAPTER 4: PROPOSED FRAMEWORK FOR CAPACITY BUILDING PROGRAMMES | 40 |
| 4.1. OBJECTIVE OF CAPACITY BUILDING PROGRAMME..... | 40 |
| 4.2. BENEFICIARIES OF CAPACITY BUILDING PROGRAMME | 40 |
| 4.3. THE METHOD TO BE USED IN THE DESIGN AND IMPLEMENTATION OF CAPACITY BUILDING PROGRAMMES.. | 40 |
| 4.4. SCOPE AND CONTENT OF CAPACITY BUILDING PROGRAMME | 41 |
| 4.5. DRAFT TRAINING PROGRAMME IDENTIFIED | 42 |
| 4.6. FORWARD-LOOKING RECOMMENDATIONS | 49 |
| 4.6.1. <i>Recommendations on the Process of Developing and Implementing General Management and Job Skills Training Modules</i> | <i>49</i> |
| 4.6.2. <i>Forward-looking Recommendations for Capacity Building Actions in Local Administrations</i> | <i>51</i> |

| | |
|--|----|
| 4.6.3. Recommendations to Ensure the Sustainability of Capacity Building Actions in Local Administrations..... | 54 |
|--|----|

| | |
|------------------------|-----------|
| REFERENCES..... | 56 |
|------------------------|-----------|

| | |
|----------------------|-----------|
| ANNEXES | 57 |
|----------------------|-----------|

LIST OF TABLES

| | |
|--|----|
| Table 1 The most preferred 30 courses for each of three groups and order of precedence | 38 |
| Table 2 Draft Training Programme..... | 43 |

LIST OF FIGURES

| | |
|--|----|
| Figure 1 Return Rate of Training Needs Questionnaires..... | 23 |
| Figure 2 Geographical Distribution of Responses to Training Needs Questionnaires | 24 |
| Figure 3 Distribution of TNA Respondents..... | 25 |
| Figure 4 Distribution of TNA Respondents by Gender | 25 |
| Figure 5 Distribution of TNA Respondents by Educational Attainment..... | 26 |
| Figure 6 MMs- Distribution by Units and Titles..... | 27 |
| Figure 7 MDMs- Distribution by Units and Titles | 27 |
| Figure 8 Period of Service in MM | 28 |
| Figure 9 Period of Service in District Municipality | 29 |
| Figure 10 Period of Service in Municipal Council..... | 30 |
| Figure 11 Period of Membership in Council Specialist Commission | 30 |
| Figure 12 MM- Period of Service in current position..... | 31 |
| Figure 13 District Municipality- Period of Service in current position | 32 |
| Figure 14 Information sources of MM | 33 |
| Figure 15 Information sources of Municipal Councillors | 34 |
| Figure 16 Information sources of MDMs | 35 |
| Figure 17 Distribution of the most requested 30 courses by 3 groups..... | 37 |

LIST OF ABBREVIATIONS

| English Full-Form | EN-abbr. | TR-ks. | Türkçe Açık Hali |
|--|----------|--------|---|
| Assemblée de départements de France | ADF | ADF | Fransa İl Özel İdaresi Derneği |
| Association des maires de France | AMF | AMF | Fransa Belediye Başkanları Derneği |
| Association des régions de France | ARF | ARF | Fransa Bölgeleri Derneği |
| Metropolitan Councillor | | BMÜ | Büyükşehir Meclis Üyesi |
| Metropolitan Municipality | MM | BŞB | Büyükşehir Belediyesi |
| Ministry of Environment and Urbanization | MoEU | ÇŞB | Çevre Şehircilik Bakanlığı |
| European Label of Good Governance | ELOGE | ELOGE | Avrupa Mükemmel Yönetişim Ödülü |
| European Network Training Organisation for Local and Regional Authorities | ENTO | ENTO | Yerel ve Bölgesel Yönetimler için Eğitim Organizasyonu Avrupa Ağı |
| Improvement and Development Agency for Local Government | IDeA | IDeA | Yerel Yönetim için İyileştirme ve Geliştirme Ajansı |
| International Union of Local Authorities | IULA | IULA | Uluslararası Yerel Yönetimler Birliği |
| Metropolitan District Municipality | MDM | BİB | İlçe Belediyesi |
| Ministry Of Interior | MoI | İİB | İçişleri Bakanlığı |
| Local Administration Reform | LAR | YYR | Yerel Yönetim Reformu |
| Local Government Association | LGA | YYD | Yerel Yönetim Derneği |
| General Directorate of Local Governments | GDLG | MİGM | Mahalli İdareler Genel Müdürlüğü |
| Network of Associations of Local Authorities of South-East Europe ¹ | NALAS | NALAS | Güney-Doğu Avrupa Yerel Yönetim Dernekleri Ağı |
| Sector-led improvement | SLI | SLI | Sektörün Yönettiği İyileşme |
| Union of Municipalities of Turkey | UMT | TBB | Türkiye Belediyeler Birliği |
| United Cities and Local Governments | UCLG | UCLG | Birleşmiş Kentler ve Yerel Yönetimler Dünya Teşkilatı |
| United Nations Development Programme | UNDP | UNDP | Birleşmiş Milletler Kalkınma Programı |
| United Towns Organization | UTO | UTO | Birleşmiş Kentler Birliği |
| Vereniging van Nederlandse Gemeenten | VNG | VNG | Hollanda Belediyeler Birliği |
| General Directorate of Local Governments | GDLG | YYGM | Yerel Yönetimler Genel Müdürlüğü |

¹ <http://www.nalas.eu/AboutUs#About-NALAS>

INTRODUCTION

The report is prepared under Activity A.2.1.4 of Component 2 of the LAR III Project, funded by the European Commission and implemented by the United Nations Development Programme (UNDP), with MoI and MoEU as main beneficiaries. The report presents the process and outcomes of the Training Needs Assessment and is composed of four chapters:

Chapter I outlines the international and national studies on capacity building methods and approaches in local administrations and lessons learned from the experience by relating them to LAR III studies.

Chapter II presents the capacity building actions under LAR III and the studies planned and implemented to identify training needs of elected and appointed managers of 30 MMs in this framework.

Chapter III analyses the profile, duty and responsibility fields, experience in the field of municipality, information needs of the respondents of the Training Needs Questionnaires and presents the findings obtained through the Training Needs Assessment carried out within the scope of LAR III.

Chapter IV summarizes the objective of capacity building actions that will be organized under LAR III, the method and training approach adopted in developing training programme, and outlines the scope and content of the programme proposed to meet the needs identified.

This study and its outcomes aimed to contribute to the development and strengthening of institutional and individual capacity towards ensuring the effective implementation of the new local administration model in line with principles of democratic governance.

Chapter 1: CAPACITY BUILDING ACTIONS IN LOCAL ADMINISTRATIONS

This Chapter outlines the need for institutional capacity building actions and key information on methods and approaches of the actions within the framework of national and international studies implemented to build the capacity in local administrations, highlighting the lessons learned from these actions.

1.1. Need for Capacity Building in Local Administrations

Local administrations, as the closest service delivery unit to the public, consistently have to build the capacity to deliver an effective and efficient service due to increasing urban population and expanding urban areas.

Especially in the reform processes, inadequate institutional and technical capacity and human resources capacity in the management of change in local administrations negatively affect the quality of local services and renders it difficult to achieve the intended results. Therefore, the capacity building actions designed are composed of a series of strategies to develop human resources and strengthen the organizational structure required by institutional reforms aiming at ensuring the provision of efficient, effective and responsive public services.

Capacity development to achieve corporate objectives of individuals, institutions and systems is a process, which includes changes in perception, attitude and behaviour in a manner to increase the capacity to adapt to change and to transform the new knowledge and skills into practice.

Capacity building starts with the analysis of the environment in which the target institutions and individuals are operating. Therefore, the differences between the current status and the required characteristics, information and skills of institutions and individuals may be assessed to allow steps to reduce these differences.

The process continues with the development of strategies to address the issues and meet the needs and the planning of a new cycle starts by learning lessons from the implementation.

1.2. Institutional Capacity Building Methods and Approaches in Local Administrations

In local administrations, capacity building actions are planned and implemented under the guidance of several institutions and organizations which are supra-national, international, regional and national.

This Chapter outlines the lessons learnt from the international studies, practices in Europe and studies in Turkey in the field of capacity building in local administrations that may be useful for Turkey.

1.2.1. United Cities and Local Governments World Organisation

As a result of a long process that started in Habitat II Conference held in 1996 in Istanbul, *International Union of Local Authorities* (IULA), *United Towns Organization* (UTO) and World Association of Major Metropolises (METROPOLIS) were reunited under the name of "United Cities and Local Governments World Organisation" (UCLG).

UCLG, which is an institution that ensures that local administrations are effectively represented to the international community, encourages international cooperation between local administrations and unions of local administrations and is a world-wide key informant in relation to local administrations, serves as the official spokesperson of local administrations vis-à-vis the United Nations.² As a global network of urban, local, regional and metropolitan administrations, UCLG aims to represent, uphold and draw attention to local and regional administrations without leaving anyone out.³

UCLG Learning addresses the challenges faced by the cities today and encourages sustainable development. Cities and other local and regional administrations need practical solutions to deliver quality services to their citizens. Cooperation and partnerships are critical for producing and implementing these solutions. Learning for UCLG means good strategies, quality facilitation and partnerships; and local administrations are among the strongest partners in this field.

UCLG learning agenda, based on the positive and negative experience of members, provides a platform for addressing the actual interests of its members; through which new ideas and methods may be tested and learning themes may be developed. The experience shared on this platform leads to the improved cooperation. Learning methods and activities developed with cities are shared through electronic media under the headings such as Training of Trainers Programme, SDG learning modules, local tools and examples, cooperation with the University, learning games, and peer learning.⁴

Global Observatory on Local Democracy and Decentralization works in order to establish a framework to monitor and report the progress made on the implementation of the global sustainability agenda across the world.

1.2.2. The Centre of Expertise for Good Governance

*The Centre of Expertise for Good Governance*⁵ conducts studies in partnership with national and international actors to encourage successful good governance practices in European countries at the local and regional level, develops practical tools and adapts the programmes developed to meet the needs of countries and provide consultancy services on capacity building, policy and legislation.

The Centre of Expertise for Good Governance provides recommendations on capacity building, policy and legislation to local, regional and national administrations, invests in research and expertise, develops partnerships with national and international actors and prepares programmes adapted to specific needs of countries.

The Centre developed 18 capacity building packages composed of 12 Principles of democratic governance under the headings of Democratic Participation, Good Governance, Human Resources and Leadership, Remote Working in Public Administration, Institutional Capacity and Quality Public Services, Local Finance and Cross-Border Co-operation during a period when local administration reform accelerated.

For a successful local administration, the Council of Europe recommends to develop national training strategies with the purpose of providing a supportive learning environment with a supportive legal

² For more information, see <http://uclg-mewa.org/uclg-mewa-hakkinda/#>

³ <https://www.uclg.org/en/organisation/about>

⁴ <https://www.learning.uclg.org>

⁵ For more information, see <https://www.coe.int/en/web/good-governance>

context. The objectives of the strategies are to identify common purposes for all stakeholders, assist local administrations for displaying high standards in leadership and strategic management in the delivery of public services and democratic participation, encourage investments in training of representatives elected and appointed for this purpose and support the planning of training activities to respond to needs and demands. The Council of Europe recommends that Training Needs Assessment studies are based on a more comprehensive system analysis to build the national training strategy on strong foundations.⁶

The Centre is increasingly using a capacity building tool that may also be called *ELOGE: European Label of Good Governance*, which started more than 10 years ago. Along with citizen satisfaction surveys, municipalities assess their performance on 12 Principles of Good Democratic Governance by benchmarking with a national threshold. On the one hand, this study helps to increase awareness on good governance. On the other hand, it provides a learning opportunity to ensure improvements in certain fields.

1.2.3. Good Practices in Europe

1.2.3.1. England

The most comprehensive studies related to capacity building in local administrations in England are implemented by *Local Government Association (LGA)* which is responsible for supporting the development of local administrations.

The Improvement and Development Agency for Local Government (IDeA), which is a corporate entity within LGA, is one of the institutions that provide this kind of support. IDeA aims to develop local administration councils to assist them to serve better to the public in the field for which they are responsible. Local Administrations Benchmarking programme and programmes in the field of children, women, health, culture, tourism, sports and planning services may be considered among them. The strengthening of relations between municipal councils and the public allows for the exchange of opinions in the fields that require consultation such as COVID-19 crisis. Through these activities, councils are supported and encouraged to develop themselves with the assistance of experienced councillors and senior civil servants.

An improvement that may be measured through performance indicators and citizen satisfaction with local administrations is supported in these efforts. The activities implemented for this purpose is funded by “the grant on improvement of services” provided by the Ministry of Housing, Communities and Local Governments. To support the continuity of improvement in services, *Sector-led improvement (SLI)* approach⁷ was adopted by Councils and LGA. Themes of the programme were identified as the improvement of peer support, effectiveness and efficiency, strong political and managerial leadership, strong communities with excellent public services. In 2019-2020, the studies related to COVID-19 were also added to these themes.

⁶ Delivering Good Governance: TRAINING NEEDS ANALYSIS and NATIONAL TRAINING STRATEGIES, developed by Cezary Trutkowski for the CENTRE OF EXPERTISE FOR LOCAL GOVERNMENT REFORM, December 2016

[https://www.coe.int/en/web/good-governance/toolkits#{"25571686":1,"25572099":1}](https://www.coe.int/en/web/good-governance/toolkits#{)

⁷ <https://www.local.gov.uk/sites/default/files/documents/sli-local-government-pdf--f4c.pdf>

These activities are monitored and their results are assessed and published through annual reports. . The report⁸ prepared for 2018/2019⁹ and 2019-2020¹⁰ points out at successful results. It is observed that an improvement in the performance indicators that councils most frequently use has occurred over years. Almost all leaders and managers (98%) stated that the support they received from LGA has positively affected the local authorities and all of them noted that they felt more confident while performing their duties after participating in the academy programme. The assistance within the framework of the programme (personnel employment and training, expert aids and municipalities) led to significant savings.

IDeA introduces programmes related to local administrations in addition to good practice examples on its website. Another programme which *IDeA* supports and encourages local administrations to participate in is “Torch Councils” programme. The programme was recommended by the Ministry of Environment, Transport and Regions in 1998 and initiated officially in 1999. “Torch Councils” aimed to identify the service delivery standards. This programme, held every year, was designed as a tool to modernize public services by allowing for exchange of information between local administration councils.

1.2.3.2. *The Netherlands*

Vereniging van Nederlandse Gemeenten (VNG) (The Association of Dutch Municipalities) of which all municipalities are members works to support the quality and power of local administrations, facilitate the exchange of information and experience between municipalities for the implementation of national and local policies. One of the fields in which VNG is the most powerful is the high quality of training services. The most important elements that make this difference is that services are tailored to the specific needs of target groups and innovative methods are used.

VNG Congress and Training Centre is composed of an academy, which offers short courses separately for elected members and managers for professional development, and a unit which facilitates the organization of congresses and seminars as well as an auxiliary institution which provides internships. 1-day and 3-day programmes provided under the Academy cover the subjects that will increase the management performance rather than technical training.

VNG is also one of the partners of *Hague Academy for Local Governance* which was founded to increase the capacity of local administrations. The academy uses practical training methods in a successful manner. Training approach of the academy is innovative, interactive and inclusive. The content of training programmes is designed in a manner that will include field visits and multi-disciplinary studies to combine theories with practice.

In addition to public course programmes in which more general subjects such as leadership in local administrations, decentralization, local service delivery, climate change, water management, human rights, equality of women and men, disaster management, citizen participation, local development are addressed, “tailor-made” training programmes in which a few methods are used together are also

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⁹ *Sector-led improvement in 2018/19*, Local Government Association, 2019.

¹⁰ *Sector-led improvement in 2019/20 A success story*, Local Government Association, August 2020.

organized. These training services are based on a needs assessment and shaped according to status, knowledge and strategic goals of beneficiaries.¹¹

1.2.3.3. France

Local administrations in France are represented by different administrations in terms of roles and responsibilities within the framework of tiered governance systems at national and European levels. *Association des régions de France* (ARF) represents the “regions” as local administration units, *Assemblée de départements de France* (ADF) represents the “departments” established as a key unit of French local administration organization and *Association des maires de France* (AMF) represents the “communes” as municipalities, the number of which is about 35,000 as local administration units.

During every election period, thousands of new mayors who do not have any management experience in local administrations take office. AMF is authorized to meet information needs of the newly-elected mayors and organizes national conferences, develops various tools such as reference materials, guides, magazines, newsletters in this context. In addition, after the election periods, 2-day programmes which are composed of presentations, workshops, discussion sessions executed by experienced mayors, local administration experts and public officials under the name of “University of Mayors” are organized for the newly-elected mayors. AMF also manages a very popular website as an information and experience sharing platform among its members. *Les Moocs de Mairie2000* and *Le Wiki de Mairie2000* developed to support elected officials offer the content and online courses that are easily accessible, that provide an opportunity for an innovative experience sharing on main themes of local administration and the replication of successful examples.¹²

There are also communication networks that support training efforts in local administrations in Europe. *ENTO – European Network Training Organisation for Local and Regional Authorities*¹³ is an independent institution that has brought together local and regional training providers in all member states of the Council of Europe since 1995. *NALAS – Network of Associations of Local Authorities of South-East Europe*¹⁴, one of whose members is also the Union of Marmara Municipalities, brings together 14 unions that represent approximately 9,000 local administrations elected by more than 80 million voters.

1.2.4. Capacity Building in Local Administrations in Turkey

In Turkey, comprehensive legal and institutional changes in local administrations were introduced through the legislation on local administrations which entered into force in 2004, especially with the Law No. 6360. The expansion of duties and responsibilities of local administrations and especially an increase in the number of MMs and the expansion of the physical limits of their field of responsibilities to include also the rural areas has increased the need for developing local capacity mainly in newly-established MMs.

¹¹ For more information, see <https://thehagueacademy.com>

¹² For more information on education services of AMF, see <https://www.amf.asso.fr/page-les-services-amf/30080>.

¹³ <http://ento.org/ento/>

¹⁴ <http://www.nalas.eu/AboutUs#About-NALAS>

In addition to undergraduate, master's degree and doctoral programmes offered by the departments of public administration at universities in Turkey, there are various institutions that conduct studies on capacity building in local administrations in the public and private sectors.

The target audience of programmes prepared for local administrations is predominantly the public sector and training activities in this field are implemented under the supervision of the Ministry of Interior and Ministry of Environment and Urbanization.

Various projects, mainly a series of projects titled "Implementing Local Agenda 21's in Turkey"¹⁵, were implemented to strengthen both local administrations and civil society organizations in order to support citizen participation in local decision-making processes by encouraging local practices at the nearest points to the public to achieve sustainable development goals known as 1992 the Rio Summit, *Agenda 21* which led to an accumulation of valuable experience on participatory processes was collected.

However, during the reform process related to local administrations, the most important step was taken with the Law No. 5216 of 2004 on Metropolitan Municipalities, the Law No. 5393 of 2005 on Municipality and lastly the Law No. 6360 on Establishment of Metropolitan Municipalities and Twenty Seven Districts in Fourteen Provinces and Amending Certain Laws and Decree-laws published in the Official Gazette of 06/12/2012 issue 28489 and entered into force with nationwide local elections on 30 March 2014. With the approval of the Charter of Union of Municipalities of Turkey (UMT) prepared in accordance with the Law No. 5355 on Unions of Local Governments in 28.09.2005, UMT became an important actor in capacity building actions in local administrations. The studies of UMT in this field are mentioned in Section 1.2.4.4.

One of the most important interventions to support local administration reform is the Local Administration Reform (LAR) programme was developed together with the Ministry of Interior, funded by the European Union and implemented with the technical assistance of UNDP-Turkey.

1.2.4.1. LAR Phase I

LAR Phase I Project was implemented from August 2005 to November 2007. The overall objective of the Project was to increase the capacity of local administrations in policy development and management fields and move the local administration reform forward with a view to increasing the efficiency and impact of local administration services. It was composed of three components: 1) Strengthen the capacity of unions of local administration with DM/GDLG; 2) Execute technical assistance and training efforts to develop financial management budget processes and improve service performance in selected 5 pilot municipalities and a special provincial administration; 3) Implement training programmes for the improvement of human resources in local administrations.

Outputs of capacity building actions implemented under the project included a guide on municipal partnerships, strategies and action plan to develop these partnerships, action plans to improve local services, multiple annual budgeting and investment planning software for local administrations, and local financial management booklets.

¹⁵ For the overview related to Local Agenda 21, see <https://habitatdernegi.org/yonetisim/yerel-gundem-21-programi/>

1.2.4.2. LAR Phase II

The project 'Support to Further Implementation of Local Administration Reform in Turkey' (LAR Phase II) was designed based on results and outcomes of LAR Phase I Project and implemented between September 2009 - November 2011. Target groups of the project include the Ministry of Interior, Union of Municipalities of Turkey, governorships, district governorships, municipalities, special provincial administrations, union of municipalities and elected representatives of these institutions and appointed senior executives. The overall objective of the project was to provide effective, transparent, inclusive and participatory local governance practices by fully implementing the new legislation. The specific objective of the project was to develop administrative capacity and cooperation culture so that new policy and legislation in this field are effectively implemented in the Ministry of Interior (especially General Directorate for Local Authorities, governorships and district governorships), unions of local administrations. It was composed of five components: 1) Building capacity in local administrations; 2) Building capacity in unions of local administration; 3) Strengthening local participation mechanisms; 4) Improving inter-municipal coordination and cooperation; 5) Building existing capacity in the Ministry of Interior.

The experience obtained in Phase I and the study on identifying training needs conducted in Phase II was prioritized with the views of Mol and training events were held for three target groups:

Outputs of capacity building activities implemented within the framework of the project included booklets for the councillors of provincial councils and municipal councils, booklet on standards for five local services, reports on municipal councils, citizens' assemblies and neighbourhood masters and guidelines on increasing their effectiveness, toolkit for citizen participation, communication strategy and toolkit for UMT, manual for the Unions of Municipalities and report on local administration systems in Turkey.

1.2.4.3. Other Projects that Aim to Strengthen Local Institutions

Apart from LAR projects designed to support the Local Administration Reform, technical support projects aiming at building capacity in local administrations were also implemented. One project that may set an example for interventions to plan and provide services in an inclusive, participatory, efficient and effective manner at local level is outlined below:

'Project on Strengthening Participatory Strategic Governance at Local Level'¹⁶ was implemented between August 2011 and December 2013 to improve participatory strategic governance at local level and expand the scope of the local administration reform in Turkey. While the strategic planning capacity of local administrations was enhanced with the help of the project, training and communication activities aimed at strengthening the role of citizens' assemblies in local decision processes.

¹⁶ For more information, see <https://www.tepav.org.tr/en/proje/s/106>

1.2.4.4. *Capacity Building Actions of Union of Municipalities of Turkey*¹⁷

UMT was founded in 1945 as a public benefit association in the field of municipal affairs. UMT maintained its activities related to municipal affairs in the status of an association for 57 years to protect the rights and interests of municipalities under the roof of the association.

As a result of the adoption of the Law No. 5355 on Unions of Local Governments in the Turkish Grand National Assembly on 26.05.2005 and entry into force by publication in the Official Gazette of 11.6.2005, UMT reached the status of a local government union with the Decree of the Council of Ministers No. 2002/4559 of 21.8.2002 to bring together all municipalities in Turkey under a single entity.

With the approval of the Regulation of the Union of Municipalities of Turkey prepared in accordance with the Law by the Ministry of Interior in 28.09.2005, Union of Municipalities of Turkey, in which all municipalities were natural members, gained the status of being the only local government union with the power to represent municipalities at national and international level.

As stated in the 2020-2024 Strategic Plan of UMT, UMT formulated its mission as “upholding common interests of municipalities and building the capacity of municipalities”. Its duties, powers and responsibilities included training activities and a directorate of training was established in its organizational structure. The second goal of the Strategic Plan is “to develop institutional capacities of municipalities and provide training, consultancy and technical support to improve the service quality”.

Training efforts of UMT also include the planning and execution of training events in line with the needs identified for mayors, councillors and municipal staff and/or municipalities’ demand for training.

UMT ensures the active participation of municipalities in United Cities and Local Governments (UCLG), Middle East and West Asia Section, of which UMT is a member. UMT represents municipalities in Turkey in the Council of European Municipalities and Regions (CEMR) in which national unions are members. In addition, UMT, the secretariat of the Council of Europe Congress of European Local and Regional Administrations (CLRAE) ensure the communication of the Turkey Working Group of the European Union Committee of the Regions (CoR).

UMT develops projects and programmes that support our municipalities’ works by preparing joint projects with local administrations in other countries and supports town twinning efforts to strengthen the bonds of brotherhood between countries.

International Local Authorities Internship Program (LOCALINTERNational) was organized by the Union of Municipalities of Turkey since 2012 to develop local diplomacy and local democracy, share local administration experience in Turkey and develop cooperation in this field. A total of 299 students from 57 different countries participated in LOCALINTERNational Programme in the years between 2012 and 2019.

UMT, which assists our municipalities during European Union (EU) adaptation process, carries out activities so that municipalities benefit from EU funds in an effective manner and provides guidance on the implementation of the EU Acquis for the local administrations.

¹⁷ <https://www.tbb.gov.tr>

Within this framework, a Distance Learning Centre and Municipality TV was established under the roof of UMT and in the scope of services of Municipal Academy, and training events. As it can be observed in the following sections of the report, the identification of the training programme planned to be implemented under LAR III was based on the Municipal Academy programme.

1.2.4.5. *Lessons Learned from Previous Experience and Their Reflections on the Practice*

Studies implemented for increasing capacity in local administrations point out that local administrations in all countries and in our country need to develop their knowledge and skills levels on similar subjects to be able to develop solutions for similar issues.

There is a consensus that personnel training is critical in local administrations. Assessing training needs is a critical step in the establishment of training programmes and this process should serve for identifying the differences between the knowledge level of target groups on a certain subject and the information that they are required to have.

For a successful local administration, the Council of Europe recommends providing a supportive learning environment with a supportive legal context and accordingly the development of national training strategies. The objectives of the strategy are to identify common purposes for all stakeholders, assist local administrations in displaying high standard leadership and strategic management on the delivery of public services and democratic participation, encourage investment in training of elected and appointed representatives for this purpose and support the planning of training activities according to needs and demands. In order to build national training strategy on strong foundations, it is important to assess the training needs based on a more comprehensive system analysis.¹⁸

The outcomes of Training Needs Assessment¹⁹ implemented in the framework of LAR Phase II Project also revealed the importance of planning and presenting quality training services with a strategic approach and the need for capacity building at local level and shed some light on further studies:

- *Elected local officers in many countries, especially if they are newly elected, constitute an important target group for training efforts, mainly in relation to administrative and financial legislation.*
- *Approaches that will allow interaction and mutual learning instead of lectures based on legislation and theoretical information was recommended in adult learning activities.*
- *Capacity building actions should also include different methods such as national and international experience sharing, delivery of good practices.*
- *It is necessary to develop communication and coordination between institutions with a role and responsibility in the delivery of training services in local administrations.*
- *While communication and cooperation between institutions that operate to build the capacity in local administrations exist, a standardization or specialization is not*

¹⁸ For more information, see Delivering Good Governance: TRAINING NEEDS ANALYSIS and NATIONAL TRAINING STRATEGIES, developed by Cezary Trutkowski for the CENTRE OF EXPERTISE FOR LOCAL GOVERNMENT REFORM, December 2016

¹⁹ Support to Further Implementation of Local Administration Reform in Turkey LAR Phase II, A Review of Practices in the Provision of Training for Local Administrations from EU Member States, Ankara, July 2010.

observed in this field. Similarly, environments where institutions providing training can share their experience and monitor the impacts of their works do not exist, either.

The findings of the research implemented by Network of Associations of Local Authorities of South-East Europe (NALAS) in 2008 to support the National Training Strategies point out that it will be appropriate for unions of local administration to play an important role in efforts made to develop and implement national training strategies that will be developed for creating a nurturing environment to support training efforts in local administrations. Since local administration unions are consistently in communication with municipalities and have the knowledge and experience regarding their needs, they are in a very ideal position to provide training services to meet the needs identified.

The experience of LAR Phase II implementation has led the GDLG and UMT to a decision on the use of training modules that will be developed in the framework of an ongoing training programme. The Syllabus prepared under the Municipal Academy in the light of this experience includes a total of 45 courses in three groups (Main Service Areas, Legislation Training and Vision Training) on the subjects assessed as top priority. There are options including 26 subjects and 122 courses under Main Service Areas, 10 subjects and 89 courses under Legislation Training and 9 subjects and 37 courses under Vision Training.

The findings of Training Needs Assessment based on these subjects conducted by UMT in 2015 also point out that these priorities continue.²⁰ While preferences related to training activities may vary for the elected and appointed local managers, they are generally concentrated on subjects such as legislative information and changes in this field, technical information on service delivery and leadership, teamwork, conflict resolution that may be defined as management skills. E-municipality, local development and investment promotion and access to external funds are also among the preferred areas.

Another issue highlighted in national and international studies is that it is necessary to monitor whether outcomes of training activities are reflected in the practices. Because it has not been planned on how monitoring and evaluation of the training programme will be implemented and how the success of the training event will be measured in terms of trainers and trainees at the design stage, the long-term impacts of training efforts cannot be monitored, which may negatively affect the efficient and effective use of resources. Mainstreaming monitoring and evaluation activities in the system may facilitate the accreditation for training programmes and certification systems for the ones who participate in training.

The sustainability of capacity building actions in local administrations has utmost importance for the planning of the future activities. Central governments have an important role in ensuring the sustainability. The preparation of legislation that will facilitate capacity building through various methods such as training, experience sharing, encouragement of good practices, the provision of financial resources as well as human resources to be able to implement these activities may be considered among such support.

²⁰ TÜRKİYE BELEDİYELER BİRLİĞİ EĞİTİM İHTİYAÇ ANALİZİ SAHA ÇALIŞMASI YÖNETİCİ ÖZETİ, Mayıs 2016.

Chapter 2: LAR III CAPACITY BUILDING ACTIONS

This Chapter explains the objective, scope and methods of the actions executed to identify training needs under LAR III.

2.1. LAR Phase III Project

Local Administration Reform Phase III (LAR III) Project is implemented by the United Nations Development Programme (UNDP) with the EU Financial Assistance. The overall objective of the Project is “to provide an effective, **transparent, inclusive and participatory** local governance **in line with international standards** in Turkey by continuous implementation support to local administration reform process carried out between 2003-2013”. The Project that started in September 2017 is expected to be completed in October 2021.

The specific objective of the Project is “to develop the administrative capacity and strengthen the cooperation of the Ministry of Interior and Ministry of Environment and Urbanization in the field of local administration with a view to ensuring the effective implementation of new local administration model in line with principles of democratic governance.”

The Project was designed under three components based on international studies in the field of local governance and the experience gained with the projects implemented to strengthen local governance in Turkey: (1) Effective Local Service Delivery; (2) Capacity Building for New Metropolitan Municipality Model and Inclusive Local Governance Processes; (3) Online Management Information Systems.

The Project is fully focused on capacity building in local administrations and activities are planned and implemented by using different approaches and contents and various methods for different target groups under different components. A major part of the planned activities was carried out remotely, to adjust to the emerging situation due to COVID-19. In this respect, LAR III implementation provided important experience in terms of remote interaction and distance learning in forward-looking actions. It is considered that this experience may be reflected to the following studies.

Under **Component 1**, consultative meetings, some of the participants of which are from EU countries, was held through virtual environment and fact-finding activities that also include interviews and exchange of opinions related to recommendation reports prepared were carried out under the activities “a legal regulation to increase the income of local administrations in the light of experience in other countries”, “review of relevant provisions of the Law No.3572 on Business and Operating Licences and Regulation for Business Licence”, “collection of municipal accounts receivable”, “the development of a performance management system to be used by Metropolitan Municipalities and District Municipalities”.

Under **Component 2**, the major part of needs assessments, stakeholder consultation and training events for “assessing the impact of the implementation of legislation on local administrations”, “developing a software system for monitoring the progress against the implementation of reforms in local administration”, “developing models for the implementation of New Metropolitan Municipality Model in different contexts and enhancing cooperation and collaboration among the MMs based on the modelling developed”, “developing and implementing customized General Management and Job Skills Training Module for new MMs”, “conducting a current situation analysis to prepare a roadmap concerning the evolving role of neighbourhood management based on new metropolitan local

administration system”, “developing and implementing participatory local governance model for the New Metropolitan Municipality”, “designing and implementing capacity enhancement programmes on urban awareness for the staff of Women Centres, Child Development Centres and other relevant social service units at local level”, “designing and implementing capacity enhancement programmes on urban awareness to be delivered to selected staff of Metropolitan Municipalities” were carried out remotely.

As can be seen above, under Component 2, it was foreseen to organize activities to strengthen interaction between municipalities and to facilitate mutual learning processes among municipalities and to organize training events to develop the capacity of elected and appointed local managers as well as to improve practices in social service delivery and citizen participation..

Three outcomes to be achieved under LAR III Project Component 2 were defined as: (1) Strengthening Administrative and Operational Capacities of Local Administrations for the Implementation of the New Metropolitan Municipality Model; (2) Enhancing Institutional Capacity of the Local Administrations in terms of Service Delivery and Adoption of the Principles of Democratic Governance; (3) Supporting Public Awareness and Urbanization through institutional and individual capacity development programmes.

The activities planned to Enhance Institutional Capacity of the Local Administrations in terms of Service Delivery and Adoption of the Principles of Democratic Governance may be outlined as follows: A software to be developed for monitoring the impact of the implementation of the local administration legislation and the progress made in this field; modelling for the implementation of new Metropolitan Municipality Model; **developing and implementing customized training modules for general management and job skills training to be delivered to new MMs by MoEU/GDLG**; conducting a current situation analysis concerning the evolving role of neighbourhood management. And creating a roadmap for the development of the new local administration system introduced especially with the announcement of new MMs.

The rationales for the study designed for the development and implementation of customized training modules for general management and job skills training to be delivered to new MMs by MoEU/GDLG were listed as follows in the Inception Report (dated January 2019):

- The Discussions of Preparatory Committee on 11th National Development Plan (2019-2023) under the auspices of the Strategy and Budget Office of the Presidency of the Republic of Turkey emphasized the need for qualified personnel in local administrations.
- In the process of implementing reforms, it is known that one of the most important issues encountered is lack of skills. Therefore, the need for quality training programmes in the fields of general management and job skills of elected and appointed managers, communication, the management of change, local administrations reform and international best practices continues.
- In order to ensure the sustainability of training efforts, it is expected that the UMT and/or regional unions will demonstrate an ownership of the modules developed and be willing to present these training modules.

2.1.1. LAR III Training Needs Assessment

The Training Needs Assessment conducted in the light of general framework drawn above constitutes the first step of the activity of **“developing and implementing customized training modules for general management and job skills training to be delivered to new MMs by MoEU/GDLG”** under LAR III Project Capacity Building Component.

The Training Needs Assessment was conducted in three stages in line with description of action prepared for this activity and its outputs:

1. The first stage consisted of preparatory works involving the drafting of three separate Training Needs Questionnaires targeting MM councillors, MM managers and MDM managers and an information note regarding the objectives of the TNA and how it would be conducted, and those Training Needs Questionnaires were finalized in line with views and comments of key stakeholders (UNDP, MoEU/GDLG, Mol/GDLG and UMT).
2. In the second stage the MoEU delivered the explanatory note regarding the implementation and the data collection along with the links to the online software upload.
3. Following the consistency check, the collected data were analysed to underpin the decision-making. The draft training programme was developed based on these findings.

2.1.1.1. Objective of Training Needs Assessment

The objective of capacity building actions in periods of change is generally outlined as follows: To ensure that the roles and responsibilities of individuals are understood better and a positive attitude regarding cooperation and partnerships is adopted, to develop general management and communication skills, to conduct decision-making procedures by using participatory methods, to ensure that services are delivered to disadvantaged groups are improved by taking into consideration gender equality with project-based social and economic development works.

Training needs assessments are critical for increasing the service quality in local administrations, ensuring the efficiency in the utilization of resources and obtaining successful outcomes, assessing institutional capacity and identifying individuals' needs for improved attitude, information and skills.

The objective of the studies conducted to identify training needs under LAR III Component 2 was to identify training needs which may be defined as the difference between existing knowledge level of elected and appointed local managers who have to deal with complex issues regarding the management of new MMs and knowledge and skills that reform practices require with a view prepare training programme and plans based on these needs for the use of Mol, MoEU and UMT.

2.1.1.2. Scope of Training Needs Assessment

The scope of LAR III Training Needs Assessment was defined by taking into consideration various capacity building activities planned within LAR III Project as well as the experience gained and lessons learnt from international and national practices regarding capacity building in local administrations. Considering that knowledge and skills needed have similarities in several countries and these priorities do not change much in time, the scope was defined with a view to increase the sustainability prospects of similar activities in order to use resources effectively and efficiently and to plan capacity building actions in local administrations in a complementary manner: The syllabus developed under UMT Municipal Academy based on previous assessments to meet similar needs was used as the starting point.

However, courses related to capacity building activities which are planned to address different subjects with different methods under LAR III Component 2 were excluded from the scope and the subjects identified as requirements in various resources were included in the scope. In this framework, Training Needs Assessment includes 44 subjects and 245 courses in total in three fields including Main Service Delivery Areas, Legislation and Vision Training which constitute the syllabus of UMT Municipal Academy.

2.1.1.3. Target Groups of Training Needs Assessment and Selection

Three target groups that represent 30 MMs for Training Needs Assessment were identified: (1) Elected MM councillors; (2) managers of MMs; (3) managers of 251 MDMs with population of 50,000.

Based on the regulation on standard job positions, 6641 units including 1074 units in MMs and 5567 service delivery units in MDMs and a total of 2209 MM Councillors were included in the target group of Training Needs Assessment.

The service delivery units in the MMs, all unit managers in MDMs were included in the target group and a selection method to identify MM Councillors to be included in the target group was decided upon.

2.1.1.4. Data Collection Tools for Training Needs Assessment

Training Needs Questionnaires organized separately for different target groups are composed of 3 groups of questions: (1) Questions concerning the name and contact details of respondents so that training programmes prepared are announced and applications are received in the personal details section composed of different questions for each group; (2) questions concerning titles, duties, working spaces, professional experience and their information sources related to their duties composed of different questions for each group; (3) a standard section including the training catalogue of UMT aligned with the objective of the activity by excluding some courses. The options in the last section are composed of the subjects and courses to be selected from three fields grouped including Main Service Delivery Areas, Legislation and Vision Training.

Training Needs Questionnaires developed to collect data for Training Needs Assessment were designed as an online tool by using the software called *Jotform*. (For Training Needs Questionnaires, see ANNEX 1 and ANNEX 2)

2.1.1.5. Data Collection Method for Training Needs Assessment

Data collection process for Training Needs Assessment was implemented under the coordination of MMs and in cooperation with MDMs and it was closely followed by LAR III Technical Assistance Team. It was recommended that the coordination of the process was undertaken by a senior government official in MMs (preferably the Assistant Secretary-General for administrative affairs), and an official to be identified by MDMs.

While the terms of reference of the Project stated that 900 people would participate in training activities, it was decided to deliver Needs Assessment Questionnaire to a broader group by considering that the response rate could be lower through an online tool.

Decisions on how and to whom Online Training Needs Questionnaires would be distributed was identified by key stakeholders and MMs were informed about their roles regarding the initiation and implementation of the data compilation process. (For the relevant correspondence, see ANNEX 1 and ANNEX 2)

Considering the size of target group and the limits of planned resources of the project, no prioritization was conducted in terms of units and individuals to whom forms would be delivered. Accordingly, units and individuals to whom the questionnaires would be communicated were identified as follows:

Managers of MMs Expected to Fill in Training Needs Questionnaires: Assistant Secretary-Generals, Head of Inspection Department, all Heads of Department, Legal Advisors, General Directors, Managers of Affiliated Entities and Branch Managers to be approved by them.

The form was communicated to MMs to be filled in by 2 (1 as a substitute) managers in each unit (head of department, Branch Manager or their deputies) who may participate in the training.

Managers of MDMs Expected to Fill in Training Needs Questionnaires: The form was communicated to MDMs to be filled in by 2 municipal in each unit managers (vice mayors, directors and their deputies) (1 as a substitute), who may participate in the training.

Elected MM councillors Expected to Fill in Training Needs Questionnaires: For fair representation the MMs were requested to deliver the Questionnaires to 10 councillors, 5 from central districts (predominantly having characteristics of urban settlement) and 5 from rural districts (predominantly having characteristics of rural settlement and/or being physically further from metropolitan centre) representing 3 political parties which have the maximum number of councillors in every metropolitan council. Forms were communicated to councillors by MMs.

2.1.1.6. Data Processing Activities for Training Needs Assessment

Training Needs Questionnaires which were communicated to MMs were referred to electronic mail addresses of 1600 MM managers and 502 MDM managers (one representative from each unit as substitute) and 900 MM Councillors. Training Needs Questionnaires were communicated to municipalities on 14 December 2020 and the deadline set for receiving a response was 23 December 2020, later extended until 29 December 2020. The responses were directly sent to LAR III Technical Assistance Team through the online system. As of 29 December 2020 Technical Assistance Team received a total of 1611 responses.

Data analysis started with the filtering and analysis of raw data in the *JotForm* software in 3 separate *Excel* tables for MMs, Councillors and MDMs. Using excel functions and pivot tables, each group is analysed by their respective MMS, the length of their service in their current positions, the subjects and courses on which they need to acquire knowledge and skills in the order of their preference.

The preferred subjects/course options were analysed under 3 groups (Main Service Delivery Group, Legislation Group and Vision Group) in the Needs Assessment Questionnaire. There were 26 subjects under Main Service Group, 10 subjects under Legislation Group and 8 subjects under Vision Group.

The respondents were requested to select maximum 3 subjects from each group and 2 courses under each subject they consider as a priority need. The respondents selected 193 courses.

The subjects and courses were put in the order of frequency starting from the highest for each target group. When the courses are examined according to the change in the curve of decreasing total, it was observed that decrease rate of the slope of the curve slowed down after 30-31st line. Since it was predicted that the demand for courses in lower rows had a risk to be insufficient for creating a group, the analysis was limited to the courses in the first 30 rows. Total number of responses to select the first 30 courses cover 53% of total applications. This rate is 51% for MMs, 55% for MM Councillors and MDMs.

Comparison of the selection by the three target groups for the first 30 courses revealed that 21 courses were among the priorities of all 3 groups. The municipal staff in the MMs and MDMs selected 26 courses in common, and 21 courses were selected both by MM and Councillors.

The data collected through Training Needs Questionnaires, were compiled and grouped by using simple statistical analysis methods and the tables including number and percentage distributions for each question were visualized in Chapter 3 through bar, map or pie charts.

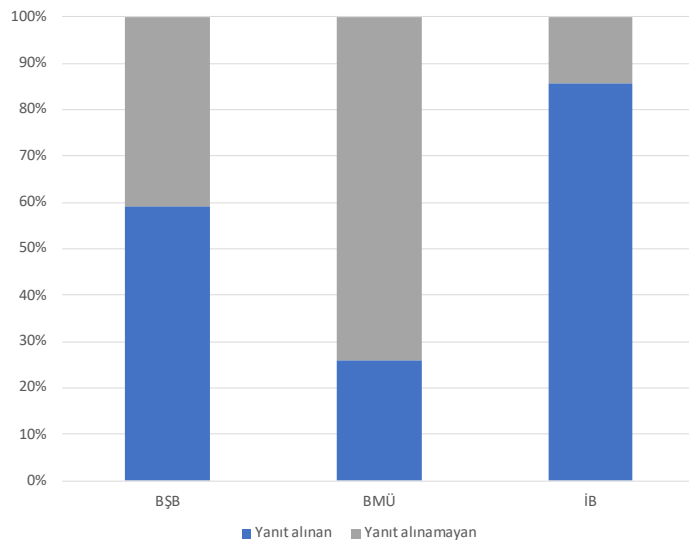
Chapter 3: FINDINGS OF TRAINING NEEDS ASSESSMENT

Training Needs Questionnaires circulated online to 30 MMs and MDMs with population of 50.000 or more were responded by **1,611 people** in total until the close of business on 29 December 2020.

The distribution of return by groups is as follows:

- Training Needs Questionnaires circulated to **1600** managers of 30 MMs were responded by **946** managers.
 - Training Needs Questionnaires circulated to **900** councillors of 30 metropolitan municipal councils have been responded by **234** councillors.
- Training Needs Questionnaires circulated to **502** managers of MDMs with the population of over 50.000 affiliated with 30 MMs, were responded by **431** MDM managers.

Figure 1 Return Rate of Training Needs Questionnaires



| MMs | MM Councillors | DMs |
|---------------|----------------|-------------------|
| Response rate | | Non-response rate |

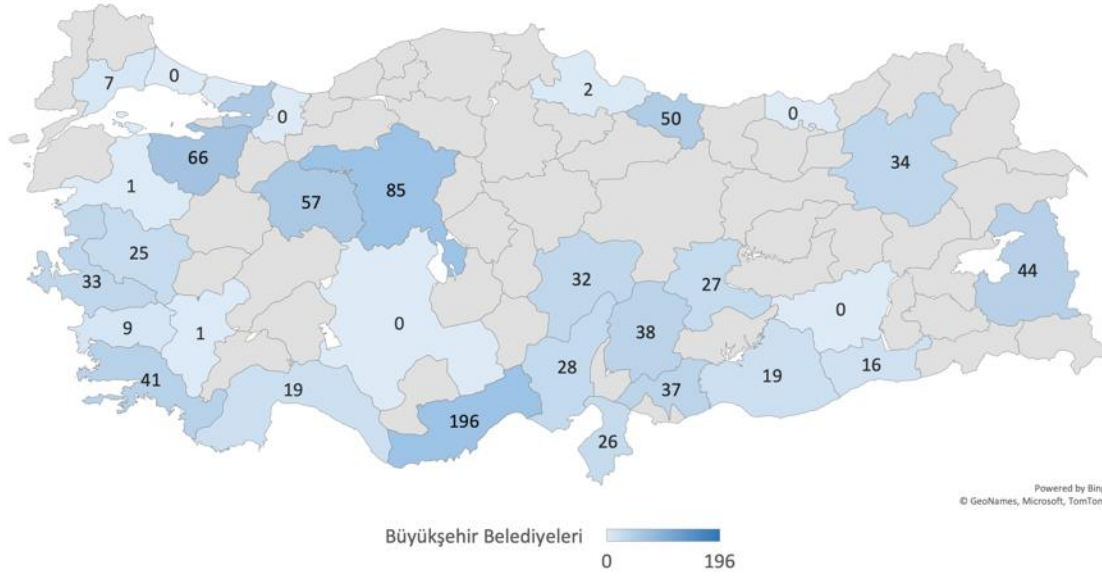
3.1. Geographical Distribution of TNA Respondents

Responses were received from 946 people on behalf of 25 MMs and 5 MMs did not respond to the survey:

- Diyarbakır MM
- İstanbul MM
- Konya MM
- Sakarya MM
- Trabzon MM

The distribution of responses of MMs by provinces is indicated in Figure 1.

Figure 2 Geographical Distribution of Responses to Training Needs Questionnaires



Metropolitan Municipalities

Across the 231 responses from the MM Councillors, it was observed that Municipal Councillors of 17 MMs responded to the survey and councillors of MMs below did not respond to the survey:

- Balıkesir MM
- Denizli MM
- Diyarbakır MM
- Erzurum MM
- Gaziantep MM
- Hatay MM
- Istanbul MM
- Konya MM
- Malatya MM
- Mardin MM
- Samsun MM
- Trabzon MM
- Van MM

Returns from **District Municipalities** represented 28 MMs and a total of **124 MDMs** responded to the survey.

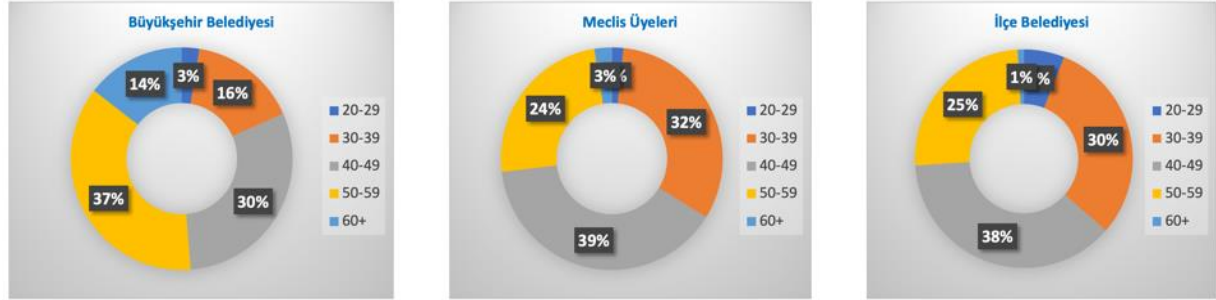
Since the training programme is executed depending on the demand, it was assumed that MMs and MDMs whose managers and/or councillors did not respond did not need to benefit from training programme and an additional notice was not circulated to them.

3.2. Demographic Profile of TNA Respondents

3.2.1. Distribution by Age

Respondents to the form in MMs are predominantly in the age group of 50-59 years, Councillors and respondents to the form in MDMs are often in the age group of 40-49 years.

Figure 3 Distribution of TNA Respondents by Age

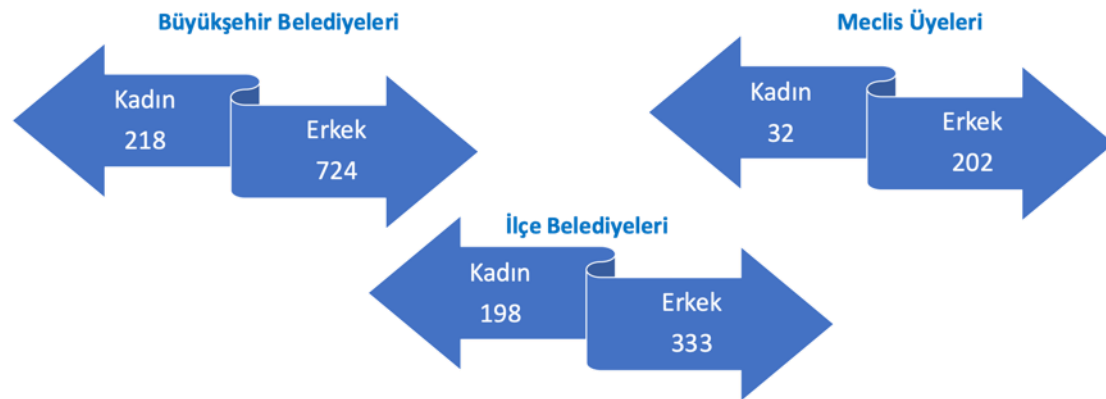


| | | |
|-----|-------------|------|
| MMs | Councillors | MDMs |
|-----|-------------|------|

3.2.2. Distribution by Gender

According to MMs, Councillors and MDMs, a vast majority of respondents are men. In addition, a vast majority of councillors are men in terms of rates of women-men.

Figure 4 Distribution of TNA Respondents by Gender

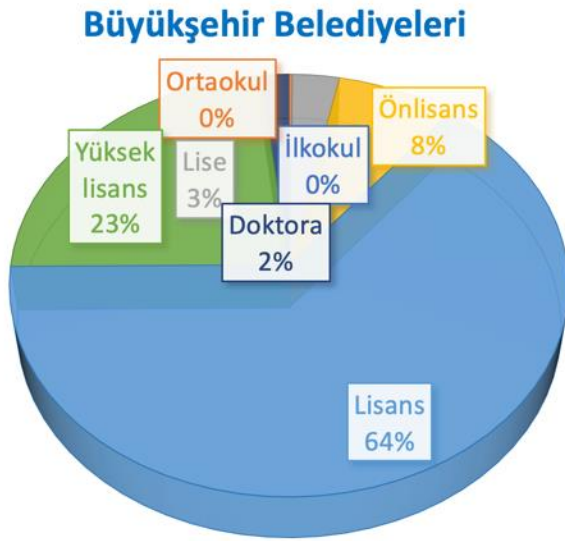


| MMs | | Councillors | | MDMs | |
|--------|------|-------------|------|--------|------|
| Female | Male | Female | Male | Female | Male |
| 218 | 724 | 32 | 202 | 198 | 333 |

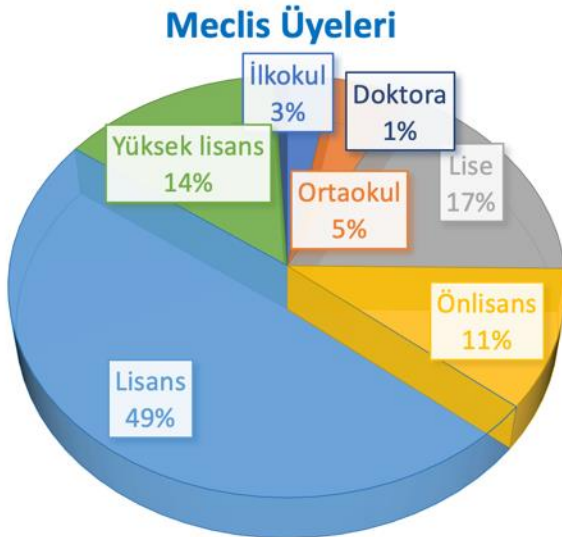
3.2.3. Distribution by Educational Attainment

More than half of people who responded to the survey on behalf of MMs and MDMs and almost half of councillors had bachelor's degree.

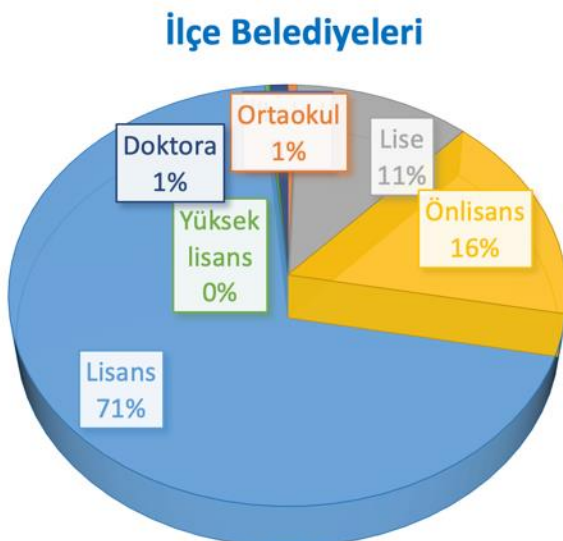
Figure 5 Distribution of TNA Respondents by Educational Attainment



| MMs | |
|---------------------------|-----|
| Primary education | 0% |
| Lower secondary education | 0% |
| Upper secondary education | 3% |
| Associate degree | 8% |
| Bachelor's degree | 64% |
| Master's degree | 23% |
| Doctoral degree | 2% |



| Councillors | |
|---------------------------|-----|
| Primary education | 3% |
| Lower secondary education | 5% |
| Upper secondary education | 17% |
| Associate degree | 11% |
| Bachelor's degree | 49% |
| Master's degree | 14% |
| Doctoral degree | 1% |



| MDMs | |
|---------------------------|-----|
| Lower secondary education | 1% |
| Upper secondary education | 11% |
| Associate degree | 16% |
| Bachelor's degree | 71% |
| Master's degree | 0% |
| Doctoral degree | 1% |

3.3. Duties, Responsibilities and Experience of TNA Respondents

3.3.1. Distribution by Units and Titles

Almost 70% of the TNA respondents on behalf of MMs highlighted that they represented Head of Department / Office of Legal Advisor / Inspection board with a high-level management role. Similarly, it was observed that respondents to questionnaires on behalf of MDMs predominantly worked at managerial levels.

Figure 6 MMs- Distribution by Units and Titles

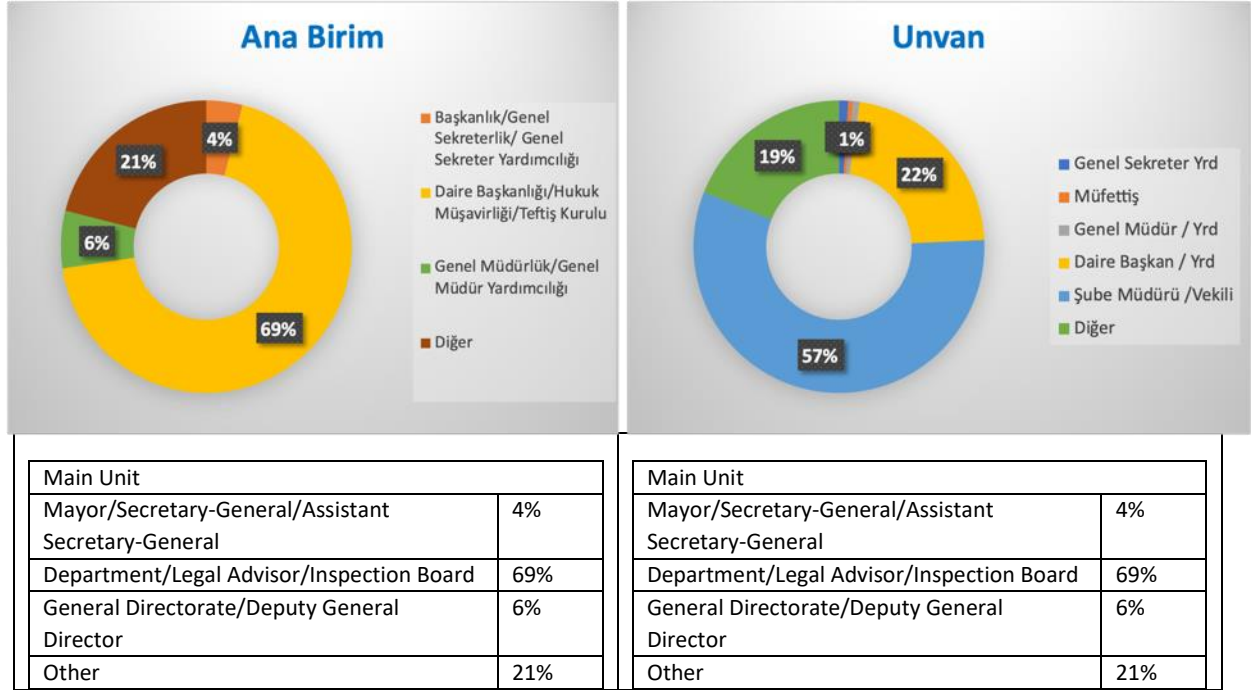
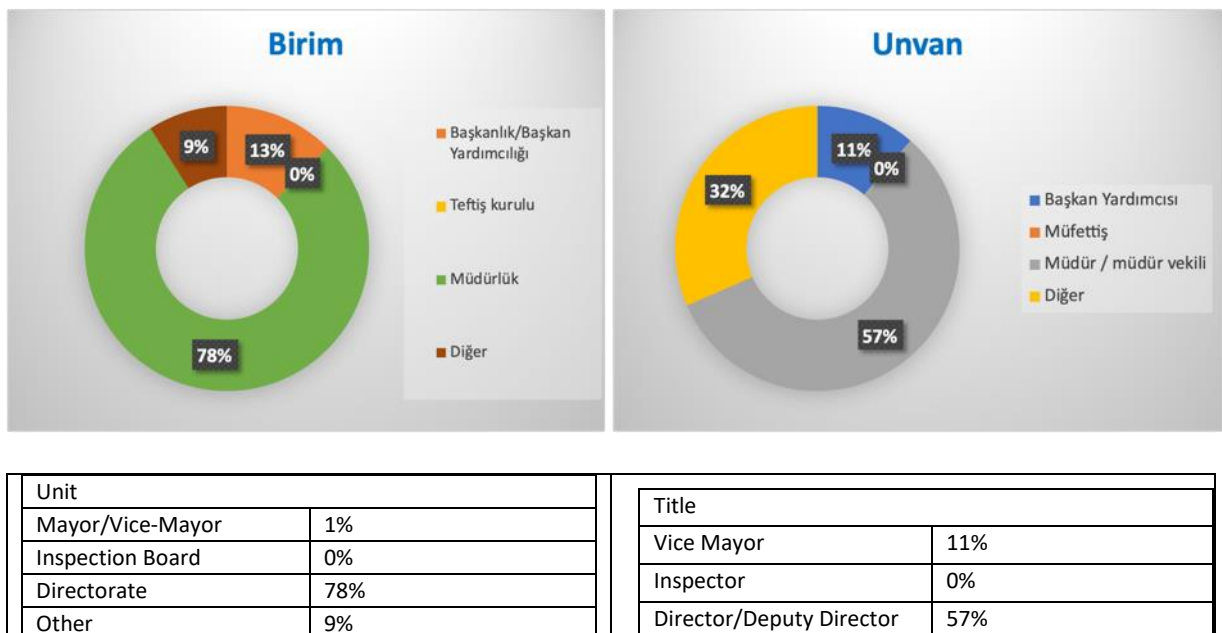


Figure 7 MDMs- Distribution by Units and Titles



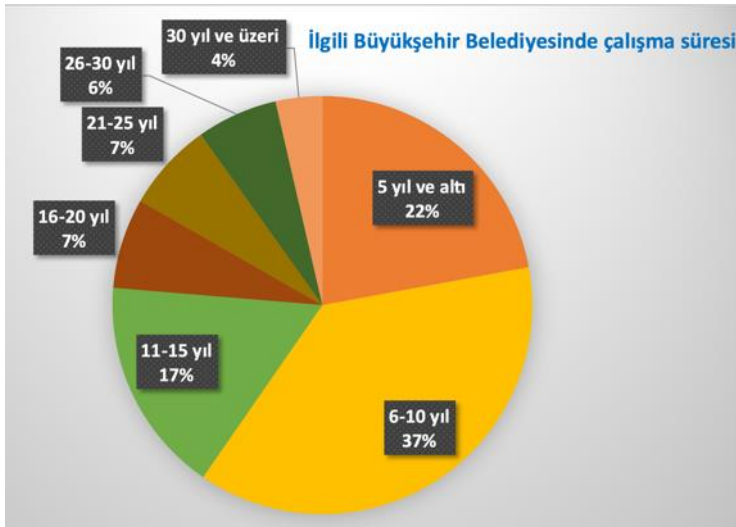
| | | |
|--|-------|-----|
| | Other | 32% |
|--|-------|-----|

3.3.2. Distribution by Period of Service in the Municipality Where They Serve

The respondents to MM Questionnaire at the rates indicated below stated that they worked in MM which they represented or in an affiliated entity:

- 41% of them have worked for more than 15 years,
- 37% of them have worked for 6-10 years,
- 22% of them have worked for less than 5 years.

Figure 8 Period of Service in MM

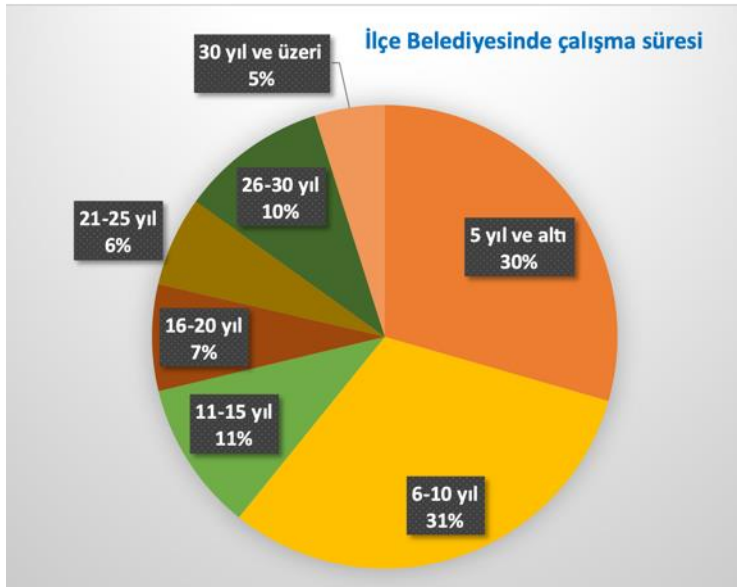


| Period of Service in Relevant MM | |
|----------------------------------|-----|
| 5 years or less | 22% |
| 6-10 years | 37% |
| 11-15 years | 17% |
| 16-20 years | 7% |
| 21-25 years | 7% |
| 26-30 years | 6% |
| 30 years or more | 4% |

According to MDM Questionnaire, participants at the rates indicated below stated that they worked in MDMs which they represented:

- 39% of them have worked for more than 11 years,
- 31% of them have worked for 6-10 years,
- 30% of them have worked for less than 5 years.

Figure 9 Period of Service in District Municipality

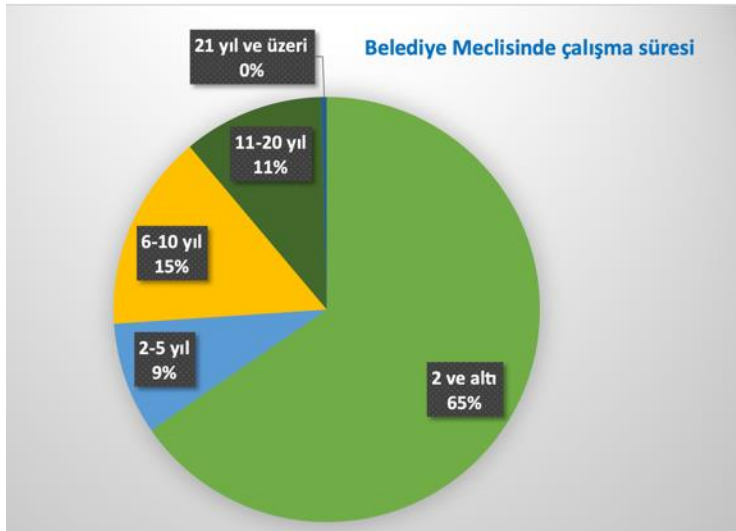


| Period of Service in MDMs | |
|---------------------------|-----|
| 5 years or less | 30% |
| 6-10 years | 31% |
| 11-15 years | 11% |
| 16-20 years | 7% |
| 21-25 years | 6% |
| 26-30 years | 10% |
| 30 years or more | 5% |

Municipal Councillors' period of service is relatively short. Participants at the rates indicated below stated that they continued their duties:

- 11% of them have worked for more than 11 years,
- 15% of them have worked for 6-10 years,
- 9% of them have worked for 2-5 years,
- 65% of them have worked for less than 2 years.

Figure 10 Period of Service in Municipal Council

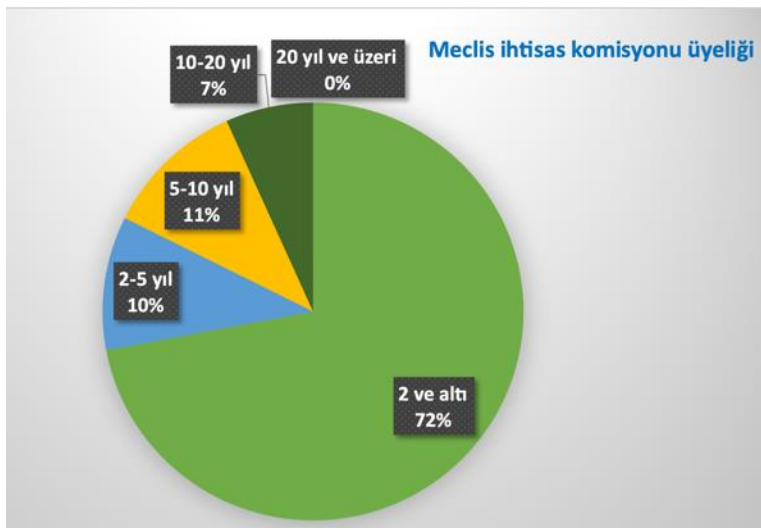


| Period of Service in Municipal Council | |
|--|-----|
| 2 years or less | 65% |
| 2-5 years | 9% |
| 6-10 years | 15% |
| 11-20 years | 11% |
| 21 years or more | 0% |

It was observed that **82%** of councillors who participated in the Questionnaires were members of the Specialist Commissions of the Municipal Councils.

72% of members of the council specialist commission which constitute a vast majority of 193 people stated that they undertook this commission membership for less than 2 years.

Figure 11 Period of Membership in the Specialist Commissions of the Municipal Councils



| Period of Membership in Council Specialist Commission | |
|---|-----|
| 2 ve altı | 72% |
| 2-5 yıl | 10% |
| 5-10 yıl | 11% |
| 10-20 yıl | 7% |
| 20 yıl ve üzeri | 0% |

| | |
|------------------|-----|
| 2 years or less | 72% |
| 2-5 years | 10% |
| 5-10 years | 11% |
| 10-20 years | 7% |
| 20 years or more | 0% |

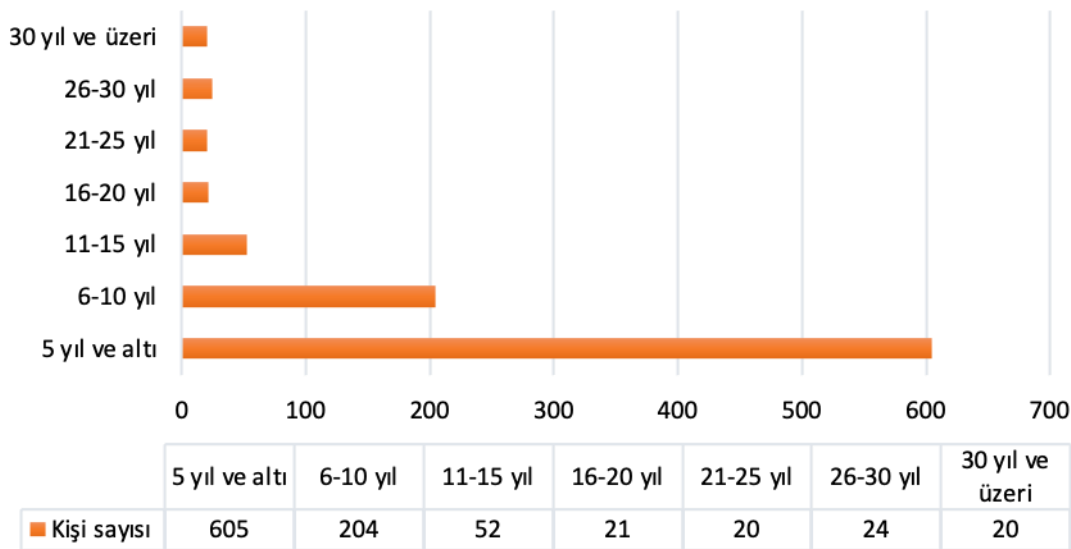
According to these findings, the rate of TNA respondents who had less than 5-year experience in MMs and MDMs was 22% and 30% respectively.

These findings make us think that training efforts that will be organized may meet information needs of both relatively new personnel and newly elected councillors.

3.3.3. Distribution of People by Period of Service in Their Duties

It was observed that a vast majority of people with the rate of 64% who had participated in the Questionnaires from MMs worked in their current positions for 5 years or less.

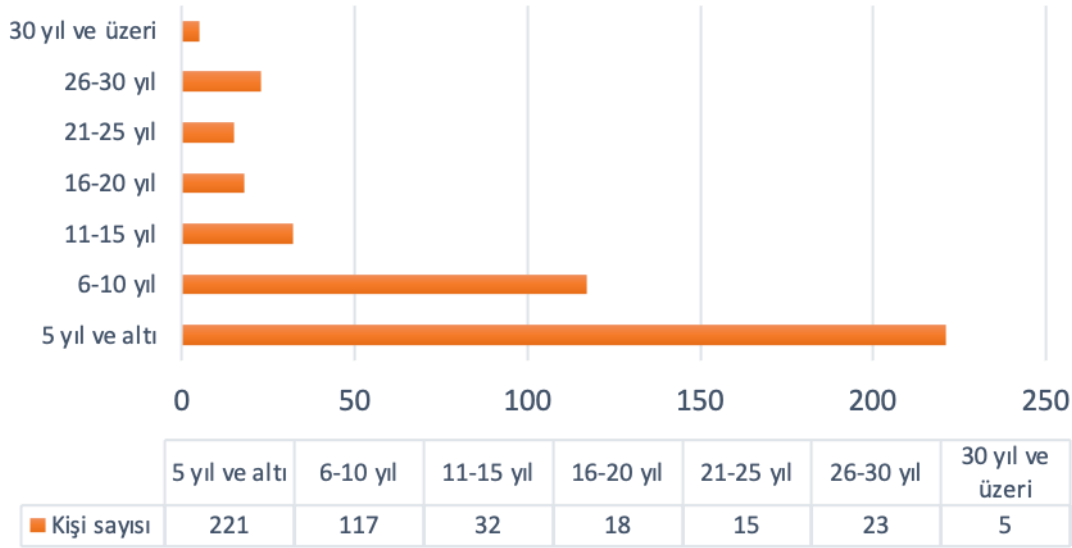
Figure 12 MM- Period of Service in current position



| | 5 years or less | 6-10 years | 11-15 years | 16-20 years | 21-25 years | 26-30 years | 30 years or more |
|------------------|-----------------|------------|-------------|-------------|-------------|-------------|------------------|
| Number of people | 605 | 204 | 52 | 21 | 20 | 24 | 20 |

It was observed that more than half of the people (51%) who participated in the Questionnaires from **MDMs** worked in their current positions for 5 years or less.

Figure 13 District Municipality- Period of Service in current position



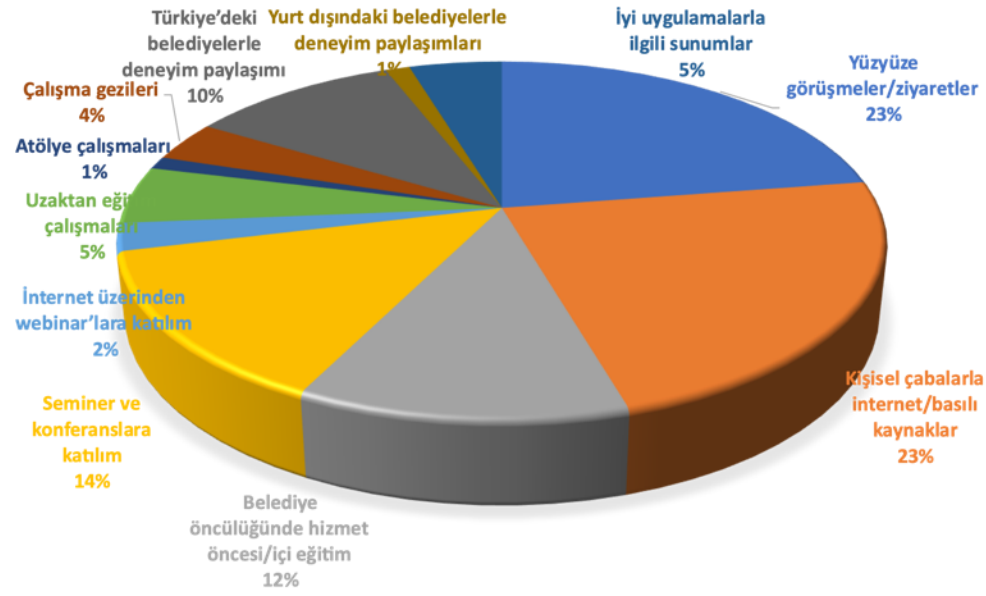
| | 5 years or less | 6-10 years | 11-15 years | 16-20 years | 21-25 years | 26-30 years | 30 years or more |
|------------------|-----------------|------------|-------------|-------------|-------------|-------------|------------------|
| Number of people | 221 | 117 | 32 | 18 | 15 | 23 | 5 |

According to these findings, the rates of MM and MDM managers working in their current positions for less than 5 years, who responded to Training Needs Questionnaires, were 64% and 51% respectively. These findings make us think that changing duties and responsibilities may lead to the need for new information and training activities to be organized may meet these needs.

3.4. Information Sources Used by TNA Respondents to Discharge Their Duties

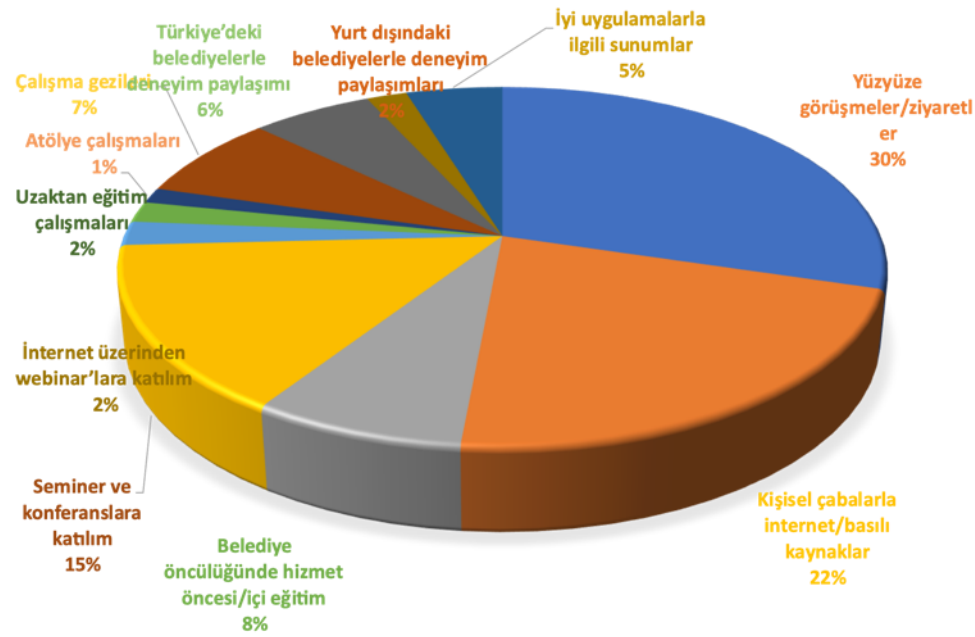
It was stated that 46% of *Metropolitan Municipal* staff benefited from “internet/printed resources with personal efforts” and “face-to-face meetings” to discharge their duties. It was observed that the rate of benefiting from “pre/in-service” training is 12% and the rate of benefiting from online resources and tools is 7%.

Figure 14 Information sources of MM



| Information sources of MM | |
|---|-----|
| Presentations related to good practices | 5% |
| Face-to-face meetings/visits | 23% |
| Internet/printed resources with personal efforts | 23% |
| Municipality-led pre-service/in-service training | 12% |
| Participation in seminars and conferences | 14% |
| Participation in webinars through internet | 2% |
| Distance learning activities | 5% |
| Workshop activities | 1% |
| Study visits | 4% |
| Sharing experience with municipalities in Turkey | 10% |
| Sharing experience with municipalities in other countries | 1% |

Figure 15 Information sources of Municipal Councillors

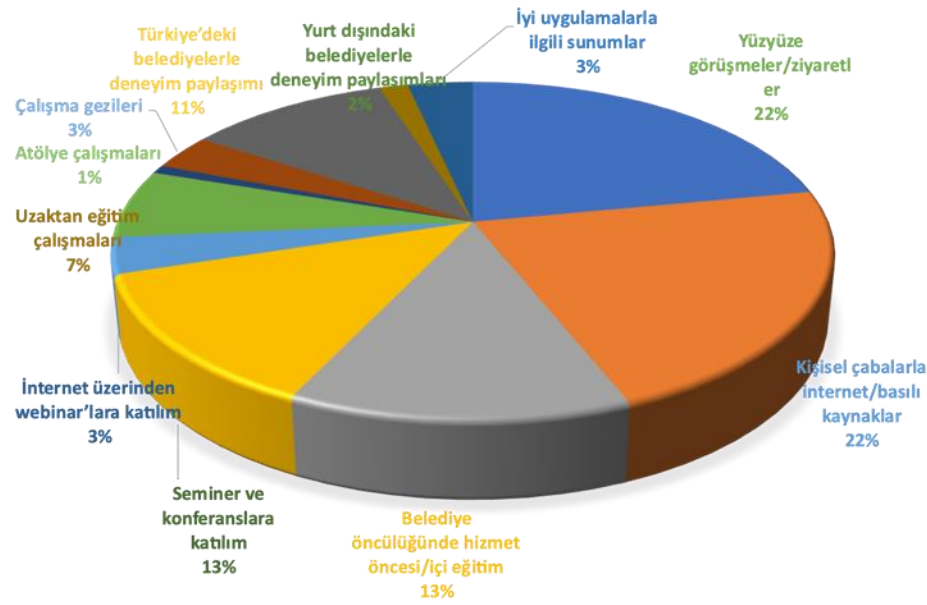


| Information sources of Municipal Councillors | |
|---|-----|
| Presentations related to good practices | 5% |
| Face-to-face meetings/visits | 30% |
| Internet/printed resources with personal efforts | 22% |
| Municipality-led pre-service/in-service training | 8% |
| Participation in seminars and conferences | 15% |
| Participation in webinars through internet | 2% |
| Distance learning activities | 2% |
| Workshop activities | 1% |
| Study visits | 7% |
| Sharing experience with municipalities in Turkey | 6% |
| Sharing experience with municipalities in other countries | 2% |

52% of *MM* councillors stated that they benefited from “internet/printed resources with personal efforts” and “face-to-face meetings” to discharge their duties.

It was observed that the rate of benefiting from “pre/in-service” training is 8% and the rate of benefiting from online resources and tools is 4%.

Figure 16 Information sources of MDMs



| Information sources of MDMs | |
|---|-----|
| Presentations related to good practices | 3% |
| Face-to-face meetings/visits | 22% |
| Internet/printed resources with personal efforts | 22% |
| Municipality-led pre-service/in-service training | 13% |
| Participation in seminars and conferences | 13% |
| Participation in webinars through internet | 3% |
| Distance learning activities | 7% |
| Workshop activities | 1% |
| Study visits | 3% |
| Sharing experience with municipalities in Turkey | 11% |
| Sharing experience with municipalities in other countries | 2% |

It was observed that 44% of District Municipal staff benefited from “internet/printed resources with personal efforts” and “face-to-face meetings” to discharge their duties.

The rate of benefiting from “pre/in-service” training is 13% and the rate of benefiting from online resources and tools is 10%.

These findings indicate that the rate of benefiting or being able to benefit from pre- or in-service training remained in the range of 8-13% for each of three groups. Almost half of respondents to the form or more than half of them from each of three groups also stated that they benefited from internet, printed resources and face-to-face meetings to discharge their duties.

While the rate of benefiting from training programmes provided through internet is not very high for each of three groups, training activities under LAR III will be planned based on demands, which may have a potential to produce useful results for this group who predominantly organize learning processes by themselves.

Given that this group benefits from information obtained from personal communication, experience sharing and good practices, including personal experience of individuals while planning training activities under LAR III may attract participants' attention.

3.5. Fields that TNA Respondents Need to Be Informed while Discharging Their Duties

The distribution of the most requested 30 courses by MM, Councillors and MDMs are indicated below.

Figure 17 Distribution of the most requested 30 courses by 3 groups



Table 1 The 30 prioritised courses for each of three groups in the order of precedence

| DersKodları | Toplam talep | Toplam Talep sıralama | BŞB Talep | BŞB Sıralama | BMÜ | BMÜ Sıralama | BİB talep | BİB Sıralama |
|--|--------------|-----------------------|-----------|--------------|-----|--------------|-----------|--------------|
| İKY-100 İnsan Kaynakları Yönetimi | 549 | 1 | 311 | 4 | 59 | 7 | 179 | 1 |
| EBL-100 E-Belediyeçilik Hizmetleri | 536 | 2 | 344 | 1 | 25 | 25 | 167 | 2 |
| BEM-120 Belediyelerin Görev ve Yetkileri | 516 | 3 | 322 | 2 | 51 | 14 | 143 | 5 |
| PRJ-100 Belediyeler için Ulusal ve Uluslararası Fon Kaynakları | 513 | 4 | 299 | 5 | 57 | 8 | 157 | 3 |
| PRJ-110 Proje Döngüsü Yönetimi | 507 | 5 | 297 | 6 | 57 | 9 | 153 | 4 |
| İKY-110 Liderlik ve Yönetici Geliştirme | 504 | 6 | 313 | 3 | 55 | 11 | 136 | 6 |
| ŞHR-100 Yaşanabilir Şehirler | 404 | 7 | 210 | 7 | 84 | 3 | 110 | 8 |
| BEM-110 Temel Belediyeçilik Bilgisi | 367 | 8 | 207 | 8 | 51 | 15 | 109 | 9 |
| ŞHR-131 Akıllı Kentler | 295 | 9 | 184 | 9 | 40 | 17 | 71 | 15 |
| KKG-100 İletişim ve Halkla İlişkiler | 295 | 10 | 168 | 10 | 29 | 22 | 98 | 10 |
| EGT-100 Belediyelerin Eğitim Hizmetleri | 277 | 11 | 145 | 12 | 8 | | 124 | 7 |
| İMH-100 İmar Hukuku | 269 | 12 | 102 | 20 | 94 | 1 | 73 | 13 |
| KKG-160 Kriz Yönetimi ve Sorun Çözümü | 251 | 13 | 155 | 11 | 19 | | 77 | 11 |
| İKG-130 Kalite yönetimi | 235 | 14 | 138 | 13 | 21 | 29 | 76 | 12 |
| İMP-100 İmar Planlarının Yapımı ve Uygulaması | 234 | 15 | 85 | 27 | 89 | 2 | 60 | 18 |
| ŞHR-120 Marka Şehirler | 213 | 16 | 102 | 21 | 54 | 12 | 57 | 19 |
| KAT-100 Katılım ve Yerel Demokrasi | 199 | 17 | 119 | 15 | 36 | 18 | 44 | 26 |
| KYD-110 Katılımcı Planlama | 186 | 18 | 114 | 18 | 31 | 20 | 41 | 29 |
| PEM-100 Personel İstihdam Yöntemleri | 179 | 19 | 91 | 25 | 15 | | 73 | 14 |
| KST-100 Kültür ve Sanat Hizmetleri | 179 | 20 | 87 | 26 | 21 | 30 | 71 | 16 |
| İHM-100 Kamu İhale Mevzuatına Giriş | 175 | 21 | 120 | 14 | 18 | | 37 | |
| KKG-170 Zaman Yönetimi ve Verimli Çalışma | 174 | 22 | 118 | 17 | 13 | | 43 | 27 |
| KKG-110 Diksiyon ve Güzel Konuşma | 174 | 23 | 95 | 23 | 31 | 21 | 48 | 24 |
| DİP-110 Uluslararası Protokol eğitimi | 173 | 24 | 106 | 19 | 13 | | 54 | 21 |
| EKO-100 Ekonomi ve Ticaretin Geliştirilmesi | 171 | 25 | 98 | 22 | 28 | 23 | 45 | 25 |
| İMP-110 Büyükşehirlerde İmar Yönetimi | 167 | 26 | 82 | 30 | 64 | 5 | 21 | |
| YAZ-100 Resmî Yazışma Kuralları | 165 | 27 | 119 | 16 | 0 | | 46 | 24 |
| PEM-160 Disiplin Uygulamaları | 140 | 28 | 85 | 28 | 6 | | 49 | 22 |
| MAY-100 Kamu Mali Yönetim Sistemi | 135 | 29 | 83 | 29 | 21 | 31 | 31 | |
| İHM-250 Devlet İhale Kanunu ve Uygulaması | 132 | 30 | 95 | 24 | 14 | | 23 | |
| KKG-120 Sunum Teknikleri | 104 | 31 | 82 | 31 | 5 | | 17 | |
| KDÖ-130 Kentsel Dönüşümün Yönetimi ve Finansmanı | 98 | 32 | 0 | | 56 | 10 | 42 | 28 |
| YAZ-110 Meclis ve Encümen Kararları | 84 | 33 | 44 | | 11 | | 40 | 30 |
| YAZ-120 Arşiv ve Belge Yönetimi | 74 | 34 | 0 | | 74 | 4 | 0 | |
| KST-110 Turizm Hizmetleri | 61 | 35 | 0 | | 0 | | 61 | 17 |
| KDÖ-100 Yenileme Alanları ve Tespiti | 60 | 36 | 0 | | 60 | 6 | 0 | |
| SOS-100 Belediyelerde Sosyal Yardım | 56 | 37 | 0 | | 0 | | 56 | 20 |
| İMH-100 Kamulaştırma | 52 | 38 | 0 | | 52 | 13 | 0 | |
| BEG-100 Belediye Gelirleri | 43 | 39 | 0 | | 43 | 16 | 0 | |
| SOS-140 Aynı ve Nakdi Yardımlar | 39 | 40 | 0 | | 0 | | 39 | 31 |
| İMH-150 Taşınmaz Geliştirme ve Değerleme | 33 | 41 | 0 | | 33 | 19 | 0 | |
| ŞHR-130 Şehirlerin Kültürel Mirası | 26 | 42 | 0 | | 26 | 24 | 0 | |
| TAR-100 Belediyelerin Tarım Hizmetleri | 23 | 43 | 0 | | 23 | 26 | 0 | |
| TAR-110 Belediyeleri Hayvancılık Hizmetleri | 22 | 45 | 0 | | 22 | 27 | 0 | |
| KTA-110 Park, Bahçe ve Oyun Alanı Düzenlemesi | 66 | 46 | 23 | | 22 | 28 | 21 | |

Programa dahil edilen dersler

| Course Codes | Total Demand | Sorting by Total Demand | MM Demand | MM Sorting | MM Councillor | MM Councillor Ranking | MDM Demand | MDM Sorting |
|---|--------------|-------------------------|-----------|------------|---------------|-----------------------|------------|-------------|
| İKY-100 Human Resources Management | 549 | 1 | 311 | 4 | 59 | 7 | 179 | 1 |
| EBL-100 E-Municipality Services | 536 | 2 | 344 | 1 | 25 | 25 | 167 | 2 |
| BEM-120 Duties and Powers of Municipalities | 516 | 3 | 322 | 2 | 51 | 14 | 143 | 5 |
| PRJ-100 National and International Sources of Funds | 513 | 4 | 299 | 5 | 57 | 8 | 157 | 3 |
| PRJ-110 Project Cycle Management | 507 | 5 | 297 | 6 | 57 | 9 | 153 | 4 |
| İKY-110 Leadership and Manager Development | 504 | 6 | 313 | 3 | 55 | 11 | 136 | 6 |
| ŞHR-100 Liveable Cities | 404 | 7 | 210 | 7 | 84 | 3 | 110 | 8 |
| BEM-110 Basic Information on Municipality | 367 | 8 | 207 | 8 | 51 | 15 | 109 | 9 |
| ŞHR-131 Smart Cities | 295 | 9 | 184 | 9 | 40 | 17 | 71 | 15 |
| KKG-100 Communication and Public Relations | 295 | 10 | 168 | 10 | 29 | 22 | 98 | 10 |
| EGT-100 Education Services of Municipalities | 277 | 11 | 145 | 12 | 8 | | 124 | 7 |
| İMH-100 Zoning Law | 269 | 12 | 102 | 20 | 94 | 1 | 73 | 13 |
| KKG-160 Crisis Management and Dispute Resolution | 251 | 13 | 155 | 11 | 19 | | 77 | 11 |

| | | | | | | | | |
|--|-----|----|-----|----|----|----|----|----|
| IKG-130 Quality Management | 235 | 14 | 138 | 13 | 21 | 29 | 76 | 12 |
| IMP-100 Preparation and Implementation of Land Development Plans | 234 | 15 | 85 | 27 | 89 | 2 | 60 | 18 |
| ŞHR-120 Brand Cities | 213 | 16 | 102 | 21 | 54 | 12 | 57 | 19 |
| KAT-100 Participation and Local Democracy | 199 | 17 | 119 | 15 | 36 | 18 | 44 | 26 |
| KYD-110 Participatory Planning | 186 | 18 | 114 | 18 | 31 | 20 | 41 | 29 |
| PEM-100 Staffing Methods | 179 | 19 | 91 | 25 | 15 | | 73 | 14 |
| KST-100 Culture and Arts Services | 179 | 20 | 87 | 26 | 21 | 30 | 71 | 16 |
| IHM-100 Introduction to Public Procurement Legislation | 175 | 21 | 120 | 14 | 18 | | 37 | |
| KKG-170 Time Management and Work Efficiency | 174 | 22 | 118 | 17 | 13 | | 43 | 27 |
| KKG-110 Diction and Eloquence | 174 | 23 | 95 | 23 | 31 | 21 | 48 | 24 |
| DIP-110 International Protocol Training | 173 | 24 | 106 | 19 | 13 | | 54 | 21 |
| EKO-100 Development of Economy and Trade | 171 | 25 | 98 | 22 | 28 | 23 | 45 | 25 |
| IMP-110 Land Development Management in Metropolises | 167 | 26 | 82 | 30 | 64 | 5 | 21 | |
| YAZ-100 Official Correspondence Rules | 165 | 27 | 119 | 16 | 0 | | 46 | 24 |
| PEM-160 Discipline Practices | 140 | 28 | 85 | 28 | 6 | | 49 | 22 |
| MAY-100 Public Financial Management System | 135 | 29 | 83 | 29 | 21 | 31 | 31 | |
| IHM-250 Public Procurement Law and Implementation | 132 | 30 | 95 | 24 | 14 | | 23 | |
| KKG-120 Presentation Techniques | 104 | 31 | 82 | 31 | 5 | | 17 | |
| KDÖ-130 Management and Financing of Urban Regeneration | 98 | 32 | 0 | | 56 | 10 | 42 | 28 |
| YAZ-110 Decisions of the Council and Executive Committee | 84 | 33 | 44 | | 11 | | 40 | 30 |
| YAZ-120 Archive and Document Management | 74 | 34 | 0 | | 74 | 4 | 0 | |
| KST-110 Tourism Services | 61 | 35 | 0 | | 0 | | 61 | 17 |
| KDÖ-100 Renovation Areas and Identification of them | 60 | 36 | 0 | | 60 | 6 | 0 | |
| SOS-100 Social Assistance in Municipalities | 56 | 37 | 0 | | 0 | | 56 | 20 |
| IMH-100 Expropriation | 52 | 38 | 0 | | 52 | 13 | 0 | |
| BEG-100 Municipal Revenues | 43 | 39 | 0 | | 43 | 16 | 0 | |
| SOS-140 In-kind and Cash Aids | 39 | 40 | 0 | | 0 | | 39 | 31 |
| IMH-150 Development and Valuation of Immovables | 33 | 41 | 0 | | 33 | 19 | 0 | |
| ŞHR-130 Cultural Heritage of Cities | 26 | 42 | 0 | | 26 | 24 | 0 | |
| TAR-100 Agricultural Services of Municipalities | 23 | 43 | 0 | | 23 | 26 | 0 | |
| TAR-110 Livestock Services of Municipalities | 22 | 45 | 0 | | 22 | 27 | 0 | |
| KTA-110 Arrangement of Parks, Gardens and Playgrounds | 66 | 46 | 23 | | 22 | 28 | 21 | |

Courses included in the programme

The above-mentioned analyses underpin the preparation of the content, scope and draft programme elaborated in Sections 4.4 and 4.5 in relation to the scope, priority issues and contents to be organized under LAR III.

Chapter 4: PROPOSED FRAMEWORK FOR CAPACITY BUILDING PROGRAMMES

In this Chapter, training approach, scope and content of the capacity building programme which will be prepared taking into account, first the lessons learned from the LAR Phase II practice and the points highlighted with studies undertaken in Turkey and other countries will be presented and the training packages are finalized in consultation with the stakeholders.

4.1. Objective of Capacity Building Programme

The overall objective of capacity building programmes in local administrations is to strengthen the organizational structure introduced by reforms and develop human resources so that efficient, effective and responsive public services are delivered in good quality.

The specific objectives of capacity building programmes are to support the positive changes in perceptions, attitudes and behaviours in the short term and transfer the newly acquired knowledge and skills in to practices in the long term in order to enhance the capacity to adapt to change.

The objective of capacity building programme under LAR III is to equip the elected and appointed municipal actors in MMs with the knowledge and skills they need to facilitate the adaption and implementation of the new metropolitan model.

4.2. Beneficiaries of Capacity Building Programme

Since the LAR III project is designed to develop the capacity in local administration, capacity building actions are executed for different groups at different levels under various components of the Project.

One of the capacity building programmes designed for LAR III Component 2 is general management and job skills training from which elected and appointed officials may benefit. Therefore, the programme is prepared, taking into consideration the preferences of MM councillors, managers of MMs and MDMs who participated in the needs assessment activity.

Applications for training activities will be received from the TNA respondents and the trainees will be registered in the order of receiving the application. Maximum 60 people at most is planned to participate in a training session which will be held online. In addition, the training sessions will be accessible through YouTube.

4.3. The Method to Be Used in the Design and Implementation of Capacity Building Programmes

Capacity building programme will be designed and implemented in the framework of basic approaches related to adult learning.²¹

²¹ Utilized sources: <https://elearningindustry.com/ways-adapt-training-adult-learners-characteristics-needs>

- Adults' participation in decisions regarding their own learning processes will increase their learning motivation. As explained above, programme was designed to ensure that capacity building events are based on the interests and needs of the target groups.
- It is important to inform individuals who participate in training programme about the goals and objectives of the training. Adults need to observe clearly how they will acquire the knowledge and skills they will need in their daily lives. They should obtain concrete benefits from this process. In other words, they expect that the information they get during this process will help them succeed in endeavours that they have not been able to succeed before or help them execute their roles better.
- Adults are interested in practical information instead of abstract, theoretical information. They learn better in experience-based processes. Therefore, it will be appropriate to provide only the basic theoretical information as much as possible and build on real experience and case studies that will facilitate the transfer of learning to everyday life and be able to propose solutions for common problems.
- Instead of theoretical information on predominantly legislation using one-way narrative that may be acquired by reading other sources, approaches which allow interaction and mutual learning are productive to facilitate internalisation and transferring the information provided into practice.
- While the decision to organize the training events under LAR III online was made, partially as a result of conditions imposed by the pandemic, it is also observed that institutions have predominantly designed and implemented their own institutional learning processes in the form of electronic learning programmes in recent years. COVID-19 Pandemic have accelerated this trend. While the studies under LAR III will be implemented online, training events will be planned in an interactive manner as much as possible. On the other hand, training events will be recorded and published through *YouTube*, which may have a positive impact in terms of an increase in chance of sustainability and multiplier effects.

4.4. Scope and Content of Capacity Building Programme

In the Needs Assessment Form, options regarding the need for knowledge and skills, subjects and courses selected by participants under 3 groups (Main Service Group, Legislation Group and Vision Group) were listed separately for each group according to the number of demands and the order or precedence (See Table 1). When the change curve of the demand for courses is analysed, it was observed that 53% of all courses preferred as priority topics could be covered if the first 30 courses selected in line with the priority order for each group. This rate is 51% for MMs and 55% for MM Councillors and MDMs. It was also observed that the demand for courses in lower rows may be insufficient for creating a group.

21 courses of the top 30 topics for all groups are common to all groups. There are 26 courses common to MMs and MDMs and 21 courses common to MMs, MDMs and Councillors.

The Draft Programme was prepared in the light of principles and key principles below:

- The programme was designed based on the demands for priority courses.

- The programme is mainly composed of courses included in the catalogue of UMT Municipal Academy. Only “Smart Cities” was offered as an option under the subject of City Vision as a new course and it was added to the programme based on high demand.
- 34 courses are included in the programme. Although 5 courses (KKG 120- Presentation Techniques; YAZ 120 Archive and Document Management; KST 110 Tourism Services; BEG 100 Municipal Revenues; ŞHR 130 Cultural Heritage of Cities) are not included in the top 30 courses, they were included in the programme to be able to integrate the subject and enrich the content of the training packages.
- Courses included in the programme meet 91% of the total demand regarding the top 30 courses. This rate is 98% for MMs, 73% for MM Councillors and 79% for MDMs.
- 30 courses requested most were prioritized and grouped to create 15 2-day training packages as planned in the project design.
- The training plan was designed as training events that will last 4 hours a day (2 hours in the morning, 2 hours in the afternoon).
- Selection of trainers may play an important role in increasing the learning achievement by increasing the interest and motivation of participants. Considering the need for practical information, it was observed that field experience of trainers and guest spokespersons made a positive impact on the success of training activities on some subjects. In the selection of trainers, these issues will also be considered in close collaboration with project stakeholders as far as possible. Experts who prepared and implemented training activities in UMT training activities before will be especially considered as trainers.
- In this study to identify training needs, it was stated that experience sharing is a useful tool. Therefore, in planning a training event, it may be considered to plan the least busy day in a manner that will allow experience sharing in the form of a seminar and include sharing of old mayors, experienced managers in this framework.
- In line with this planning, depending on the availability of time, some changes in course contents to be finalized by trainers.
- Modular structure of the programme of UMT Municipal Academy offers an appropriate infrastructure to be adapted to distance learning. As a result of the enrichment of the content with videos, essays, *podcasts* and similar digital contents, it will be possible to attract target groups’ attention and increase their learning motivation, thus ensuring the improvement in services.
- Another dimension of capacity building actions under LAR III Component 2 will be the preparation of distance learning modules. Both the implementation of training programmes and the development of distance learning tools will be conducted through service procurement.

The tools, guidance books and other resources that have been developed to build the capacity in local administrations to date will be compiled and will be open to access, and so it will possible to assess the accumulation of knowledge and experience throughout the years.

4.5. Draft Training Programme Identified

The top 30 courses selected by the respondents were grouped to create 15 2-day training packages in line with order of precedence. Draft programme is listed below according to subjects and content.

Table 2 Draft Training Programme

| Prog | Course Title | Course Codes | Course Contents/grouped |
|------|---------------------------------------|--|--|
| 1 | C.1 HUMAN RESOURCES MANAGEMENT | IKY-100 Human Resources Management | Scope and Development of Human Resources Management, Environment of Human Resources Management, Job Analysis, Job Design, Human Resources Planning, Supply of Human Resource, Selection and Placement, Training and Development, Career Management, Planning and Development, Performance Assessment, Job Evaluation, Wage Management, International Human Resources Management, Human Resources Management and Law, Human Resources Management and Work Relations, Human Resources Management Information Systems, Orientation Training |
| | | IKY-110 Leadership and Manager Development | Definitions of Leadership, Differences Between Leadership and Management, Characteristics of a Leader, Leadership Theories, Leader-Member Interaction, Transformative Leadership, Interactive Leadership, Ethical Leadership, Charismatic Leadership, Servant Leadership, Authentic Leadership, Entrepreneurial Leadership, Strategic Leadership, Paternalistic Leadership, the Dark Side of Leadership: Leadership Styles that Indicate Malfunction |
| 2 | A.24. E-MUNICIPALITY | EBL-100 E-Municipality Services | Uploading the procedures and documents required in applications, subscription for services and payment transactions in the website. Managing information requests online. Online survey studies for the assessment of citizens' recommendations and complaints. Uploading legislations and regulations in the website in a manner that citizens can understand. Including good practice examples. Including works undertaken and works to be undertaken in public websites of municipalities. |
| | C.3. URBAN VISION | ŞHR-131 Smart Cities | Definition of Smart Cities, Promotion of Smart Cities Strategy and Action Plan, Smart City Practices in Turkey |
| 3 | C.3. URBAN VISION | ŞHR-100 Liveable Cities | Identifying components of urban quality of life, assessing the general status of cities in Turkey, developing policies and strategies for our cities to increase the quality of life, discussing concepts, ideas and models to make cities more liveable and safe places. |
| | | ŞHR-120 Branding Cities | Reinforcing advantages of our cities, turning disadvantages of cities into an opportunity, defining urban identity, developing superior aspects of the city and increase its brand value, promoting the |

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| | | | opportunities provided by the city, rendering them to add economic value to the city, turning cities into places where residents and visitors enjoy experiencing. |
| | | ŞHR-130 Cultural Heritage of Cities | Information on concepts related to cultural heritage and institutional developments related to these concepts as well as the the protection, design of cultural heritage and access to cultural heritage areas. Information on intangible cultural heritage as well as archaeological, historical places or goods. Having new perspectives in the evaluation of cultural heritage in the framework of awareness that become increasingly widespread in the world. |
| 4 | B.1. MUNICIPAL LEGISLATION | BEM-110 Basic Information on Municipality | Description, administrative nature, establishment, bodies, organization, duties, powers, revenues and expenditures of the municipality. |
| | | BEM-120 Duties and Powers of Municipalities | Powers and privileges and duties and responsibilities assigned to municipalities with the Law No. 5393 and Law No. 5216 and other laws. |
| | | BEG-100 Municipal Revenues | Taxes, charges, contributions, fees and rents, interests and penalties, general budget shares, donations and aids. |
| 5 | A.25. DEVELOPMENT OF ECONOMY AND TRADE | EKO-100 Development of Economy and Trade | EU, Development Agencies, United Nations etc. EU Financial Assistance, National Agency, Pre-Accession Financial Assistance Tool. |
| | C.5 PROJECT PREPARATION | PRJ-100 National and International Sources of Funds for Municipalities | Providing training on economy and commercial activities, informing the public. Managing tourism revenues. Developing local employment policies. Marketing craft-trade, local products etc. as a touristic product. National and international fair organizations for promotional and commercial purposes. |
| 6 | C.5 PROJECT PREPARATION | PRJ-110 Project Cycle Management | The concept of project, key components of projects, project partnerships, 10 golden rules to be used in the project preparation. Presentations and applied work on situation analysis, problem analysis, stakeholder analysis, target analysis and strategy analysis, intervention logic, assumptions, indicators, verification resources, activity planning, presentations and applied work. Relevant websites, guidelines on grants, filling an application form. Cost calculation of activities, budget items, human resources, co-funding, contribution in kind, monitoring, evaluation and reporting. |
| 7 | C.2 PERSONAL AND | KKG-100 Communication | Importance, objective and Characteristics of Communication, Basic Communication Process, |

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| | INSTITUTIONAL DEVELOPMENT | and Public Relations | Elements of Communication Process, Factors Preventing Effective Communication, Types of Communication, Communications Toolkit, Definition of Public Relations, Historical Development of Public Relations, Organization of Public Relations, Principles of Public Relations, Fields of responsibilities in Public Relations, Tools Methods and Techniques, Social Media, Virtual Environment used by Public Relations activities for Promotion, Public Relations During the Crisis Period, Future of Public Relations |
| 8 | A.19. EDUCATION SERVICES | EGT-100 Education Services of Municipalities | Building, maintenance and repair of educational institutions, pre-school education services, training and skills courses, reading and learning facilities, preparatory courses, joint projects and stakeholders. |
| | A.24. CULTURE, ARTS AND TOURISM | KST-100 Culture and Arts Services | Organizing official and special celebrations, ensuring the promotion and organization of social, cultural, artistic and educational works of all sorts undertaken by municipalities, undertaking necessary activities in line with law, regulation and circulars. |
| | | KST-110 Tourism Services | Protection of historical and touristic centres, restoration works, promotional activities. Taking measures against destruction of national parks and historical heritage and penalizing. Tourism marketing, promotion of touristic values, allocation of immovables, Organizing festival, exposition, fair and publicity, best practices |
| 9 | A.1. LAND DEVELOPMENT AND PLANNING | IMP-100 Preparation and Implementation of Land Development Plans | Preparation and introduction of plans, principles on planning, powers of other institutions, approval processes, archiving, project authorship, publicity, principles on changes in land development plan, its relationship with plotting plans, tourism planning, conservation development plans, division of duties and powers of KUDEB and the Ministry. |
| | | IMP-110 Land Development Management in Metropolises | Borders and scope of MMs, duties and powers of MDMs, their relations with central government, approval processes of land development plans, council resolutions, land development commissions and their reports, contents of technical explanatory reports, supervisory powers, administrative sanctions. |
| | B.2 ZONING LAW | IMH-100 Zoning Law | Relation between legislation on land development and municipality, duties and powers of central government, identifying borders of municipality and adjacent areas, border conflicts, duties and powers of municipalities in relation to land development, decision-making processes of the municipal council and municipal executive committee in relation to land development, enforceability of decisions of the |

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| | | | municipal council and municipal executive committee in relation to land development taken to court. |
| 10 | C.2 PERSONAL AND INSTITUTIONAL DEVELOPMENT | KKG-160 Crisis Management and Dispute Resolution | Description of Crisis, Causes for Crisis, Types of Crises, Crisis Systems, Characteristics of Crisis, Severity of Crisis, Perspectives on Crisis, Crisis Process, Level of Preparedness to Crisis, Crisis Management Approaches, Pre-crisis Management, Management during the Crisis, Post-crisis Management and the Process of Responding to Crisis, Leadership under Crisis Conditions, Human Resources Management in Times of Crisis, Forms Related to Crisis Management |
| | C.1 HUMAN RESOURCES MANAGEMENT | IKY-130 Quality Management | The concept of Quality and Components that Constitute Quality, Quality Management, Development Process of Quality Management, Quality Gurus, Description and Scope of Full Quality Management, Tools and Techniques of Full Quality Management, Full Quality Culture, Full Quality Leadership, Teamwork in Full Quality Organisations, Motivation in Full Quality Management, Quality Economy, Quality Assurance System, Process Management, Six Sigma, Statistical Practices in Quality Management, Process Improvement Tools. |
| 11 | C.4. PARTICIPATION AND LOCAL DEMOCRACY | KAT-100 Participation and Local Democracy | Participation of urban citizens, Active/Passive Participation, Local Democracy, Participatory Budgeting, Participation Processes, Multi-Stakeholder Governance, Good Practice Examples |
| | | KYD-110 Participatory Planning | Participant Planning Processes; Communication Between Municipality and Stakeholders, Stakeholder Analysis in Decision-Making Processes; Participation in Decision-Making Processes |
| 12 | B.6. PERSONNEL LEGISLATION | PEM-100 Staffing Methods | Employment of civil servants, contracted personnel, permanent and temporary workers, recruitment of municipal police and fireman, assignment of personnel from other public entities and universities, assignment of Vice-Mayor and Deputy Mayor, employment of advisor and chef de cabinet, employment of the impaired and ex-convicts, appointment of civil servants for the first time, their re-appointment, appointment as new hire and appointment by transfer, deputation and second duty. |
| | | PEM-160 Discipline Practices | Disciplinary Penalties, punishable acts, decision period, limitation, right of defence, appeal, procedures and principles on removal from office, recommissioning of civil servants. |
| | C.2 PERSONAL AND | KKG-170 Time Management and Work Efficiency | The Concept and Scope of Time, the Concept of Time Management, Time Management Process, Time Management Approaches, Time Management |

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| | INSTITUTIONAL DEVELOPMENT | | Principles, Time Management of Managers, Benefits of Effective Time Management, Time Traps and Recommendations for Solutions, Behaviours and Methods that Ensure the Effective Use of Time, New Approaches to Time Management Concept, Time Management with Technological Tools, Guidelines for Leisure Activities, Recommendations for Success in Time Management, Organisational Flexibility and Time Management, Time-Based Competition |
| 13 | C.2 PERSONAL AND INSTITUTIONAL DEVELOPMENT | KKG-110 Diction and Eloquence | Eloquence: Diction, Importance of Eloquence, Characteristics of a Quality Speech, Speech Organs, Breath, Voice and Dubbing, Stress, Characteristics of a Qualified Speaker, Appearance, Gestures and Facial Expressions, Causes for Speech Anxiety and Fear of Speaking to An Audience, Dealing with Fear and Anxiety While Speaking in front of a Community, Speech Disorders, Unprepared Speeches, Prepared Speeches |
| | | KKG-120 Presentation Techniques | The Concept of Presentation- A Good Speaker and a Good Speech, Identification of the Presentation Topic, Analysis of Audience, Place of Presentation and Presentation Timing, Types of Presentation- Deciding on Form of Presenting, Structuring of Presentation, Asking and Answering Questions in Presentation, Effective Use of Non-Verbal Communication and Body Language in Presentation, Tools that Increase the Effectiveness of Presentation in Communication, Means of Effective Presentation in Written Communication, Means of Effective Presentation in Visual Communication, Means of Effective Presentation in Verbal Communication, Effective Communication and Institutional Communication, Effective Presentation Practices, Evaluation of Presentation |
| | C.6. DIPLOMACY ACADEMY | DIP-110 International Protocol Training | Protocol rules, techniques of diplomatic correspondence and negotiation, protocol rules, management and procedures of international meetings, diplomatic correspondence |
| 14 | B.7. CLERICAL AFFAIRS | YAZ-100 Official Correspondence Rules | Official correspondence, document templates and enforcement in local administrations, communications codes practices in local administrations, document and information safety, document digitization works and e-municipality practices. |
| | | YAZ-120 Archive and Document Management | Regulation on state archive services and implementation in municipalities, unit-institution archive places in local administrations, their standards and document storage environments, |

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| | | | sorting-destruction actions, document management and archival terminology, concepts, phenomena and perceptions, Law No. 3473. 4 |
| 15 | B.3. FINANCIAL MANAGEMENT | MAY-100 Public Financial Management System | Public financial management in general, types of budget and principles on budget preparation, disbursement unit, financial services and accounting unit, internal unit, the concepts of internal and external audit, disbursement exceeding allowance, accountability. |
| | | B.5. PROCUREMENT LEGISLATION | IHM-100 Introduction to Public Procurement Legislation |
| | | IHM-250 Public Procurement Law and Implementation | Scope, basic principles, exceptions of the Law No. 2886 on State Procurement and ineligible bidders, Pursuant to the Law No. 2886 on State Procurement, open procedure, sealed bidding, direct procurement, negotiated procedure, selling, leasing, exchange, settlement, real rights other than ownership, Pursuant to the Article 71 of the Law, making a tender, concession, adequate pay for use and release. |

4.6. Forward-Looking Recommendations

Capacity building methods selected during the project implementation have the quality to provide learning environments preferred by adults. In this context, along with distance learning sessions, joint interactive discussions and activities to develop recommendations on various subjects, experience sharing meetings, twinning activities, opportunities to present good practices continue to be used successfully under LAR III activity.

Planning the steps summarized below in a forward-looking manner in the project implementation process, creating a forward-looking roadmap related to planning and implementation of training events may increase the impact of the project so that capacity building actions planned and implemented under LAR III can keep producing the expected results and lead to positive long-term changes.

This section was drafted after the needs assessment was completed and the first draft regarding the scope of the programme was shared in an Online Training Needs Assessment Workshop held on 17 March 2021 between 10:00 and 12.30 a.m. The comments and opinions of the 70 participants representing the project partner institutions, their senior executives and unit representatives (predominantly human resources and training units, but also strategy development, foreign relations and other units of 18 MMs and 13 MDMs) are included in the forward looking suggestions and recommendations.

Taking into consideration the subjects while developing and implementing LAR III general management and job skills training modules will allow the studies in the scope of the project to be efficient and effective. The subjects that may be considered while planning forward-looking capacity building actions for local administrations may mainstream the outputs of this activity and other similar studies in the system and increase the impact of it and may develop the performance in local administrations through a sustainable model.

4.6.1. Recommendations on the Process of Developing and Implementing General Management and Job Skills Training Modules

While identifying the course contents, it is recommended that Technical Assistance Team and experts who undertake the role of preparing training programme should consider the following points:

Cooperating with national and local stakeholders in decision-making and implementing position during **the development of the programme** will allow the programme to respond to the needs of programme better and be adopted:

- Ensuring the effective participation of MoEU, GDLG and UMT in programme development process may increase the chances of the programme to be adopted as well as ensure the compliance of the programme with needs also in terms of decision-making institutions.
- While developing the programme, it may be useful to keep in mind that training events will be recorded and published through *YouTube* and then enriched with visual materials as distance learning materials, they will be communicated to beneficiaries to use in their capacity building activities.
- While identifying course contents, the compilation of information on capacity building actions being implemented or planned in institutions represented by target groups and the association

of this information with capacity building actions under LAR III may be useful in terms of creating synergies²². Another option which may be to plan the sessions to allow exchange of relevant experience.

- While identifying course contents and methods, taking into account some elements proved to be useful in the scope of adult learning, which were also indicated as useful target groups, may increase the interest in the training activity,
- Including good practices and practical information on solving problems encountered in the syllabus,
- Allowing experience sharing between participants or with the participation of municipalities which have taken action on relevant subjects,
- Selecting the trainer from experts with field experience,
- Organizing training in the form of open discussions to allow interaction, for instance designing afternoon sessions as experience sharing opportunities where applicable.

While developing course contents, including recommendations of target groups, where feasible, will help participants to see that their own ideas are valued and may motivate them to participate in training programme:

- It may be useful to highlight the importance of standardization in actions in the relevant courses related to **Human Resources Management**. This situation may be valid for all positions while designing course contents and tools is important for individuals who will serve especially in audit commissions. In this context, it may be useful to develop tools like checklists for certain duties.
- Because the content of the course related to **municipal revenues** is closely related to the preparation of tariffs, it is important for the operation of the Planning and Budget Commissions. During the preparation of this content, the reports prepared in relation to this subject under LAR I and relevant tax advice may be used. In addition, the content and materials of the course titled *MAY-100 Financial Management System* may be also taken into consideration while covering this subject, while local administration controllers, Court of Accounts auditors, representatives of Public Procurement Authority may be invited to share their experience.
- Integrating subjects **related to procurement/tendering** into course contents will support independent courses related to tendering and may be useful in terms of implementation of information obtained from training in the light of current practices which concentrate on outsourcing and may help to obtain successful results from works undertaken through outsourcing. Because the subject of outsourcing requires information primarily related to procurement legislation, it may be appropriate to mention outsourcing while teaching this subject in the courses with the codes *IHM-100* and *IHM-250*. While preparing and teaching content on these subjects, the contribution of municipal officers who are trained and specialized in the preparation of technical specification for training events may be useful.

²² In the workshop, it was stated that studies related to training needs assessment (Trabzon, Denizli), archive and document management (Konya, Tekirdağ), human resources management (Bursa), quality management (Denizli) were conducted by various municipalities.

The planning on monitoring and evaluation of the programme by considering its usage in short and long term may increase the chances of using programme outputs in a longer term and in an expanded manner:

- If session evaluation and training package evaluation forms and the process on how they will be implemented under an online training and how the results will be reported are designed as the first stage of this study, it will be possible to measure the short-term impact of the study.
- The experience obtained after the project implementation provides recommendations on the approach on the monitoring and evaluation of distance learning events, which will increase the chances of sustainability of these types of activities.

Considering the subjects below in the preparation of **implementation plan** may facilitate the participation in training:

- While organizing online training events, one of the features that may increase the efficiency and impact of the study will be the period of online training events. Considering that participants' attention span may be relatively short during online events, designing training packages in the form of "*micro learning*" sessions lasting 20-minutes may help to keep up the attention and facilitate learning.
- A 4-hour training programme per day may render the participation of managers difficult. While planning training activity, it may be useful to review the length of the activity in one day. To this end, 4-hour training programme may be planned as two half-days on different dates. Another recommendation may be to organize two sessions for 90 minutes long in one day, one in the morning and one in the afternoon.
- The composition of online training groups may also be an element that can increase the efficiency and impact of the study. While participants are identified based on the demand, it will be useful to consider the advantages and disadvantages of training activities that will be undertaken with homogenous groups and training activities that will be undertaken with participants who are composed of mixed groups as far as possible while establishing groups for each course. It may be possible to identify the approach in this matter according to profile of participants that will take shape for each course. A more practical approach may be to include training-like seminars that will allow interaction between participants from different groups in the content of each course or another approach may be sessions in the form of question and answer that concentrate on practical aspects of the subject with a moderator and discussions with guest participants. Thus, the information that both groups will seek to obtain will be provided in this seminar.

4.6.2. Forward-looking Recommendations for Capacity Building Actions in Local Administrations

It is recommended that **institutions which will execute Training Needs Assessment in Local Administrations** should initiate this process with a preparatory-workshop that will be carried out with stakeholders and take an account of activities carried out at local level and current needs during the analysis. With the help of such approach, the exchange of information between municipalities will be supported, waste of resources due to duplications will be prevented and the need for new courses in line with new needs arising from changing conditions will be identified and met on time.

It is recommended that **institutions which carry out capacity building actions in local administrations** should enrich their services with new programmes, contents and products, new capacity building actions that can meet the requirements of the changing legislation and changing needs as well as the needs expressed when assessing previous experiences.

Based on the previous experience and the needs mentioned in Training Needs Assessment Workshop organized under LAR III, some of these courses and recommendations on the contents and functioning of these courses are listed below:

- While covering the subject of **Archive and Document Management**, it is necessary to understand how a single paper will turn into an official document, how it will be filed and how and when it will be destroyed, to understand that archives may lead to serious financial problems especially when it comes to expropriation activities and archive management is a very important issue within the context of disaster management. Experience sharing on archive management is also critical. It is also critical to include today's prominent subjects such as digital archive and backup in the scope of training. It may be useful to develop the subject of Archive Document Management by considering today's needs and design a 2-day programme package if needed.
- It is important to include **the Law on Protection of Personal Data** in training on legislation. It was stated that it would be appropriate to include this subject that is gaining significance in recent years in the training programme. The prescribed time for data controllers who are natural and legal persons whose annual employee number is more than 50 or total annual financial balance sheet is more than 25 million TRY and data controllers who are non-resident natural and legal persons to perform the obligation of registration was prolonged until 31.12.2019. This makes us think that it will be appropriate to address the subject under these training efforts and it may have a considerable impact.
- After the Law No. 6360 was put into force, **the Law No. 5302 on Special Provincial Administration** may be included in the content of the course related to the Law on Municipality as a course that non-MMs need, or it can be designed as a separate module in collaboration with Union of Provinces.
- **Pre-service/in-service training programmes for the newly recruited personnel** may be prepared as package programmes. Organizing these programmes and materials in the form of pre-service and in-service packages and, if possible, as distance learning programmes may allow the individuals to benefit at their own pace and timing. Thus the needs of target group will be met in time span that can be fit into the personal schedules and ensure the efficient use of resources in terms of allowing an individual activity.
- An updated guidance/induction programme may be prepared for **candidates for municipal councillorship and elected councillors** to adapt to the legislation that regularly changes during the election period. This will facilitate the councillors' preparation for their future duties and assisting their learning process by identifying the subjects on which they intend to obtain more comprehensive information.
- A guidance/induction programme that will be prepared for the new and **relatively inexperienced personnel in municipalities** will ensure that beginners are acquainted with the duties that they will undertake and accordingly facilitate their planning on further learning processes.

- **Training of Trainers Programme for Municipalities** will provide a tool to facilitate and support capacity building actions that municipalities can organize within themselves. While there are some training needs that municipalities can meet, there are also needs that human resources have difficulty in planning and implementing with its existing knowledge. A training of trainers to identify and plan in-service training needs that can be utilized by the available resources in the municipalities may be useful. In addition to informing municipalities about training support of UMT, 3-day training of trainers may be prepared to support the human resources and training units of municipalities can plan and implement in-service training with their own resources (peer training, experience sharing, learning groups etc.) and to provide information/training support related to procurement of the quality training services .

Innovative approaches that will support the **methods to facilitate the learning processes of adults** and legislations and policies that will promote these innovations will also facilitate the adaptation to periods of change. The experience in our country points out that some municipalities become “natural role models” and this role is also accepted by other municipalities. Capacity building actions of LAR projects also indicated the benefits of peer training and experience sharing.

- **Learning Groups** may be designed as real life experiences. Also, they may be planned as online groups and they may promote peer learning by providing an active interaction environment. These groups will help municipal officers to learn from each other, they can be set up between MMs and MDMs and between municipalities at the same level. Ensuring the continuity of interaction in the scope of peer training, will strengthen both cooperation and solidarity and lead to a constructive competition between municipalities.
- **Distance learning events and products** have a potential to become an important element of capacity building actions for various target groups of private and civil institutions as a field that is expected to develop and become widespread in the upcoming periods. As a result of the entry of computer technologies into training systems, transition process to distance learning instead of conventional face to face training has accelerated especially since the beginning of the 21st century. E-Learning systems are independent of time and space, ensure access to resource in the easiest way and increase the efficiency of learning and offer cost effective solutions, which are the most important reasons for preference. The most important feature of learning systems is that individuals can plan their own learning processes at a proper pace and in line with timing. Also, it is important that training programmes can be replicated whenever necessary so that information is internalized and/or beginners can be prepared for their duties. On the other hand, it is not economic to organize training events for individuals and/or small groups.

Distance Learning is an innovative training system in which instructors deliver courses to students via existing computer technologies by using live, audio-visual communication systems in a fully virtual environment without limits in terms of time and space. In current conditions, individuals can follow and repeat them whenever needed since education system and training are rapidly provided in computer environment. Also, it is important that training programmes can be duplicated whenever necessary so that information is internalized and/or beginners can be prepared for their duties. However, it is not economic to organize training events for individuals and/or small groups.

Distance Training is a way of learning in which trainers and participants in different physical spaces interact with the help of various Information and Communication Technologies and

teaching-learning activities are carried out to be able to deliver training service to a larger audience and ensure equal opportunities in training.

4.6.3. Recommendations to Ensure the Sustainability of Capacity Building Actions in Local Administrations

Under LAR III Component 2, capacity building actions prepared for general management and job skills training was designed based on UMT Municipal Academy programme under the coordination of MoEU, Mol and UMT and they will be implemented in collaboration with UMT Department of Training, which is an important step in terms of institutional sustainability and sustainability of practices.

In addition, training events will be recorded and published through YouTube under LAR III and then visually enriched and turned into distance learning tools. The plans related to them will be important in terms of both sustainability and multiplier effects that may continue even after the project is completed.

The sustainability of capacity building actions in local administrations is critical in terms of future planning. There are steps that institutions who undertake duties and responsibilities at all levels may take to ensure sustainability:

It is recommended that Technical Assistance Team should take steps to strengthen the coordination between relevant institutions through actions that will complement capacity building actions under LAR III and to be able to increase the impact of capacity building actions in local administrations:

- Both responses to Training Needs Questionnaires and needs mentioned in the workshop revealed that municipalities did not have adequate information about training services provided by UMT Municipal Academy. It may be useful to facilitate the communication between project partners (UMT, MoEU, GDLG and Service Union of Provinces) so that this deficiency of knowledge can be filled and a synergy between similar efforts can be created.

It may be recommended that **central government institutions which formulate the policy, legal and administrative framework** should design assistance in the form of adopting legislation that will facilitate the capacity building through various methods such as training, experience sharing, encouragement of good practices and the provision of financial resources as well as human resources so that these studies can be conducted:

- They may lead the systematization of mechanisms of coordination and cooperation between institutions which are responsible for policy making and implementation and institutions delivering services, may ensure the efficient use of resources in capacity building actions in local administrations, the avoidance of duplications and increase the efficiency of training efforts.
- The regular identification of changing needs in terms of subject, content, method and period to update training services and to use them to develop courses, programmes, contents and other tools for programmes and services may turn into a routine practice. Institutionalization of a method for updating and organizing training programmes will further strengthen the sustainability, prevent duplications and ensure more efficient and effective implementation by organizing studies that will complement each other instead of it.
- Considering the view that standard actions may increase the interaction between relevant institutions and organizations and performance of local administrations, studies that will be conducted by decision makers with the participation of relevant institutions to standardize

some actions may promote both capacity increase and performance in general in local administrations. In this context, some steps to be taken are stated below:

- Standardizing the functioning of local administration in undertaking certain activities are undertaken with a certificate and/or quality document and ensuring its quality assurance.
- Ensuring quality assurance of the outsourced services by individuals and institutions institutions that deliver service to local administrations through certification systems.

The monitoring and evaluation of capacity building actions are often mentioned in international studies alongside the Training Needs Assessment Workshop. Including the monitoring and evaluation tools in the system may increase the multiplier effect of capacity building actions in local administrations and ensure permanent learning experience. The examples on what can be carried out in this field are listed below:

- While it is possible to measure the outcomes with the monitoring and evaluation that will be designed for a single training event or programme, establishing a system to monitor and evaluate training services in the form of distance learning may be considered
- Follow-up studies to assess whether the information obtained during the training is used and how activities may be improved for increased effectiveness
- Standardization and certification are also important in terms of sustainability, which may ensure that assignments are in line with knowledge and skills of individuals.

Capacity building actions planned and implemented under LAR III provided considerable knowledge in terms of the delivery of online training services that may be considered as the use of peer training methods and turning the conditions that emerge due to Covid-19 into an opportunity. The experience gained in this field is important because training activities can be used for a longer term and in a more widespread manner in preparing future plans in developing activities for individuals and small groups.

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ANNEXES

ANNEX 1: Letter Addressed to Metropolitan Municipalities

ANNEX 2: Letter Addressed to Metropolitan District Municipalities

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