

Capstone 599A
Capstone: Brundtland School of Local Governance &
AMUPA,
Panama City, Panama

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Community Development Plan

The Brundtland School of Local Governance & AMUPA



Introduction

This project is the Community Development Plan (CDP) of the Brundtland School of Local Governance sponsored by the Asociación de Municipios de Panamá (AMUPA). This new program will become the host for a curriculum-based training for municipal leaders of Panama. The inaugural courses of the Brundtland School will focus on advancing decentralization efforts in Panama with a focus on the Agenda 2030 and sustainable development.

This CDP, will review the sponsoring organization, highlight the need for a municipal education program, discuss research conducted through a region wide survey, outline recommendations regarding learning objectives, topics and activities for the initial courses and supply project management guidance.

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Sponsoring Organization

Background

Asociación de Municipios de Panamá (AMUPA) is an organization that represents the interests of the municipalities of the Panamanian Republic, bringing together all 81 municipal authorities in one organization.¹ This association was born with the purpose of working in the defense of autonomy, local development, and strengthening of municipal unity as a guarantor of the effective application of democratic and participatory principles in Panama. As of 2016, it has undertaken a new role to promote decentralization.²

AMUPA was created in 1995 through a federal declaration from the Ministry of Interior and Justice to serve as the legitimate interlocutor of local governments and agent of change at the federal level.³ Since its inception, AMUPA has been led by a permanent board of directors and the 81 current elected mayors from across the Panamanian state. AMUPA is committed to expanding sustainability and development by advancing the priorities of local elected officials and elevating the community's voices through a sustainable governance training program.

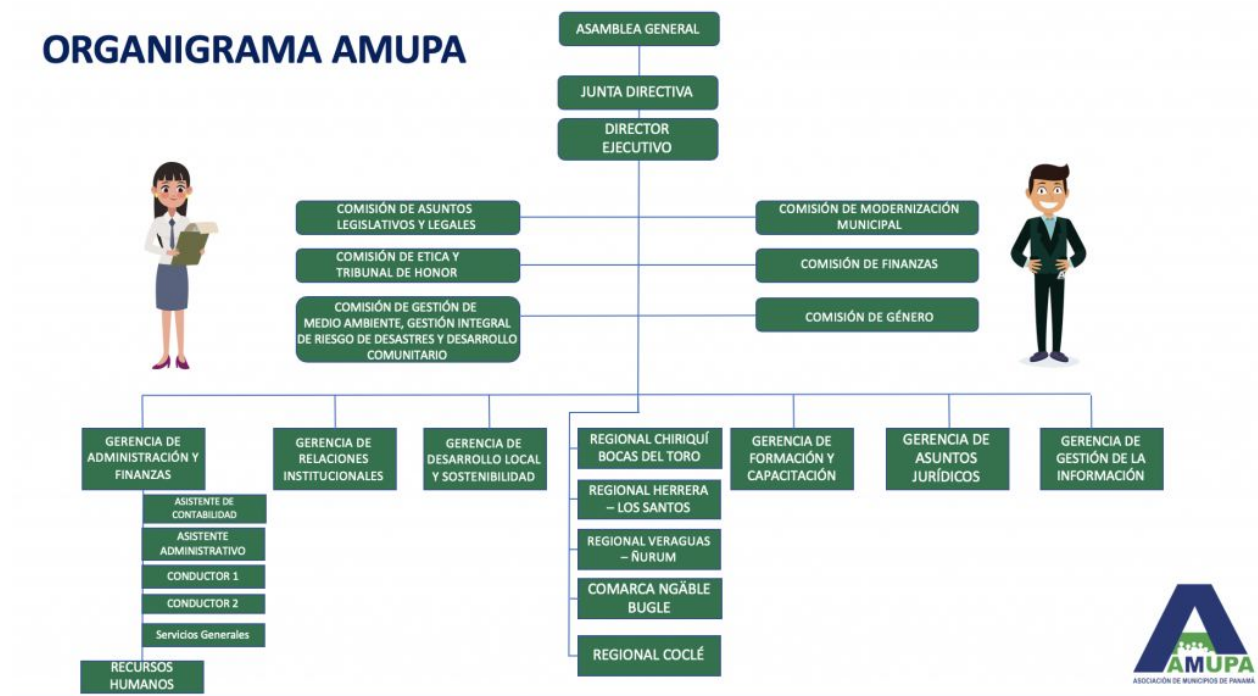


Figure 1: AMUPA Organizational Chart

AMUPA is aware that as Panama develops, communities must be equipped to govern and develop in a sustainable manner that responds to local interests and needs.⁴ It is for this reason that the organization intends to embark on a new training and development program. AMUPA leadership believe the best way to facilitate sustainability in this regard is to develop local knowledge of sustainable development agenda through the creation of a stand alone program, the Brundtland School of Local Governance. The program will look to create new sustainable development leaders, by addressing the knowledge gap and enabling local community members to conduct advocacy at the federal and international level.

Mission & Values

AMUPA's mission is two pronged, first to provide quality services, for the strengthening of local government and second to serve as a guarantor of municipal autonomy throughout Panama. They aspire to create a network of municipal leaders throughout Panama that endeavour to achieve their own community's goals and maintain long-term mutually beneficial relationships across municipal areas. A key part of this aspiration is to have municipal leaders embrace sustainability while continuing to meet the needs of their current residents and contributing to sustainable development throughout Panama.

Business Model & Goals: (Financial, Community, Environmental)

AMUPA is the sole nationwide representative body of municipal leaders in Panama. This unique position creates a responsibility of AMUPA leadership to both listen and respond to issues throughout Panama. In terms of capacity, the organization employs 30 staff in five Regional offices located in Chiriquí, Comarca Ngäbe Buglé, Herrera, Veraguas and Panama.⁵ Their coverage area includes all 81 municipalities in Panama, across 10 provinces and the 5 Comarcas. AMUPA has a track record of effective representation and satisfaction in the general public because of their well organized system of advocating and they are able to deliver swift responses to community needs. Particularly during the COVID-19 pandemic, AMUPA was able to successfully lobby the federal government for emergency financial assistance for municipal government operations in response to the drop in local tax revenue.⁶ During this same period, AMUPA and the Ministry of Health signed an agreement to link local and regional health

operations and expand quality of life programming nationwide.⁷ During this difficult time, AMUPA has adapted to its new role of coordinating local aid and ensuring that Panamanians endure minimal health and economic hardships.

Community Description

Economic Characteristics

Panama has had one of the fastest-growing economies in the world over the last decade.⁸ Between 2001 and 2013, Real Gross Domestic Product (GDP) averaged 7.2%, almost double that of most countries in Latin America and the Caribbean. In an international context marked by trade disputes and social conflicts, most countries in the region expect an economic downturn in 2020 and the Panamanian government estimates the annual growth to return to the same rate as in 2018. Additionally, prior to the COVID-19 Pandemic, the government announced budget cuts which may impact services across many sectors.⁹ As a whole, Panama's macro-economic growth has been sustained by the construction and logistics sectors, chiefly from the Canal expansion which began in 2016. The resumption of global trade and demand for raw aggregate materials are expected to provide an economic resurgence in 2021.¹⁰ However, economic prosperity has not been equally distributed or translated into social development for many panamanians, as Panama is the 12th most unequal country in the world and the 4th most unequal in the region.¹¹ While the steady GDP growth indicated overall growth this offers a false impression of wealth that hides income, social and gender inequality throughout the country. In particular, poverty in rural and indigeous groups has contributed to an 11 year life expectancy gap between the indigeous and general population. Additionally, while urban areas experience extreme poverty at a rate of 4%, rural areas are nearly 27%.¹²

Government

Panama is a presidential republic with two levels of government: national and municipal established by the constitution. At an administrative level, the government is further divided into two administrative tiers, with municipalities falling into subnational tier.¹³ Within Panama, the 10 provinces are considered deconcentrated entities of the central government. Each province is

led by a presidentially appointed leader and administered by a Junta Territorial composed of representatives from each federal ministry. An additional provincial council functions as local advisors to the governor. The primary function of the provincial government is to implement the plans and programmes developed by the national government. In addition to the 10 provinces, 5 Comarcas possess provincial status yet remain semi-autonomous, as they have traditional, “communal” structures.¹⁴ Each province is further divided into autonomous municipalities (distritos), which themselves are divided into subunits – corregimientos. Each municipality is led by democratically elected mayors and have municipal councils composed of two elected representatives from each corregimiento. These municipal leaders comprise the entire membership of AMUPA.

Challenges & Requirements

Panama and AMUPA face several challenges that are vestiges of past governments. Most of the challenges are worsened by the fact that rural communities experience poverty at a much higher rate than the Capitol region. AMUPA looks to broaden growth by decentralization programs which shift focus toward rural areas in a strategic approach to development, which in turn supports locally led policy. This can mitigate the risks associated with growth and development, and better address inequalities throughout the country.

Current population projections indicate that provincial population growth between 2010 and 2020 is expected to range from a low of 1.6% in Los Santos, to 33.5% in Bocas del Toro.¹⁵ The population of Panama City is expected to increase by over 20% in this same 10-year period, a growth level also expected of the three comarcas.¹⁶ This population growth is expected to be most highly concentrated in the least developed and disadvantaged provinces. Additionally, Panama City is expected to grow significantly and the greatest challenge will be to ensure adequate infrastructure, housing, services, and service delivery capacity to keep up with growing demand across the country. While appropriate federal planning is fundamental to meet the challenges represented by such growth, and complement and contribute to a regional development policy, they do not replace it. As such, the following are the main challenges within developing a municipal leadership within regional development planning and projects.

Fragmentation at a regional level

Regional development in Panama is guided by successive government programmes, currently the *Plan Estratégico de Gobierno 2019-2024*.¹⁷ This document outlines the current president's objectives and approach for the country's development during their 5 year term and includes planning for the subnational level.¹⁸ However, this plan does not guide regional development in the long term. Rather development is guided by the central government's strategies, which are limited to a period of five years. Implementation depends on the plans of each ministry of government, as well as the articulated needs of local authorities that emerge from provincial government bodies.

Three critiques of this plan arise from municipal leaders and AMUPA. First is the lack of a link to a larger strategy, built with longer-term strategic foresight, solid evidence bases, and clear outcome objectives (KPI). Second is the short timeline for implementation, as this period corresponds to a single presidential term and has not been linked to long term vision or country wide investment strategy.¹⁹ This is particularly challenging in the eyes of AMUPA, as the results stemming from a strategically-based regional development can take more than 5 years to manifest.²⁰ Lastly, there is no requirement that each sector based plan be bound to the implementation of regulation or policies set by the central government plan.

Municipal Financing & Central Government

At the municipal level, the financial landscape is more complex than that of the provincial governments. As the provincial government is wholly funded as a part of the central government, the municipal governments do not have this relationship. Currently, there is no legal framework that regulates central government transfers to municipal governments (World Bank, 2013). As a result, these transfers are often left to presidential discretion and do not have standard frameworks, such as rules or formulas. This lends a degree of unpredictability to transfers, thereby contributing to a lack of budget predictability among local authorities (World Bank, 2013). Particularly in development planning, this can lead to uncertainty when financing projects related to sustainable development and climate resiliency.

Constrained Municipal Administrative and Management Capacity

Local municipalities, as autonomous entities able to generate their own source revenue, are expected to cover their operating and administrative costs, deliver services and invest in local development projects. However, this is not the case for the majority of the 81 municipalities. In 2019, it is estimated that 77% of Panama's municipalities are receiving state subventions for operating and administrative costs.²¹ In some provinces, all or all but one municipality requires support from the central government.²² This number has increased as AMUPA estimated that all municipalities had a budget gap of 40-50% during the COVID-19 pandemic. These ongoing budgetary challenges can be linked to various factors including size (population and territory) and demographic makeup – those with higher levels of poverty, and/or a lower percentage of an active population in the formal labour market have difficulty generating sufficient resources to meet their operational costs of their offices.

Panama's Legacy & Law on Decentralisation

Requirements

As seen in the preceding section, Panama's municipal leadership face various challenges that are inherent to the current Panamanian government system. Panama's decentralisation process started as a formalized process in 2009 with Law No.37 and updated in 2015 by Law No. 66.^{23,24} However, care will need to be taken to ensure that these laws do not fall short of the intended changes for municipal governance. There is a need to undertake development projects aimed at providing training at a local level to sufficiently prepare current and future municipal officials in sustainable development and best practice in governance. This program will begin with the creation of the Brundtland School of Local Governance and the curriculum based on the feedback from AMUPA members, Panamaians and the Latin American community. The decision to embark first on a sustainable development curriculum was chosen as a result of a nationwide survey on governance and development issues that was circulated to all AMUPA members.

Development Project Objectives

This project will work to leverage the resources of AMUPA to establish the Brundtland School of Local Governance. The Brundtland School of Local Governance will become the host for a curriculum-based training for municipal leaders of Panama. The inaugural course of the Brundtland School will focus on advancing decentralization efforts in Panama by utilizing the Agenda 2030 and Sustainable Development Goals. Unlike previous efforts which used a top-down approach to achieve the SDG agenda, the Brundtland School will look to empower local representatives to lead the achievement of Agenda 2030 and sustainable development in rural areas. By giving the members of AMUPA a chance to gain a greater understanding of sustainable governance, communities across Panama will have a toolkit to lead important development efforts within their own communities.

Objectives

The project will focus on defining, creating, and piloting a curriculum for AMUPA to use to inform municipal leaders on decentralization of sustainable development and offer guidance to accomplish SDG indicators. There are two phases of the project:

1. The first phase will collect data from a region wide survey of municipal leaders. By using this primary data, the curriculum of the Brundtland School will be tailored to the gaps in understanding within the region. While focused on the responses of Panamanians, the survey will be shared throughout Latin America to receive a diverse set of needs and interest areas.
2. The second phase will be dedicated to creation and planned implementation of the pilot education curriculum in Panama. This will be done in conjunction with the Ministry of Education, AMUPA trainers, IADB Decentralization guidance and the UNESCO SDG Education Programme.

This project will use the existing database of municipal leaders in Latin America to collect feedback and analyze the current understanding of SDGs by municipal leaders throughout Latin America. The second step of the project will be the development of the pilot curriculum for the first courses in Panama. The training will be specific to the needs and desires of the local representatives and the knowledge they desire to bring back to their communities. The end goal for the Brundtland school is to both decentralize information regarding sustainability and sustainable development and demonstrate the need for information sharing that responds to the needs of a community rather than dictates their needs.

Scale and Scope of Development Project

The ultimate goal of the project is to facilitate the ongoing decentralization efforts and expand sustainable development knowledge throughout Panama. The establishment of the Brundtland School of Local Governance, will be the first step in a long running program within AMUPA. The final deliverable will result in a multi course Learning Guide that is a hybrid of training topics, learning objectives, and activities. The starting point for the project will be the bi-annual membership meeting during which AMUPA sets the agenda for the upcoming six months. This will be followed by the expansion of the program to multiple course meetings focused on specific aspects of sustainable development and good governance.

Specific tasks associated with the project include:

- Meetings with community leadership to present the Learning Guide and year one curriculum and describe project timing, expectations and operational requirements.
- Preparation and issuance of curriculum to solicit feedback from the Ministry of Education and AMUPA Leadership.
- Final Approval of the Brundtland School of Local Governance
- Agreement of post-pilot operations from AMUPA and Municipalities

The above tasks shall have stipulated deadlines in accordance with the schedule of the project. The cost of operations and curriculum delivery will be paid for by AMUPA funding received through Law No.66 Decentralization in Panama.

Stakeholder Engagement & Management

The role of stakeholder engagement in community development projects could never be over emphasized. In particular, this project is advancing the existing decentralization program and advancing autonomy for municipal leaders and therefore expressly relies on their ongoing support. The nature of stakeholders depends on the type of activity in which AMUPA undertakes. Since this is a community education and development project, different stakeholders are expected to play key roles, than traditional AMUPA projects. Each stakeholder will impact the project in a particular manner as many have differing priorities. Stakeholders are identifiable both from within the organization, national government and from the local community. The following are thus identified as key stakeholders:

Independent of AMUPA

-Emilio Sempris: Consultant for AMUPA

- As Emilio is the executive sponsor of this project proposal, he will be responsible for translating the vision and intention of the project and moving the program forward with AMUPA in future years (if the project is to continue beyond year one).

-Panamanian Government (Office of the President)

- AMUPA is funded through the government allocation of local government operations, which are appointed by the President and Federal Government

-Office of Decentralization & Development

- This office is responsible for funding, directing and supervising the ongoing efforts of decentralization within Panama and currently supports AMUPA and its vision for Panama's future.

Within AMUPA

-AMUPA Members

- These 81 municipal leaders represent the primary voice for Panamanians and remain the most responsive parties to community needs. Their support is critical to the long

term impact and success of the Brundtland School. Their participation and feedback to improve the curriculum is critical as they are the end user of the information.

-Julio Cesar Vives

- Current President of AMUPA and elected representative of Veraguas

-Jorge Ricardo Panay

- The long time Executive Director of AMUPA and head representative of AMUPA on national issues.

Survey Overview

In order to identify opportunities for strengthening municipal territorial capacities, AMUPA, the Brundtland School of Local Government staff and I developed the *Encuesta del Capacitación Internacional de Gobiernos Locales (ECIGOL)*: A survey on the International Training of Local Governments in English. The ECIGOL collected statistical and geographic information on the management and performance of the public administration of each municipality and used professional opinions to direct the specific learning focuses of the upcoming Brundtland School courses.

Survey Structure

The survey was divided into five categories with each category containing questions regarding the level of importance and knowledge of a specific topic. The complete survey is included in the Appendix. The five categories are:

- Municipal Management
- Multilateral Finance
- Digital Transformation
- Heritage Management & Cultural Policy
- Tourism Management

These five categories were chosen as they were previously found to be knowledge of areas of interest by municipalities in Panama²⁵ and linked to the SDG Agenda 2030. Within each of the five categories the survey included specific topics. For example, the category on Multilateral Finance asked for interest regarding topics on Project Proposals & Collaboration, Climate Finance and Development Banking. See the full survey in the Appendix. As mentioned

above, each category was linked to a specific SDG; however, the overarching theme of the survey can be summarized in **SDG 3** (Ensure healthy lives and promote well-being for all at all ages) and **SDG 16** (Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels).

Survey Respondents

The survey was first disseminated to the AMUPA membership and Panamanian municipal offices, and then expanded to include municipal leaders and relevant parties (including the general public) in Peru, Ecuador, Colombia, El Salvador, Bolivia, the Dominican Republic, Honduras and Guatemala.



Figure 2: Location of Survey Respondents

Over the course of a one month period, 100 responses were collected from a variety of national offices, professionals and municipalities in Latin America. Since the primary students of courses at the Brundtland School will consist of municipal government staff and professionals, we used a targeted survey and which led to 24% of respondents working as elected officials, public administrators or at an NGO. Interestingly, 41% of respondents identified themselves as a public citizen as their main role to their community. It is unclear if this high percentage is

distorted by participants fulfilling multiple roles in their community. The graph below shows the selected primary responsibility of the surveyed population.

¿Qué papel desempeñas en tu localidad? *
99 responses

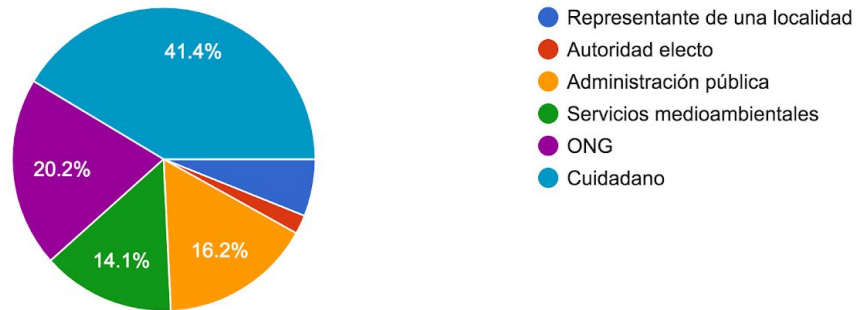


Figure 3: Role of Respondents

Survey Responses

The infographic below demonstrates the top responses within each of the five categories of the survey. As the survey collected data from 100 respondents, it was determined best to utilize a simple high, medium and low rating system as the metric to gauge interest and knowledge in specific aspects within the categories. The topic with the most interest was Innovation and Collaboration of Local Area within the Management of Tourism category with 67 votes. The second highest level of interest was Transparency and Accountability in the Municipal Management category with 65 votes.



Figure 4: Top Selected Course Interest Areas

After discussions with AMUPA leadership, it was determined that the best course of action would be to further evaluate the specific aspects of broad topics such as Transparency and Accountability by conducting an in-person survey at a later date.

Free Response Question

In addition to the categories section of the survey, an optional free response question was included. This question asked, “If offered a free course, what topic would you prefer to take and why?” This question was included to provide respondents an opportunity to request a topic not mentioned in the survey or to further express their interest in a specific topic. Eighty-one responses were received for the question and the submissions have been coded and conceptualized into the following seven themes:

1. Municipal Management & Public Administration,
2. Multilateral Finance,
3. Sustainable Development & Tourism,
4. Project Management & Leadership Training,
5. Natural Resources, Climate Change & Environmental Management,
6. Budgeting & Accounting, and
7. Digital Transformation & IT Management.

Each of the 81 responses were coded, which revealed the themes above, and subsequently sorted into the specific theme of best fit. Below is a table of the themes and the tabulated responses.

OPEN RESPONSE: WHAT TOPIC WOULD YOU PREFER TO TAKE AND WHY?"

TOP COURSE TOPICS FOR BRUNDTLAND SCHOOL



Figure 5: Top Course Themes from Open Response

The categories with the most interest from the open response portion of the survey were Natural Resource, Climate Change and Environmental Management followed closely by Sustainable Development and Tourism. Within these categories, the majority of the responses indicated a desire to gather knowledge on these topics and skills related to advocacy, project management and technical skills essential for sustainable development and resilience planning. Additionally, a significant number of respondents indicated that knowledge building must include a skill based portion that results in increased technical knowledge, professional ability or leadership ability.

Learning Guide

Education is not only an integral part of sustainable development, but also a key enabler for it. Using feedback from the ECIGOL, the Learning Guide, attached in the Appendix, identifies learning objectives, suggested topics and learning activities for each of the highest rated subject areas. The Brundtland School conducted the ECIGOL to ensure that municipal leaders could reduce knowledge gaps and achieve targets and indicators within the Sustainable Development Goals (SDGs) by attending relevant education courses.

Attached in the Appendix is the full Learning Guide containing the learning objectives, topics, and activities for each of the five interest areas. The five interest areas are Municipal Management, Multilateral Finance, Tourism Management, Heritage Management and Cultural Policy, and Digital Transformation. The Learning Guide is set to guide professional educators in creation of a thorough curriculum and course list at the Brundtland School for Local Governance. Below is an example of the Multilateral Finance Learning Objectives, Suggested Topics, and Learning Activities. Each topic will follow a similar structure adapted to specific learning objectives relevant to the content. The development of the learning objectives for each topic is a combination of objectives from the UNESCO Education Programme on Sustainable Development Goals, feedback from AMUPA leadership and the responses from ECIGOL. Each objective and topic was then directly linked to the areas of high interest or a Theme generated from the Open Response section of the ECIGOL.

MULTILATERAL FINANCE

Learning Objectives, Topics & Activities

LEARNING OBJECTIVES

- The learner can identify local opportunities related to sustainable development and build cooperative or multi-party relationships.
- The learner is able to draft and review an application for a multilateral finance project.
- The learner is able to publicly demand and support the development of policies that promote environmental, social and economic justice and risk reduction strategies through climate finance and resilience planning.
- The learner gains an understanding of local, national and global challenges and complexities regarding climate finance and program formulation.
- The learner understands the role of the public and private sectors in ensuring the development and financing of development projects such as low carbon energy solutions.

SUGGESTED TOPICS

- The MDB landscape: global, regional and sub-regional institutions
- Finance sector focus, contribution to SDGs and ESG markets
- Summarize key elements of the operations and financial information of the regionally appropriate MDBs
- Introduction to the financing application process, program review and evaluation

LEARNING ACTIVITIES

- Organize site visits to multilateral financed projects including ethical discussions with pros and cons of projects types.
- Develop a project exploring physical or social infrastructure that serves your community.
- Analyze and share how different financing categories effect your own community.

Figure 6: Multilateral Finance Learning Objectives, Topics & Activities

Recommended Initiatives

In order to ensure program success and the creation of the sustainable governance and development curriculum, there are clear actions that AMUPA and the Brundtland School of Local Governance must undertake. These actions are divided into major project phases and involve actors including AMUPA, the local community and the broader sustainable development financing community. It is recommended that AMUPA and the Brundtland School of Local Governance take the following actionable initiatives, which are in addition to the obvious project activities discussed later:

- A. Pre-project
 - a. Establish a project manager and the instructor team
 - b. Re-engagement and Management of Key Stakeholders
 - c. Identify Long Term Funding Sources
- B. Project phase
 - a. Create feedback system for students and municipalities
- C. Post Pilot Phase
 - a. Review project results and the long term synergy with Brundtland School of Local Governance and AMUPA

Pre-Project

1) Establish project manager and instructor team

The first step after the completion of the ECIGOL is to assign a project manager and assemble a team of course instructors. AMUPA currently has several staff dedicated to training municipal leaders regarding decentralization and transition planning, but this new program will require additional subject matter experts (SMEs). The skills and areas of expertise of the SMEs will be directly linked to the results of the ECIGOL and the topics of most interest. It is recommended that the Brundtland School pursue subject matter experts in areas of sustainable development and/or municipal governance who have experience working in the Central American region. Teaching sustainable development and governance principles with regional experience and a high level of

cultural awareness of municipal operations in Latin America should be a requirement for any staff. Moreover, the Brundtland School requires a dedicated project manager to oversee the current program and plan for future courses and program needs. There is a long list of what roles a project manager will be responsible for over the life cycle of the project. These responsibilities will include the following:

- Allocating Project Resources: The project manager's first role will be creating a feasible plan that achieves the goals and objectives of the Brundtland School Pilot Course, follows the Learning Guide and aligns with AMUPA's overall organizational strategy. This will serve as a blueprint for resource allocation and expectations to run the project, and serve as a critical part in the pitch to gain further funding approval. The plan will determine what resources are available, estimate time and financial commitments, as well as monitor and report on the project's progress.
- Manage Issues and Risk: Problems will inevitably arise during the initial pilot project. The project manager will be tasked with resolving them quickly, so as to minimize the likelihood of moving the project off-track. As risks arise, the project manager will be responsible with alerting AMUPA leadership and soliciting assistance when appropriate.
- Monitoring & Reporting Progress: The project manager will be also charged with ensuring the courses are progressing as planned, measuring and comparing metrics against the project management plan. While course instructors and SMEs will lead the class portion, the project manager must collect detailed information and look at the broader data to present to stakeholders. This documentation will be archived by the end of a project, which will create a history regarding the choices, shortcomings and successes of the pilot course and should be revisited when planning for the future of the Brundtland School of Local Governance.

AMUPA has indicated that either an outside consultant will be brought in to lead the program or the responsibilities will be folded into an existing leadership position.

Next, the determination of the members of the instructional team is paramount to the program. The roles of these team members should be clearly defined and requires clear communication channels both among themselves and between program members and the Panamanian community. This entails creating a communication work plan and structure. A list of potential SMEs, guest lectures, and instructors includes:

- Jeffrey Sachs, Earth Institute Columbia University, USA
- Daniel Vieltez-Martinez, Inter-American Development Bank
- Alba Aguilar, Technical Secretary of Green Finance, Mexico
- Cristian Mosella, Executive Director of EnergyLab, Chile
- Patricia Narvaez, Technical Secretary of Sustainability, Mexico
- Ligia Castro, Director of Climate Change, CAF

According to Project Management for Development (PM4DEV), an ideal project work environment would use programmatic management structures with each course led by a specific subject matter expert.²⁶ Within this structure, all the resources needed for the instructor team come from the same unit. For instance, if the specific course is related to the Digital Transformation area, the project resources come from the technology resource pool. After the completion of the survey and the development of the curriculum, a final determination of the number of resource pools will occur. These resource pools will include resources from the developed curriculum, case studies, books, etc. Within each of these resource pools, the project team should be led by the following common principles:

- Each course and instructor team is aligned with the Brundtland School's objectives.
- Each team member must be flexible and adapt to changes with the program.
- Trust in the vision of Brundtland School of Local Governance.
- Effective communication of sustainable governance principles with practical applications in Panama or Latin America.

-
- Respect for each person's unique role to the overall success of the project and value in achieving Agenda 2030.

2) Re-engagement and Management of Key Stakeholders

After the initial identification and engagement with stakeholders, the project manager should prepare a stakeholder management plan (SMP) and prepare for a final stakeholders meeting before the initial pilot of the curriculum of the Brundtland School. This final meeting will serve to both re-engage key stakeholders with the Brundtland School and provide a platform to present the findings of the region wide ECIGOL and analysis. Capitalizing on the information gained from the ECIGOL and demonstrating that the curriculum is grounded in the interests and needs of the local area, further legitimizes the program. The management plan should contain information regarding the specific interest area, level of interest, and experience in the project. Additionally the SMP will provide a resource list of potential subject matter experts within the sustainable governance arena. It is in the interest of achieving the project objectives to carry out proper stakeholder engagement.²⁷ While the majority of the stakeholders are not involved in the decision-making or curriculum creation processes, many will be sending staff or representatives to the Brundtland School to gain a further understanding of sustainable governance and sustainable development principles. Furthermore, listening to the needs or concerns of stakeholders can positively impact an organization's performance and support building broad social support.

I recommend that AMUPA and the Brundtland School of Local Governance look towards the implementation of the ISO 26000:2010 standard and specifically Clause 5, regarding recognizing social responsibility and engaging stakeholders. This clause addresses two fundamental practices of social responsibility.²⁸

- First, the recognition by an organization of its responsibility to identify the issues raised by the impacts of an organization's decisions and activities.²⁹
- Second, the organization's identification of, and engagement with, its stakeholders and organizations requires/yields respect and consideration of the interests of its stakeholders that will be affected by its decisions and activities.³⁰

The choice to implement the ISO 26000 standard is advantageous to AMUPA as an organization, as it can improve accountability, transparency, ethical behavior and in general respecting stakeholder interests. Additionally, this framework is broad and can be extended to include all manners of operations and areas of focus within the curriculum.³¹

3) Identify Long Term Funding Sources

While AMUPA is funded through the Panamanian Federal Law No.66 on Decentralization, the cost of operations and ongoing curriculum delivery have not been agreed upon after the pilot program. Additionally, due to the COVID-19 Pandemic, the Panamanian government has announced a review of and potential cuts to budgets, which may impact the opportunity for expanding services offered by AMUPA. Numerous financial challenges and pressures can threaten the Brundtland School's long-term financial sustainability. These issues include, but are not limited to, expenditure pressures, new growth, costs, securing sustainable revenues and funding sources, and pressure to keep support from municipal stakeholders. Therefore, it is recommended that AMUPA and the project manager pursue additional funding sources with a focus on existing programs regarding decentralization, sustainable development and developing municipal governance.

In the past the Inter-American Development Bank, Central American Bank of Economic Integration, Organization of American States and other regional development organizations have funded projects that closely align with the mission of the Brundtland School.^{32,33} As such, it is recommended that AMUPA use existing connections with these regional groups to finance a long term strategy for the Brundtland School.

Relevant past funding projects include:³⁴

- IADB \$7.8Million
 - PN0143: Municipal Development and Decentralization Support Program
- IADB \$6.2Million
 - PN0064: Global Loan-Development Rural Municipalities
- During the five-year period from 2010 to 2014, the Central American Bank of Economic Integration approved US\$77.8 million in social development projects.³⁵

Project Phase

This is the execution stage of the Brundtland School and the initial pilot course. During this phase, there are several action items that the project manager should undertake. At this stage, the actual course is under way and municipal leaders from across Panama are participating. This portion requires that all the planning documents, resources and stakeholder management plans are used to ensure a successful pilot course. The need may arise for changes to the original course requirements including course topics, instructors and course delivery plan. There will also be a system of reporting progress for analysis on milestones achieved and the adherence to the course schedule.

4) Create feedback system for students and municipalities

Within the Brundtland School, the largest stakeholder groups are the course attendees and AMUPA members. These groups will largely exist of the same people, or at the very least, be co-workers within the same municipal offices. Therefore, I recommend the implementation of a feedback survey system during the pilot course to create an environment of rapid response to stakeholder feedback. During the pilot courses, instructors and the project manager should receive the feedback collected from their student cohort. Student feedback surveys are the primary means for students to provide feedback on the quality of the instruction, relevance and delivery of the courses. The feedback will be especially relevant in the programs future offerings as many students in the pilot will continue to attend follow up courses. Therefore, the Brundtland School should look to enhance the learning experience, based on participant feedback, and commit to strengthening professional development for staff and students. See the Appendix for a template of a Development Feedback Survey.

From a detailed analysis of this feedback, instructors will construct an action plan that addresses any areas requiring enhancement, but also recognizes aspects of the course the students highly value. As the first course is a pilot for the Brundtland School, the project manager and instructors will receive feedback across a range of aspects of the student experience, including the quality of teaching, assessments and resources (e.g. texts, case studies and IT), which are crucial for the long term value and success of the program.³⁶ Additionally, this feedback is

valued in the approach to continually enhance and develop the quality of the experience for the students.

Current examples of academic surveys:

- The United Kingdom's National Student Survey, which collects 500,000 responses annually from university students.⁷
- Vanderbilt University College of Education and Human Development, created a series of student surveys appropriate for both individual course and school wide use.³⁷

Post Pilot Phase

After the pilot course has concluded, AMUPA should do a review of all created documents, actions and course issues from the initial phase of the Brundtland School. As AMUPA is driven by the local municipalities, the Brundtland School must prove to add value and address a knowledge gap for the community and continue to support the mission of advancing local leadership. Therefore, after the initial course is completed a **strategic review and analysis of the course** should be undertaken to ensure the relevance and commitment to improving the lives of the Panamanian community and implementing sustainable governance practices.

5) Review the long term synergy with the Brundtland School of Local Governance and AMUPA

Although AMUPA has an existing training program of one day seminars and webinars, the Brundtland School is a new undertaking that creates a long-term educational environment for existing and future municipal leaders. This challenge to create and pilot a curriculum within sustainable development and governance is a large undertaking for municipal leadership. The Brundtland School will host long form courses (three month, six month and one year in duration) that will specifically be geared towards current mayors, their staff and other municipal authorities. This will create a learning environment that is host to professionals currently in positions to enact sustainable action while also training the next generation of sustainable actors.

Achieving the objectives and success for the Brundtland School may require additional resources, partnerships and planning that create a divide between the priorities of AMUPA and the Brundtland School programing. Simply put, the Brundtland School looks to create long term

value for municipal leaders, which may not result in immediate progress regarding sustainable actions or improved governance. The challenge to both offer short term training and benefits to community leaders, while simultaneously delivering long term courses and strategic learning may cause a strain on resources. In the face of this challenge, it will be critical to continue to engage with municipal leaders, their staff and constituents on the sustainable curriculum and the expectations of the program. To overcome this challenge, it is highly recommended that AMUPA establish a steering committee for the Brundtland School. This steering committee should consist of AMUPA members, current/former course participants and the program manager. This committee will be responsible for reviewing partnerships within the program and ensuring that the Brundtland School continues to prioritize the long term training, education and local actions regarding the Agenda 2030 and sustainable governance principles with the appropriate weight given to the current needs of Panamaians.

Project Risks

For the pilot curriculum project to be successful, it is a requirement to outline risks that are likely to occur and the best ways to resolve or mitigate them. The Project Management Institute (PMI) defines project risk as an uncertain event or condition that, if it occurs, has an effect on at least one project objective.³⁸ Risks can be associated in many facets of a project including financial, stakeholder, resource and scope risks among many other types. Risk management and risk management plans form a critical portion of project planning. Risk management is not about eliminating risk but about identifying, assessing, and managing risk. The risk management plan informs how to handle risk in your project. It documents how to assess risk, who is responsible for doing it, and how often to do risk planning. The PMI states that the risk management plans can help to eliminate catastrophe associated with projects, saves money, promotes organizational competitive advantage, ensures accountability and leads to project success. According to PMI, the stages of risk management are:

- Risk Identification
- Risk Analysis
- Risk Response

-
- Risk Control and Documentation

For this project, possible risks include but are not limited to:

- Stakeholder engagement risks: This could arise as a problem as stakeholders may not fully understand the pilot project or their own expectations may not be clearly understood. This may cause the project to not meet their requirements.
- Resource risks: Human and technology resources allocated for the project may be too few, or teachers may lack knowledge or skills to carry out the full vision of the project. Equipment and other materials may be unable to be accessed due to training location or internet connectability.
- Budgetary risks: The long term budget for the project has not been allocated. Therefore in the short run the program may suffer if the funds are not sufficient to complete the pilot project.
- Scope risks: There could be a deviation from defined project scope. Additionally, change requests could affect the original project scope in a negative way.
- Communication risks: This could arise when communication to stakeholders, teachers, and students is unclear or if relevant stakeholders are not updated regularly with progress of the project.
- Organizational Risk: Disputes regarding resource allocation of AMUPA staff to new projects within the Brundtland School of Local Governance could delay full implementation of the project

Included in the Appendix is a copy of a Risk Register template for the Brundtland School of Local Governance.

Risk Mitigation Strategies

Once a risk has been identified and evaluated, there are several potential responses that can be initiated by the project manager or AMUPA. The appropriate response will depend on the probability of the risk occurring and the severity of the anticipated impact on a project. Risk

mitigation strategies will include responses and decisive actions taken to reduce the impact of the risk and preserve the overall success of a project. PMI recommends four different response strategies be considered by project managers.³⁹

- Avoid: Avoiding risks is ideal, and especially if the risk is likely to have a high impact on a project and likely to occur. Avoidance tactics typically require greater investment as developing an alternative strategy can affect many aspects of a project. This additional resource and financial cost is appropriate when presented with a high-impact, high-probability negative risk.
- Transfer: This method refers to the transfer of the risk to another party. An example of this is the act of purchasing insurance, which moves the risk to the insurance provider. This does not remove the risk, but moves the liability into the responsibility of another party. This response is most appropriate for risks that have a high negative impact but a low probability of occurring.
- Mitigate: Mitigation aims to reduce either the likelihood or the level of impact of a risk. This strategy is a coordinated effort of documentation, planning and responsiveness. Mitigation is a strong choice when risks that are likely to occur require minimal cost or effort to respond, and are also likely to be low-impact.
- Accept: Acceptance is an option when there is no other solution, but should only be used for low-impact risks that have a low probability of occurring. Acceptance of a risk also determines that no action is required to address the risk.

In certain risks, the project manager and AMUPA may need to implement multiple strategies to sufficiently reduce the likelihood or consequence of a risk. This approach may include dividing a risk by transferring some risk to an insurance company and mitigating the remaining risk by reducing its likelihood through increased internal planning. Additionally, the chosen response strategy can change over time as to accommodate changing economic conditions, a technical choice, or due to a multitude of other reasons may change a risks organizational weight.

Vision, Governance and Staffing

Vision

As discussed in the previous sections of this report, the major aim of the project is to create a sustainable change in the municipalities of Panama and a sustainable future for their communities. This is due to the project serving the current needs of the municipal governments by reducing a knowledge gap through the presentation of sustainable development principles. After completing the pilot course project, the current crop of municipal leaders and staff will be better equipped with knowledge and tools to enact sustainable governance and projects in their communities. The benefits of the initial course may be manifested in immediate policy and development choices by local leaders. However, the long term impacts of the program will create new opportunities, build skills and result in measurable positive impacts through the continued application of sustainable development curriculum for municipal leaders. The full implementation of the Brundtland School of Local Governance has the following potential for Panamanian citizens and the Latin American Community:

- Municipal government operations improve as staff and communities are included in sustainable governance objectives.
- AMUPA will enjoy increased recognition of the importance of municipal support and advocacy efforts in Agenda 2030 and decentralization efforts.
- Panamanian municipalities will have increased authority to advocate for the needs of their communities relating to sustainable development.
- Incidences of development without local knowledge will be significantly minimized, as the knowledge gap is eliminated.
- Skill building regarding principles of sustainable development and governance will directly lead to increased access to funding for projects that meet local needs.
- The Brundtland School students will help to boost sustainable investments in their communities.
- It will lastly enable additional sustainability initiatives to be carried out, thereby increasing the likelihood of broad social and positive impacts.

Governance

The PMI defines good project governance as a set of rules, methods, and strategies that are clear and planned to implement and guide projects from start to finish. Typical project governance structure have the following features:

- A functional project board
- A project sponsor
- Defined roles and responsibilities
- Regular meetings
- Risk management process
- Change management process
- Monitoring and control process
- External Evaluation process

The Brundtland School of Local Governance and the pilot curriculum project is set for implementation by the project manager who will collaborate with the instructor team and AMUPA Steering Committee. Within each of these roles, individual responsibilities to the project should be clearly outlined and agreed upon. Therefore, the project governance structure will consist of the following persons:

- The AMUPA leadership and Steering Committee
- The project manager
- The instructor team, including subject matter experts and support staff (i.e. technology, communications staff)

Staff Resources

The staff requirement for the Brundtland School will require steps taken to ensure that the teaching and support staff come with requisite skills to realize the full vision of the program. The individual staff requirements should be determined at the initial project stage. Using a work breakdown structure will be key when identifying staffing requirements.

The first step for the project manager will be to take a full inventory of the available AMUPA staff and their skills. Thereafter, the staff with skills that are required for the project should be assigned to appropriate roles. The categories of staff to be considered include

permanent staff and contract staff, and where there is need, new staff could be employed for the project. Second, a pool of subject matter experts should be identified to create an inventory of teachers and guest lecturers. The subjects or topics that will be discussed in the courses will be directed by the ECIGOL and therefore the teacher staff should have expertise and/or experience in these areas. Additionally, all staff should demonstrate a reasonable capacity to perform their roles with cultural awareness and practical experience within the Latin American region. Apart from skills and expertise, another factor to consider when selecting staff and instructors is their availability throughout the project or course timeline. If a particular instructor has a role that prevents them from providing additional feedback to course members or is unavailable outside of class time, this could prevent students from receiving the full benefits of the program.

Funding Requirements, Sources and Processes

As laid out in Recommended Initiatives of this development plan, an essential recommendation for the Brundtland School of Local Governance is to secure long term funding to continue the project following the initial pilot phase. With regard to this, there is a need to identify ongoing program costs, potential sources of funding and formalize a process within AMUPA to manage the funds of the Brundtland School. These steps will be governed by the project cost management plan, which is to be developed by the project manager and AMUPA leadership. According to the Project Management Institute, there are three primary stages in cost management: cost estimation, budgeting and cost control.⁴⁰

Funding Requirements

To understand funding requirements, first a cost estimate of the project must be developed. As this project will rely on existing structures such as computers, meeting space and telecommunication costs that are currently owned by AMUPA, these costs will not be included in the pilot project. Therefore we must account primarily for items including consulting/staff fees, course supplies, and other miscellaneous costs associated with course delivery. Therefore it is recommended that AMUPA report these cost estimates in a table.

Although at this point it is unclear how many external subject matter experts will be required for the initial pilot course, Brundtland School and AMUPA have reached out to several experts and instructors for a cost estimate, which will be used as a placeholder. The total cost of subject matter experts and teaching staff is estimated at USD \$50,000.

Items upon which the estimates are based include:

- Technical instruction over the course of 1 year
- Support for students outside of dedicated class time
- Course materials (Case studies, text books, licenses, etc.)
- Certification of coursework

It is recommended that the project cost estimate table be prepared displaying budgeted items and cost according to project plan and tracking of actual project cost and variance (See appendix).

Sources of Funding

The executive leadership of AMUPA has committed that the funds for carrying out the pilot project will be provided by AMUPA from the general fund. This means that the amount the project will be drawn from the general accounts of AMUPA and is unlikely to result in ongoing funding. While this is a major risk to the future of the Brundtland School, it is important to note that the pilot course funding has been fully secured at this time. The PMI defines budgeting as the practice of gathering the expected expenditures of separate project activities to establish an approved cost reference. A cost estimate and budget table template is provided in the appendix.

Fund Management Processes

Once an amount has been budgeted for the project, it is considered a best practice to set it aside from an organization's regular finances. Within this dedicated project account, all withdrawals for expenses should follow an established procedure for appropriately removing funds. For this project, the project activities are separated into distinct phases. As such, any disbursement of funds should be released only during the appropriate phase.

At the end of each phase, the amount spent out of the dedicated account should be reconciled against the project performance plan regarding the schedule, scope and quality of

work completed. This process is defined as a project's cost control and allows the project lead to determine if work is progressing in coordination with the projected budget or the need to alter the budget. As noted previously, a great risk for the pilot is managing the budget risk and the cost control process allows for the implementation of any risk mitigation strategy, if necessary.

Performance Management, Reporting and Progress Tracking

The final aspect of project management to be discussed is performance management. Performance management is the formalized process by which the project is assessed through the determination of progress according to the project plan. A management plan is created so that the project is implemented and is on time, on budget, within scope will result in a project that satisfies all stakeholders. As a means to effectively track and review project performance, each project must have a set of key performance indicators (KPIs). In addition to the establishment of KPIs, a uniform reporting process should be kept for stakeholders, to inform all parties of the status and performance of the project.

Key Performance Indicators (KPIs)

With regards to the stated purpose of the Brundtland School pilot curriculum project, metrics such as resource budget, scope and time could be used to measure progress against the project plan. However, as this is not a profit creating endeavour, a more appropriate set of indicators would include measures related to impact in municipal communities. The following are recommended to be implemented as KPIs to measure the project's performance against the municipal impacts versus after completing the implementation of the project course:

- Total rate of participation in social initiatives at a local and national level
- Ratio of investments of locally lead sustainable, resiliency or governance projects to those not led by municipalities
- Integration rate of all municipalities and society members in implementation of SDG goals
- Percentage of municipal staffs and elected officials with sustainability certification

-
- Percentage of municipal staffs and officials with exposure to sustainable development and environmental resilience information
 - Percentage of students completing a course
 - Percentage of development cooperation initiatives and additional financial resources within Panama relating to Agenda 2030, decentralization and sustainable governance

Reporting Process

Communication is the lifeblood of any project. Without proper communication between the project lead and their team, it can become impossible to keep a project on track or maintain good relationships with stakeholders. These failures can be avoided by producing regular status reports. As defined by the PMI as a tool that collects information on the current state of your project. When used correctly, a status report captures the project's current progress, and communicates that data to the team, project manager and stakeholders. The typical benefits of status reports can include:

- The collection and transmission of information about the project
- Allows for the passage of information to stakeholders regarding the progress of a project
- Maintains effective communication with stakeholders
- Provides an greater likelihood of consistent stakeholder backing throughout a project

For the purpose of the Brundtland School pilot project, the project manager should be responsible for the preparation and dissemination of status reports, to the steering committee and executive leadership of AMUPA. These status reports should contain the following items, at the minimum:

- General Information: This will include an introduction to the project and the names of the Steering Committee, Project Manager and current instructor team. Additionally, all reports should indicate the period covered by the report.
- Overall Project Status: This portion of the report is an executive summary of the project's current progress. Discussed in this section would be the project current budget, scope, and schedule. Within the Project Status area it is considered a best practice to color code sections as to aid in a quick visual assessment. Typically, this means using Green for on

time, on scope or on budget indicators, Yellow for minor setbacks and Red for areas where significant corrections are needed.

- Detailed Status: This section should give more details regarding the challenges, key milestones and achievements of the reporting period. Additionally, this should provide a look forward to the upcoming tasks and deliverables in the next status report period.
- Issues and Risks: Finally the status report should identify the main issues that require the attention of stakeholders and detail the risks and potential outcomes associated with them.

A detailed template of a Status Report is contained in the Appendix.

Conclusion

The success of the Brundtland School of Local Governance relies on three aspects. One, grounding all courses, topics and curriculum in the interests and needs of the Latin American region as provided by the results of the ECIGOL. This is required to legitimize and provide initial credibility to the tangible nature of the program. Second, the program must supply students and course attendees with new skills and knowledge that can be directly applied to their line of work or role in government. Lastly, the program must follow the best practices of project management to complete the pilot course on time, in scope and on budget. Due to the nature of the program and the wide array of interests and stakeholders, all three goals outlined above must be followed to give the Brundtland School of Local Governance the greatest likelihood of long term success.

APPENDIX

A. Encuesta del Capacitación Internacional de Gobiernos Locales (ECIGOL)

Brundtland: Gobernanza y Prosperidad
Local | Completa esta encuesta y ¡gana un
curso gratis!

* Required

Encuesta dirigida a ciudadanos, líderes y representantes locales, funcionarios de la
administración pública, empresas, ONG, academia y prestadores de servicios
ambientales.

1. Nombre y Apellido *

2. Correo electrónico *

3. Localidad (Estado / Provincia / Municipio) *

4. País *

5. ¿Qué papel desempeñas en tu localidad? * *

Mark only one oval.

- Representante de una localidad
- Autoridad electo
- Administración pública
- Servicios medioambientales
- ONG
- Ciudadano

Recursos
Turísticos
Municipales
y
Patrimonio
Cultural

Estás por culminar la encuesta, tu opinión es VALIOSA, te favorecerá a ti y al bienestar de tu localidad, por ello agradecemos tu tiempo y tu criterio. Ahora trataremos un tema importante en la actualidad, el turismo, el cual ha sido afectado por el confinamiento y actualidad mundial.

6. Gestión de Recursos Turísticos Municipales *

Mark only one oval per row.

	Alto	Medio	Baja
Introducción al turismo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turismo en el ordenamiento territorial municipal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turismo y manifestaciones culturales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Turismo sostenible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mercado y marketing turístico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Planeación estratégica y gestión turística municipal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Innovación en turismo local	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tecnologías de la información y la comunicación aplicadas al sector turismo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Gestión del Patrimonio y Política Cultural *

Mark only one oval per row.

	Alta	Media	Baja
El patrimonio y política cultural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manifestaciones y espacios culturales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gestión del patrimonio cultural	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gestión deportiva de Municipios (inversión deportiva, normativa internacional)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusión y temas de discapacidad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Gestión Municipal para
Gobiernos Locales,
Financiamiento y
Transformación Digital

¡Estás en la última sección de la encuesta!
Nuestros gobiernos locales tienen retos, y requieren lograr la descentralización. Selecciona cuáles son los temas que tu gobierno requiere para atender y lograr estos retos.

8. Gestión Municipal para Gobiernos Locales *

Mark only one oval per row.

	Alta	Media	Baja
Liderazgo, toma de decisiones y manejo de conflictos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Introducción a la economía	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administración pública	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administración de recursos humanos del Municipio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contabilidad pública	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finanzas municipales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presupuesto público y participativo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Impuestos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Políticas públicas y gestión municipal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gestión de servicios públicos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transparencia y rendición de cuentas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Licitaciones públicas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Programas operativos anuales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Financiamiento Multilateral para Gobiernos Locales *

Mark only one oval per row.

	Alta	Media	Baja
Financiamiento de Banca Multilateral de Desarrollo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fondos e instituciones financieras multilaterales	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financiamiento climático y NDCs en América Latina (Comisión Europea)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formulación de programas y proyectos de cooperación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Transformación Digital y Gobierno Digital *

Mark only one oval per row.

	Alta	Media	Baja
Herramientas Ofimáticas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Procesador de texto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hoja de cálculo con énfasis en elaboración de presupuestos	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentaciones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tecnologías de la Información y la Comunicación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gobierno Electrónico Municipal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sistemas Integrados de Gestión Municipal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seguridad Informática Municipal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Últimos
datos

Nuestros gobiernos locales tienen retos, y requieren lograr la descentralización. Selecciona cuáles son los temas que tu gobierno requiere para atender y lograr estos retos.

11. Si te ofertan un curso gratuito, ¿cuál de todos preferirías cursar y por qué?

¡Gracias por tus valiosas respuestas!

Puedes seguir a Brundtland en las siguientes redes:

LinkedIn: <https://www.linkedin.com/company/escuela-brundtland-de-gobiernos-locales/>

Facebook: <https://www.facebook.com/BrundtlandSchool>

www: <https://brundtland.school/>

B. Learning Guide

MULTILATERAL FINANCE

Learning Objectives, Topics & Activities

LEARNING OBJECTIVES

- The learner can identify local opportunities related to sustainable development and build cooperative or multi-party relationships.
- The learner is able to draft and review an application for a multilateral finance project.
- The learner is able to publicly demand and support the development of policies that promote environmental, social and economic justice and risk reduction strategies through climate finance and resilience planning.
- The learner gains an understanding of local, national and global challenges and complexities regarding climate finance and program formulation.
- The learner understands the role of the public and private sectors in ensuring the development and financing of development projects such as low carbon energy solutions.

SUGGESTED TOPICS

- The MDB landscape: global, regional and sub-regional institutions
- Finance sector focus, contribution to SDGs and ESG markets
- Summarize key elements of the operations and financial information of the regionally appropriate MDBs
- Introduction to the financing application process, program review and evaluation

LEARNING ACTIVITIES

- Organize site visits to multilateral financed projects including ethical discussions with pros and cons of projects types.
- Develop a project exploring physical or social infrastructure that serves your community.
- Analyze and share how different financing categories effect your own community.

MUNICIPAL MANAGEMENT

Learning Objectives, Topics & Activities

LEARNING OBJECTIVES

- The learner understands basic physical, social and psychological human needs and is able to identify how these needs are currently addressed in their own regional and municipal governments.
- The learner is able to speak and organize their voice for/against decisions made for their community.
- The learner is able to connect with and help community groups locally in developing a sustainable future vision of their community.
- The learner is able to plan, implement and evaluate community-based sustainability projects.
- The learner is able to lead, plan or institute changes to their own municipal management practices.

SUGGESTED TOPICS

- Leadership and Conflict resolution
- Communities and their dynamics (decision-making, governance, planning, etc.)
- The meaning of land rights, property and natural resources for equality and the impact of inequalities on vulnerabilities and capacities
- Fiscal, wage and social protection policies

LEARNING ACTIVITIES

- Analyze one's own personal history considering times of experiencing privilege or discrimination.
- Organize site visits to municipal offices to build collaboration.
- Conduct interviews with people in your community about the services they would like to see improved.

DIGITAL TRANSFORMATION

Learning Objective, Topics & Activities

LEARNING OBJECTIVES

- The learner understands the role of technology in enabling development and legislation in empowering and ensuring the full participation of all persons.
- The learner knows about the need for new and innovative technologies, especially technology transfer in collaborations between countries.
- The learner can collect, analyze, and present research to decision makers identifying gaps and providing follow-up.
- The learner is able to connect with and help community groups locally and online in developing a sustainable future vision of their community.
- The learner is able to evaluate various forms of technology for better governance.

SUGGESTED TOPICS

- Basics of digital municipal operations
- The relationship between quality technological infrastructure and the achievement of social, economic and political goals
- Information and communication technology value in supply chains, municipal operations, waste disposal and recycling

LEARNING ACTIVITIES

- Brainstorm using digital tools in your current role.
- Develop a project exploring one form of technology, software or application that serves your community.
- Develop a community continuity plan through digitization.

HERITAGE MANAGEMENT & CULTURAL POLICY

Learning Objectives, Topics & Activities

LEARNING OBJECTIVES

- The learner understands the historical reasons for settlement patterns and, while respecting cultural heritage, understands the need to find compromises to develop improved sustainable systems.
- The learner is able to contextualize their needs within the needs of the greater surrounding ecosystems, both locally and globally.
- The learner knows roles, rights and duties of different actors in governance and representation (media and advertising, enterprises, municipalities, legislation, consumers, etc.).
- The learner is able to connect with other actors who can help in facilitating peace, justice and inclusion in their country.
- The learner is able to critically assess issues of peace, justice and inclusion from the local to global level.

SUGGESTED TOPICS

- Definitions of justice: retributive and rehabilitative
- Inclusion, Diversity and Equity
- Representation of different social groups and cultures in governments and other institutions

LEARNING ACTIVITIES

- Analyze one's own personal history considering times where one was privileged or discriminated against.
- Develop a project exploring cultural diversity and a local culture's contribution to sustainable development.
- Engage students in the development of a business plan that works with the local heritage and/or culture of a specific area.

TOURISM MANAGEMENT

Learning Objectives, Topics & Activities

LEARNING OBJECTIVES

- The learner knows about strategies and practices of sustainable tourism.
- The learner understands dilemmas/trade-offs related to tourism and tourism development for achieving sustainable development.
- The learner is able to evaluate, participate in and influence decision-making processes about tourism development in the public sector.
- The learner is able to promote sustainable development and tourism patterns.
- The learner is able to create advertising campaigns regarding tourism in the local area.

SUGGESTED TOPICS

- Sustainable tourism and diverse practices of sustainable consumption
- Labelling systems and certificates for sustainable tourism and development
- Representation of different social groups and cultures in governments or boards of meaningful and powerful institutions
- Development cooperation

LEARNING ACTIVITIES

- Plan and run an awareness campaign about local tourism in your area.
- Organize excursions and field trips to places where sustainable tourism is practiced or operates.
- Analyze one's own personal history with tourism and times where one could make a sustainable choice.

C. Development Feedback Survey

Brundtland School of Local Governance: Development Feedback Survey		
Contribution to Learning		
Rate each of the following on a scale of 1 to 4, with 4 being the highest.	Rating: 1, 2, 3, 4	Comments
The identification of the professional development need was appropriate.		
Appropriate teachers were involved in the professional development experience.		
Appropriate colleagues were involved in the course		
Goal(s) of the professional development session(s) were clear.		
Session(s) goals were achieved.		
The professional development experience had a positive effect on your work		
Research materials supported the professional development experience.		
Activities/approaches used to facilitate the professional development were effective.		
Participants in the professional development experience (including the sessions) were effectively engaged.		
Follow-up activities were appropriate, supportive, and effective.		
Skills and Responsiveness of Instructor		
Rate each of the following on a scale of 1 to 4, with 4 being the highest.	Rating: 1, 2, 3, 4	Comments
Instructors effectiveness as a lecturer/demonstrator		
Clarity and organization of lecturer's presentations		
Instructors ability to stimulate interest in the course material		
Effective use of time during class periods		
Course organized to allow students to participate fully		
Instructor's availability and helpfulness to students		
If you were to do this again, what additional activities and/or approaches would you suggest?		

D. Risk Register

Brundtland School of Local Governance

RISK REGISTER

RISK DESCRIPTION	IMPACT DESCRIPTION	IMPACT LEVEL	PROBABILITY LEVEL	PRIORITY LEVEL	MITIGATION NOTES	OWNER
Give a brief summary of the risk.	What will happen if the risk is not mitigated or eliminated?	Rate 1 (LOW) to 5 (HIGH)	Rate 1 (LOW) to 5 (HIGH)	(IMPACT X PROBABILITY) Address highest first.	What can be done to lower or eliminate the impact or probability?	Who's responsible?

KEY

LEVEL

1
2
3
4
5

	5	5	10	15	20	25
5	5	10	15	20	25	
4	4	8	12	16	20	
3	3	6	9	12	15	
2	2	4	6	8	10	
1	1	2	3	4	5	
	1	2	3	4	5	

PROBABILITY

IMPACT

E. Project Cost Estimate Table

Activity Cost Estimates										
Project: Brundtland School Curriculum and Pilot Courses								Date: December 2020		
Task No.	Resource	Direct Costs	Indirect Costs	Reserve	Estimate	Method	Assumptions/ Constraints	Additional Information	Range of estimate	Confidence Level
This should be the WBS number from the Work Breakdown Structure	Type of resource (labor, material, equipment, service, etc.)	Costs directly related to project work (staff salaries, supplies, training, etc.)	Costs not directly attributable to the project (utilities, rent, security, etc.)	Amount of funding held in reserves for contingencies	Estimated cost	Method used such as parametric, analogous, etc.	Any assumptions used in developing the estimate such as labor cost per hour	Information on cost of quality, interest rate, or other	Range of estimate	The degree of confidence in the estimate based on available information
WBS No.	Resource	Direct Costs	Indirect Costs	Reserve	Estimate	Method	Assumptions/ Constraints	Additional Information	Range	Confidence Level
1.1.1	Project Manager for 40 hours	40 hrs @ \$20.75 = \$1,030	\$0	\$20.75	\$1,050.75	Parametric	Must obtain functional manager approval to assign Project Manager	N/A	\$1020 - \$1075	8
1.1.2	Initial Course Instructor for 10 hours	5 hrs @ \$26.90 = \$134	\$0	\$187.50	\$322.80	Parametric	Must obtain project manager approval to assign Course Instructor	N/A	\$300 - \$350	7
1.1.3	Additional SME and Consultant	5 hrs @ \$50 = \$250	\$0	\$250	\$500	Parametric	Must obtain project manager approval to assign SMEs or Consultants	This is a variable cost due to course topic, length or cost of subject matter expert	\$500 - \$750	7
2.1.1	Internet and Network Equipment		12 hrs @ \$42 = \$504	\$0	\$504	Parametric	Assume AMUPA equipment will be available	Lease from AMUPA	\$500 - \$510	9

F. Status Report

Project status Report

Project Summary

Report Date	Project Name	Prepared By
Date	Project	Name

Status Summary

Project Overview

task	% Done	Due date	driver	notes

Budget Overview

category	spent	% of total	on track?	notes

Risk and Issue history

issue	ASSIGNED TO	DATE

CONCLUSIONS/RECOMMENDATIONS

Endnotes

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