Without strong local institutions and motivated staff, decentralization and human settlements reform will not deliver the desired development outcomes. Yet, many local authorities and civil society organisations lack the human resources required to meet urgent needs. Training and capacity building is therefore a wise investment into the future sustainability of our cities. The Training and Capacity Building Branch (TCBB) of UN-HABITAT supports national training institutions to build their capacity to implement innovative programmes, focusing on local governance and sustainable human settlements development. Typical activities include training needs assessment, development of manuals, training of trainers, and impact evaluation. TCBB products have been successfully adapted and translated into over 20 languages.

The Toolkit is part of the series on Promoting Local Economic Development (LED) through Strategic Planning. The series is comprised of Volume 1 – Quick Guide, Volume 2 – Manual, Volume 3 – Toolkit, and Volume 4 - Action Guide. Mirroring the "ten steps" to planning excellence explained in detail in Volume 2 - Manual, this Toolkit presents practical tools and activities to support the implementation of each of these steps. The planning teams facilitating the strategic planning process around LED and the resource persons conducting training sessions will find these tools and activities extremely useful. The tools are instrumental to apply the theoretical ideas and concepts (explained in Volume 2 - Manual), whether it is in the context of stakeholder planning process or training events. The four-volume LED Series is a resource for local governments, businesses and civil society organizations prepared to initiate and implement LED interventions through locally owned and driven strategic planning process.

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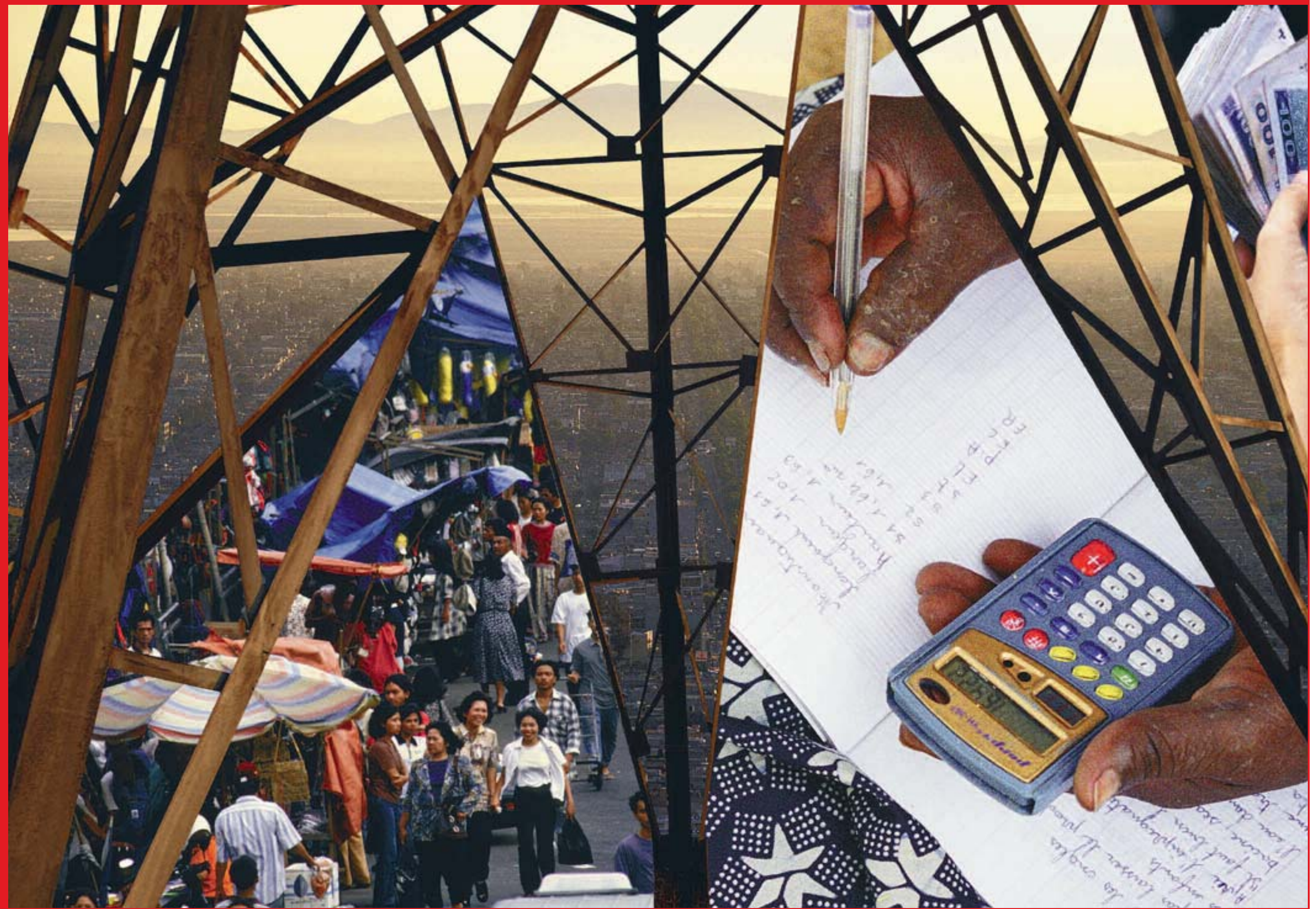
Promoting Local Economic Development through Strategic Planning – Volume 3: Toolkit

The Local Economic Development Series

Promoting Local Economic Development through Strategic Planning



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The Local Economic Development Series

Promoting Local Economic Development through Strategic Planning

Volume 3: Toolkit

UN-HABITAT

epi ecoplan international, inc.

Foreword

All around the world, local governments, the private sector and civil society are demanding better ways to achieve local economic development, a cornerstone of sustainable development. This is due to the fact that local governments face increased democratic reforms and greater decentralization at the same time as massive transformations are taking place in the global economy resulting from trade liberalization, privatization, and enhanced telecommunications. The significance of these changes is that citizens and local governments now face formidable challenges, greater opportunity, and growing responsibility to work together to address the economic health of municipalities and the livelihood of their local citizens, many of whom may be under- or unemployed and living in poverty.

The purpose of the training series on Local Economic Development (LED) is to respond to this demand and help local authorities and their partners in the private, public and community sectors address these issues. Achieving economic growth and staying competitive is a serious challenge in itself. Ensuring the benefits of growth spread widely such that development becomes inclusive and impacting on the quality of life of all citizens is even more challenging. The question therefore is not only how we can make economic growth a reality in our communities, but how we can make sure that the growth benefits the marginalised and the poor. This requires firmly placing LED within the broader framework of local sustainable development. This in turn demands a strategic approach to LED that implies careful consideration of the various trade-offs, and making difficult choices. It also demands harnessing and mobilizing the local human, social, financial and natural capital towards the common vision, goals and objectives that the community aspires to achieve. This is possible only when the various stakeholders and actors join forces to make a difference in quality of life in their cities, towns and settlements.

This series on Local Economic Development, developed by UN-HABITAT, in partnership with EcoPlan International, is built around these principles. Whilst there are many tools and best practices in the field of local economic development, mainstreaming these into the local government institutional structure and development agenda remains a key challenge. This series will go a long way in bridging this gap, and enhancing the role of local authorities, elected officials and their officers, in guiding and stimulating local economic development to the benefit of their citizens.

The process of developing the LED Training Series relied on the above-mentioned basic philosophy of knowledge sharing. As is evident in the Acknowledgements, a wide range of local economic development professionals offered their ideas and experience to make this final document rich in content, robust in methods and widely applicable. There are many to thank in the achievement of this training series: from the funding agencies – the Canadian International Development Agency (CIDA) and the Dutch Partnership Programme, to the contributing members of the "virtual round table", to the dozens of trainers and members of local government, private sector and civil society. Their wisdom and pragmatism permeate the documents in this series. Due acknowledgement must also go to Gulelat Kebede and the Training and Capacity Building Branch (TCBB) team of UN-HABITAT who guided and contributed to the project while bringing it to fruition. Final gratitude is reserved for principal author William Trousdale of EcoPlan International, Inc. (EPI), as well as to the many co-authors who undertook the challenge of articulating this innovative training series.

Anna Kajumulo Tibaijuka
Executive Director, UN-HABITAT

Preface

Strategic planning for local economic development is important. It is a cornerstone of sustainable development. It involves wise resource use, integrating values and thinking ahead. These are demanding tasks that can be intimidating, and at times, overwhelming. They need not be.

In our work around the world, we have seen local economic development (LED) planning processes unnecessarily get stuck, lose momentum or, worse yet, not get started in the first place. In other cases, we have seen LED processes craving fresh insight, innovative ideas or a new sense of direction. We believe that confronting these basic challenges and taking advantage of these opportunities are well within our reach. It is this belief that inspired the development of this training series on LED.

As part of the development of this LED training series, we convened a Global Round Table of LED professionals. From Africa to Asia, Slovakia to Canada, Washington, DC to Quito, we received a myriad of perspectives on the core issues of LED. What we found was encouraging – the opportunities are great, the success stories extensive and the lessons learned helpful. Our Round Table participants pinpointed key issues in LED, such as leadership; enabling environments; children, youth and gender; job quality; society and environment; governance and democracy; culture; capacity; poverty reduction and globalization – to name but a few. Our Round Table participants agreed that for LED to succeed, local leaders and economic development practitioners need to have access to a range of tools, ideas and experiences to help them strategically address their own complex issues at the local level. Local challenges require local solutions.

We believe that strategic planning for LED is a pragmatic and powerful tool that can help significantly address local issues. By engaging in a strategic planning process for LED, at a minimum, this offers a way to improve the necessary interaction among business, government, labor and the poor. If done well, it provides a way to clarify competitive advantages, identify cooperative opportunities, craft innovative options and generate strategies that better achieve local priorities.

The commonality at the heart of all the comments from our Round Table is the belief that LED, broadly defined, can help communities to realize vibrant, resilient and sustainable local economies capable of improving the quality of life for all.

The LED series will yield a number of key measurable outcomes. It would respond to the existing demand and culminate in production of a tangible output that begins with local adaptations of these manuals, and ends with durable, long-term training and capacity building initiatives which are ultimately captured in the application of what has been learned. The LED Training Series targets the development of concrete action plans as a clear output of the training process. Partnerships and cooperation between public, private and civil society sectors underpin these action plans. The series is important in its contribution to promoting knowledge sharing. The LED

Training Series uses case studies and real world examples to encourage the evolution of learning-by-doing. The ultimate success and realization of these outcomes however lies on the creativity of local establishments and actors - local authorities, training institutions, informal sector operators, businesses, and civil society organizations-in adapting the tools to the realities on the ground and using this series as a living document, keeping it enriched through new insights, knowledge and experience.

So, if you have found yourself asking:

- ❑ *How do we get started in LED?*
- ❑ *What are the steps and tools needed to develop a LED strategy?*
- ❑ *What are alternative LED programs and projects?*
- ❑ *What are other communities doing?*

……then this LED Manual Series was designed to help you.

Similar to the other UN-HABITAT training manuals, the LED training manual and companion documents will be accessible to the public in print and electronic formats. It is our vision to have this manual become a “living document” that will continue to be improved over time and we encourage adaptation to local, regional and national contexts. As you use, change and adapt the documents in this training series, we request due acknowledgement and credit.

Gulelat Kebede
LED Project Coordinator
Training and Capacity Building
Branch, UN-HABITAT

Acknowledgements

The ideas and information contained in this training manual series for Local Economic Development (LED) come from many sources and experiences. First and foremost, it is essential to acknowledge the support, advice and contributions of Gulelat Kebede, the UN-HABITAT manager of this project. Without his commitment and professionalism, this document would not have been possible and would have been of a lesser quality. It is also important to acknowledge the important contributions of his colleagues at UN-HABITAT, in particular Tomasz Sudra (who also participated in the field-testing), but Rafael Tuts, Erik Vittrup C., Catalina Hinchey Trujillo, and Dinesh Mehta also made important contributions.

In addition, we would like to thank those that contributed to our "Virtual Round Table", which served as both the peer review process and a forum for discussion. We would especially like to acknowledge the contributions of Wassala Nimaga, CIDA; Gwen Swinburn and Fergus Murphy at the World Bank; Kees Van der Ree and his staff at the International Labour Organization (ILO); Jacqui Boulle, UN-Habitat Special Advisor to KPEL Indonesia; Karen Peachey, EcoTrust Canada; Luba Vávrová, Local Government Development Center Bratislava; Dr. Theo Van Der Loop, Regional and Local Development Studies of the Addis Ababa University; Francis Gentoral, Canadian Urban Institute Philippines; Nestor Vega, International Union of Local Authorities; and Peter Boothroyd, School of Community and Regional Planning at the University of British Columbia.

We would also like to thank other Round Table members for their involvement: Paola Bordi, ILO; Andrew Farncombe, Canadian Urban Institute; Jan Fransen, Institute for Housing and Urban Development Studies; Rebecca Justicia, Fundación Maquipucuna; Fred Fisher, IDIOM/USA; Peter Gerstlauer, LED Coordinator for the Local Government Water and Related Services, Sector Education, Training Authority (LGWSETA) South Africa; Michael Harstone, Oxfam Canada / BC Hydro; Tom Laviolette, Portland Hotel Society; Anna Vasilache, Partners Foundation for Local Development (FPDL); Maria de la Vega, Foundation for Sustainable Development; and Brian Ward, Federation of Canadian Municipalities.

After the peer review process, we conducted several field tests that greatly improved the content and usability of the manual. We would like to acknowledge the special contributions in Romania of Anna Vasilache, Nicole Rata and Ancuta Vamesu. We would also like to thank the town officials of Horezu, Romania and the 40 participants of the three-day workshop where these methods were applied. Finally, much excellent input was received from the participant trainers who came from Bosnia and Herzegovina, Bulgaria, Moldova and Romania during the training-of-trainers exercise, including Zoran Kulundzija, Miglena Todorova, Kostadinka Todorova, Aliona Niculita, Liviu Ianasi, Elena-Marilena Porbumb, Sabina Chirvai, Olivia Baciu and Claudiu Runceanu.

For our work in Zambia, we would like to acknowledge the facilitation and methodological input of Wassala Nimaga. Great thanks go to our partner organization, the Local Government Association of Zambia, and the significant contributions of Dan Longwe, Maurice Mbolela and Colonel Kenneth Kabungo. The field-testing was greatly facilitated by the assistance of Josephine Muchelemba and Pierre-Paul Perron at the CIDA Project Support Unit in Lusaka. However, the substance came from the Zambian and Zimbabwean participants, and heartfelt thanks go to Josephine Chimbwali, Mbwainga Mbwainga, Daniel Mapulanga, Patrick Katoti, Godfrey Musonda, Lilo Marohn, Mpataji Namumba, Ephraim Belemu, Joyce Chimbila, Ronald Daka, Prof. Peter Lolojih, Joseph Zulu, Morgen Gomo, Jonathan Simbeya and Gerrit McGowan for his technical support.

The Philippines was the final field testing site of LED Training Series. We partnered with the Canadian Urban Institute to field test in the Philippines. The professionalism and dedication of Francis Gentoral and his staff in Iloilo, Philippines made the work insightul and succesful. EPI trainers John Ingram and Glen Hearns brought the materials to life. As always, it was the 40 participants from the Metropolitan Iloilo Development Council and the province of Guimaras that made experience worthwhile and input relevant.

We recognise the work done earlier by EcoPlan International, Inc. manual, co-authored with Karen Peachey, which was part of international project work completed with the Canadian Urban Institute, with the financial assistance of the Canadian International Development Agency. This local economic development training series has evolved from this earlier work. It is also not possible to overstate the importance of research and contributions of Lisa Kon Kam King, Maria Olascoaga, Daphne Powell, Samantha Andersen, Darren Cole, Sanjay Coelho, Jason Emmert, Johm Ingram and Aaron Burgbusch. We are also grateful for the contributions in editing by Heather Conn.

Finally, we would like to offer our special thanks to the Canadian International Development Agency (CIDA). Their support allowed for the original manual development. CIDA also actively participated in the Virtual Round Table process and supported the field-testing for this manual.

William Trousdale
Principal Author

Table of Contents

Introduction

This document, *Volume 3:* **TOOLKIT,** is the second document in the Local Economic Development Training Series. It is a companion piece to *Volume 1:* **QUICK GUIDE,** *Volume 2:* **MANUAL** and *Volume 4:* **ACTION GUIDE**. While the **MANUAL** provides concepts, a step-by-step process and explanations regarding LED, the **TOOLKIT** provides an array of tools to help you on your way towards developing and implementing a LED strategy. It is divided into two parts.

Part 1 provides **SUBSTANTIVE TOOLS** for getting results. These tools are designed to help trainers, consultants or staff get through each module in the "10 Steps to planning excellence" framework. Most of these tools are simple and easy to use. However, more complex tools are also provided so that more sophisticated data gathering and analysis can be conducted.

The **MANUAL** embraces a participatory process, therefore, *Part 2* provides **PROCESS TOOLS,** created to offer some ideas for those who are facilitating the LED process. Here, examples of workshops, guidelines for running more effective meetings and general tips and techniques on facilitating are provided.

The tools provided can be used "as is," or adapted to reflect the cultural needs and experience of those involved in the LED strategic planning process. Be innovative, creative and resourceful in which tools you use and how they are presented to the LED process participants. While these tools have a LED focus, with some inspired energy it is expected that they can be adapted to be useful for many different challenges facing your local area.

Although these tools are part of a "training series," they are not particularly well suited for a typical classroom experience. These tools are most effective when applied to real situations with the people who are responsible for LED in their local area. As noted in the **MANUAL,** although skills development and capacity building are desired outcomes, this will occur by actually going through the process, learning by doing and developing a strategy that can be implemented.

Finally, we would like to highlight that participatory planning process is a *voyage of discovery*, which may require the need to double back and retrace territory already covered. Don't get bogged down, but be willing to circle back on occasion.

PART 1: Substantive Tools

Tools for Getting Results

These tools are designed to help facilitators, trainers, consultants or staff to get through each module in the Manual based on the “10 Steps to Planning Excellence” framework.

Module One: Where are we now?

Step 1: Getting Started – Planning to Plan and Defining the Question
Step 2: Stakeholders and Participation
Step 3: Situation Analysis

Overview

For a process to be successful, it should have a clear idea of what will happen, the organizational capacity to pull it off, the key stakeholders involved and a thorough understanding of the situation.

Step 1: Getting Started Tools

Tool 1a: Getting Organised

Resources required	Pens and paper.
Suggested time requirement	As needed.
Rationale and Comments	To be used as a guide for LED process leader and/or core team.
Procedure	Discuss and determine answers to these key questions at the outset of the LED process. Consider using the Triggering Event Tool 1e as a primer to Getting Started.
Key Questions	**Responses**
Who is going to lead the effort? ❑ Local Government (e.g., special task force from the Office of the Mayor, Planning Dept)? ❑ A Business Group? An NGO? A Citizen Group? - Who will head this? - What power will they have? - What is their mandate?	
What are the anticipated key process constraints? ❑ What should the general scope be? ❑ What are the planning timeframes? ❑ What resources are anticipated – staff time, money, effort, skills? ❑ Where is funding for the process going to come from?	
Who should be invited to help get the process going? ❑ Are other staff from different departments such as health, environment or law enforcement going to be involved (they should be) and how? ❑ Are there other key stakeholders that should help in the initiation process?	
What is the process that will be followed? ❑ How does the process in the LED Manual need to be adjusted to fit with local cultural and local area needs? ❑ How will decisions be made and implemented?	

Tool 1b: Is outside help needed?

Resources required	Pens and paper.
Suggested time requirement	20 minutes.
Rationale and Comments	Expert support and facilitation leadership may make the LED process more effective and efficient.
Procedure	Have each participant answer the questionnaire, discuss answers and determine if outside assistance is needed.

	✔ Yes	✔ No
Was the core group able to adequately answer all the questions in Tool 1a "Getting Organised"?		
Is the core group and leadership in agreement that there is no need to have someone from outside the local area facilitate (e.g., someone who does not have a stake in the outcome)?		
Is there a staff member or trained facilitator in the core group that can create an environment for constructive and cooperative interaction and maximise productivity of group work and participation?		
Do they have a good understanding of planning techniques, and structured group processes?		
Can they help the group to establish rules and procedures for the process?		
Can they ensure that communication between stakeholders is effective and fair, without being swayed by powerful or outspoken members?		
Can they balance need to push the process forward due to budget or time constraints and the need of participants to reflect and understand?		

If the core group, leadership or evaluators can answer "Yes" to all of the above questions, then there is no need to hire outside expertise. If the group answers "No" to any of these questions, outside expertise should be considered.

Tool 1c: Outline a LED planning process that is local area specific

Resources required	To be used as a guide for LED process leader and/or core team. Paper, pens, flip charts in meeting setting.
Suggested time requirement	As required.
Rationale and Comments	• Remember – these are questions about the LED process NOT about the local economic development in general. • Be clear about the planning scope, objectives and expected results before starting. • Every issue does not have to be addressed at the same time or through this process. • Don't take on too much – recognise limitations (capacity, funding, etc.) and anticipate key challenges, opportunities.
Procedure	For LED process leader and/or core group. Combine with meeting/interviews with stakeholders.

Key Questions	Responses
❑ Who is the ultimate client or clients to whom the core group (and facilitator) is responsible?	
❑ What is the overall goal of the LED process – what is expected to be achieved (e.g., a written and agreed to plan of action)?	
❑ What will happen to the results? ❑ What subsequent actions need to take place once a written plan is generated?	
❑ What are the practical challenges and opportunities anticipated with respect to a LED planning process in your local area? **Consider the following issues in your analysis:** ❑ Human Resources • administrative and secretarial support • accounting ❑ Logistics: - location of meetings - size of meeting space to accommodate large and small (breakout) groups - conflicts with other processes - deadlines - political ❑ Stakeholders: - travel time of key stakeholders - interest level of key stakeholders - bad experience with previous planning processes - communication	

Tool 1c: continued

❑ Cultural issues • time of year • potential conflicts with religious events	
❑ What can be done to ensure a better process? • reflect on your own experience	

When complete, write out a process, and a schedule (or action calendar), as to when each task is expected to be completed, whose responsibility it will be and an estimate of how much it should cost.

Tool 1d: Sample Planning Process Matrix

Resources required	Pen, worksheet, extra paper.
Suggested time requirement	As needed.
Rationale and Comments	To be successful, the LED planning process must be organised.
Procedure	Complete matrix by Identifying tasks, who will be responsible for carrying out the tasks, what resources are needed and when they will take place.

			Month											
Task	**Responsibility**	**Budget**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**

Tool 1e: Defining the Question - Understanding the Triggering Event[1]

Resources required	Pen, copies of worksheet for participants, extra paper.
Suggested time requirement	30 minutes.
Rationale and Comments	❑ The LED leader, core group and/or stakeholder group may want to use these questions to guide in the development of a focus question for the LED process. ❑ A well thought out LED strategy is much more difficult to achieve if you start out from the wrong place. ❑ A well-focused decision problem, that understands resource limitations and the main reason why a strategic planning process for LED is being pursued, has a better opportunity to succeed.
Procedure	Answer the following questions with the appropriate group to help determine the focus of the process, why the process was initiated to begin with and the expectations of the process.

Key Questions	Responses
❑ Describe in some detail the condition, circumstances or event that "triggered" the initiation of the LED strategic planning process and the formation of the project team.	
❑ Why was it selected at this time?	
❑ Who is affected by the current situation?	
❑ Who will be affected if nothing is done?	

1 Adapted from Fisher, Fred, 2001. Building Bridges between citizens and local governments -Through Participatory Planning. Part 2. Toolkit. p. 29

Step 2: Stakeholder and Participation Support Tools

Tool 2a: Stakeholder Identification

Resources required	Pen, copies of worksheet for participants, flip chart.
Suggested time requirement	30-45 minutes
Rationale and Comments	Partnerships are the new reality in successful LED. Having a complete listing of stakeholders is the first step to identifying key stakeholders, forming a stakeholder group, identifying where different stakeholders could participate (creating a broad public involvement plan) and understanding process/implementation.
Procedure	First, ask participants to fill out the worksheet. It may be a good idea to break the group into stakeholder analysis working groups (e.g., government, NGO, private sector, etc.). Have participants read their answers until all are stated. Use a flipchart to record group responses and record these on a worksheet.

Key Questions	List of Stakeholders
❑ Who might benefit or be negatively affected (e.g. client groups such as the urban poor, policy proponents such as environmental NGOs)?	
❑ Who should be included because of their relevant formal position (e.g. government authority)?	
❑ Who should be included because they have control over relevant resources (e.g., money, expertise)?	
❑ Who has power to hinder or block implementation (e.g., activist groups, lobby groups, implementing agencies)?	

Comments

Tool 2b: Stakeholder Analysis Matrix

Resources required	Pens, copies of the worksheet, flip chart.
Suggested time requirement	30min to 1 hour.
Rationale and Comments	This will help in assessing the stakeholders and developing a stakeholder group and public involvement plan.
Procedure	Use the list generated in Tool 2a to fill out the matrix below. First, ask participants to fill out the worksheet. It may be a good idea to break the group into small working groups (e.g., government, NGO, private sector, etc). Have participants read their answers until all are stated and discuss differences in the assessments. Use both a flipchart and worksheet to record group responses.

Stakeholder	**Description of key interest**	**Description of key potential contributions**	**Partnership Assessment**[2] Is their involvement: **A=Essential:** process will fail without involvement **B=Important:** process is limited and implementation may suffer without it **C=Minor:** nice to have	
			Current	**Potential**
Government: Municipal, Provincial, National, Traditional				
•				
•				
•				
•				
•				
Labour				
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•				
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[2] Consider the following issues when assessing stakeholders:
- their stake in the issues (e.g., the client groups such as the urban poor, policy proponents such as environmental NGOs);
- their formal position (e.g., government authority);
- their control over relevant resources (e.g., money, expertise), and;
- their power to promote, hinder or block implementation (e.g., activist groups, lobby groups, implementing agencies).

Table 2b: (continued)

Stakeholder	Description of key interest	Description of key potential contributions	**Partnership Assessment**[2] Is their involvement: **A=Essential:** process will fail without involvement **B=Important:** process is limited and implementation may suffer without it **C=Minor:** nice to have	
			Current	**Potential**
Business				
•				
•				
•				
•				
•				
NGO and CBO				
•				
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•				
•				
•				
Other				
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Tool 2c: What are the chances of having a successful LED Process?

Resources required	Pens.
Suggested time requirement	45 minutes.
Rationale and Comments	Evaluate the potential of a successful LED process before spending too much time and resources on a process that has limited chances of succeeding.
Procedure	Answer the following questions. Use as a guide for the core group.

	✔ Yes	✔ No
Are the stakeholders ready to collaborate and is there a sense of urgency to work together?		
Are the stakeholder groups and steering committees being asked to participate credible, well organised, and able to effectively represent their interests?		
Are all the sectors with a concern for the issues represented (e.g. women and men, formal and informal sectors, public and private sectors, traditionally marginalised groups)?		
Do all stakeholders see the process as fair? Is it open and not just a "rubber-stamping" process? Are there agreed upon procedures and ground rules?		
If the mayor, for example, cannot be involved, has a city representative with decision-making authority been sent, or has a process been put in place so that municipal decisions can be fed back to the stakeholder group efficiently?		
Are the citizens or civic society organisations sending their best representative for participation in the programme?		
Have key institutions or power blocs – for example the city council, chamber of commerce, labour organisations, local NGOs and minority groups – agreed to support and abide by recommendations arrived at through the agreed upon process?		
Have efforts been made to secure effective management of the planning process?		
Are there steps in place to encourage small successes throughout the process?		
Are there steps in place to gauge if stakeholders are focusing less on narrow parochial interests and more on broader interests of the local area as the process unfolds?		

If the answer is "NO" to any of these questions, ask why and list the reasons. Think about how each issue can be addressed and examine the potential success of the process without this key condition being met. Record your work below.

Tool 2d: Worksheet to Develop a Sample Terms of Reference for a Stakeholder Committee[3]

Resources required	Pens.
Suggested time requirement	1 hour.
Rationale and Comments	Establishing a Terms of Reference (TOR) for the stakeholder group will avoid many potential problems and pitfalls.
Procedure	Use as a guide for the core group to develop a TOR for the comment and feedback of the stakeholder group. This will use the meeting time more efficiently. Alternatively, use the following questions as a guide for the stakeholder group.

Use the answers from these questions to write-up a terms of reference that all stakeholders can sign.

What are the basic tasks of scheduling meetings? Writing agendas? (e.g., Who will do it? How will the agenda be agreed to?)

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What activities are to be jointly undertaken?

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What are the roles and responsibilities of the participants throughout the process (e.g., provide leadership, provide representation that is credible and able to articulate constituent interests, come to meeting prepared, complete action items that result from meetings and workshops)?

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What information will be needed and what are the standards for information gathering and sharing? Will the project rely on work already completed and on the knowledge and experience of participants? How will this be gathered? Will additional research need to be conducted?

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[3] Adapted from ICLEI, 1996. The Local Agenda 21 Planning Guide. Toronto.

What are the resources to be provided by each participant?

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What are the decision-making methods, including dispute resolution and review?

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What are the agreements on how the outcomes of the planning process will be integrated into the planning activities of the municipality?

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What is the communication protocol? With other members? With members' constituents? With the media? With public officials?

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What is the protocol for letting new members into, and out of, the process – when and how?

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Have participants identified alternate representatives?

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Step 3: Situation Assessment Tools

Tool 3a: Table of Contents as Guide to Background Data Collection

Resources required.	Variable
Suggested time requirement	Variable
Rationale and Comments	All of the information needs identified in the Detailed Table of Contents below are important to developing a comprehensive LED strategy. However, limitations and constraints such as time and money, may limit how much of this information can be gathered. Be strategic about data collection. Review the **Detailed Table of Contents** and think about: ❑ what information may be the most important for informing the strategy development; ❑ how can this information be collected (e.g., research, ask experts). Below are some of the most common data gathering methods.
Procedure	1. Review the Table of Contents listed below. 2. Secondary Source Data Collection – Document and Literature Review. Much of the data needed to gain an understanding of the local economic environment may already exist. Conduct a literature and document review to make sure you do not "reinvent the wheel" - get data that has already been collected. 3. Primary Source Data Collection – Surveys, Focus Groups (public or experts), Direct Observation. Develop survey instruments and focus questions for workshops using other tools in this Toolkit as examples. Develop business surveys and community surveys.

Background Data: Situation Assessment for LED

Sample of a Detailed Table of Contents for a Situation Assessment. Simplify as it reflects your local context

1.0 Executive Summary

1.1 Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis

2.0 Introduction

3.0 Human and Social Capital

3.1 Organisational and leadership capacity (Conducted as part of Steps 1 & 2 – Getting started and Stakeholders Participation. Include as part of the situation assessment)

3.2 Information

3.2.1 Business, Market and Economic

3.2.1.1 Estimation of size, characteristics or informal, barter, non-legal sectors

3.2.1.2 Historical review of the development of the city and local economy

3.2.1.3 Inventory of businesses and business services by sector, type, size, number of employees, products/services, sales
3.2.1.4 Listing of the largest employers
3.2.1.5 Identification of primary markets and linkages for existing producers
3.2.1.6 Identification of key economic leakages - when and why local money leaves the local economy (residents leaving area to purchase goods, businesses & manufacturers purchasing materials outside area)
3.2.1.7 Foreign investment and trade, current and potential
3.2.1.8 Taxes (local, provincial sales, income or business taxes)
3.2.1.9 Taxation policy (e.g., property tax – rates, jurisdictions and boundaries, abatement policy, exemptions)

3.2.2 Cost of Business Start-up
3.2.2.1 Summarise typical start-up costs (business permits fees and time requirements, land, taxes, labour costs, lease rates)

3.3 Quality of Life

3.3.1 Living standards, cost of living
3.3.2 Heritage, culture, recreation, social services and health facilities and resources
3.3.3 Unique local features/atmosphere/identity that influence quality of life, retain local population, attract new residents

3.4 Demographic

3.4.1 Poverty and income levels (e.g., income mapping by district or neighbourhood)
3.4.2 Population growth rates
3.4.3 Population age & sex distribution and projections
3.4.4 Mobility: Out- and in-migration rates
3.4.5 Household size and family structure
3.4.6 Household income

3.5 Skills, Competency and Innovation

3.5.1 Institutional
3.5.1.1 Educational institutions by size, programmes, research capabilities
3.5.1.2 Government resources and services
3.5.1.3 Business facilities (management training, technical assistance programmes, business development associations/centers, incubators, convention-trade show venues and events)
3.5.1.4 Non-government institutions and service agencies

3.5.2 Local Knowledge
3.5.2.1 Entrepreneurial spirit – is there a high entrepreneurial spirit or do citizens look to others to create jobs?

3.5.2.2 Successful and unsuccessful past local economic development initiatives (business closures, recent business start-ups)

3.5.2.3 Level of entrepreneurial and small business development activity

3.6 Labour Force

3.6.1 Statistics and Data

3.6.1.1 (Un)Employment rates and numbers by sex, age, occupation

3.6.1.2 Labour force participation by sex, age, occupation, industry

3.6.1.3 Labour stability, unionisation, conditions

3.6.1.4 Labour force by skills classifications, education and training levels

3.6.1.5 Minimum wage and prevailing wage for various occupations

3.6.2 Gender

3.6.2.1 Women's issues related to the local economy, (e.g., valuation of non-paid work, access to high paying jobs, and triple work day)

3.6.2.2 Job opportunities for women

3.6.2.3 Women's constraints to entering the job market, level of participation, economic expectations

4.0 Financial Capital

4.1 Financial Services: availability of financing for business development and expansion to all sectors including informal and women (sources: government programmes, banks, other lenders, venture capital, local area capital, micro credit programmes, etc.)

4.2 Local Government budgets: from local taxes, transfer payments from central government, grants, user fees, etc.

5.0 Manufacturing and Physical Capital

5.1 Technology, Machines, Tools, Factories

5.1.1 Buildings and land

5.1.2 Plant, factory and business technology assessment

5.2 Built Environment and Infrastructure

5.2.1 Buildings and infrastructure

5.2.2 Geographic location in relation to markets, major urban centres, transportation linkages

5.2.3 Non-residential building inventory (age, size, availability, lease rates, competitiveness)

5.2.4 Residential building inventory, availability or vacancy rates, lease rates

5.2.5 Land inventory: availability, zoning/use, status Quality and available capacity of:

5.2.6 Communications, telecommunications
5.2.7 Utility (water, storm, sewer, gas) infrastructure
5.2.8 Energy infrastructure (capacity, reliability, cost)
5.2.9 Waste management systems
5.2.10 Transportation infrastructure (major roads, highways, rail access, ports, airports, bus/truck services, shipping services)

6.0 Natural Capital

6.1 Resources

6.1.1 Primary resources: Minerals, forests, land, water, air
6.1.2 Resource processing: Type, quantity and markets

6.2 Living systems

6.2.1 Quality of life
6.2.1.1 Climate, topography
6.2.1.2 Aesthetic, natural and scenic resources

6.3 Ecosystem Services

6.3.1 Economic support: Flood control (e.g., vegetated hillsides), waste treatment and recycling, pollution absorption and purification, soil management

7.0 Conclusions

Tool 3b: Local Area Assessment Overview for LED[4]

Resources required	If conducted as a group exercise: Pens, copies of worksheets for participants, flip charts.
Suggested time requirement	15 minutes for worksheet. Discussion as needed – depends on whether results are to be collected and analysed before discussion at the next meeting or if discussion will take place immediately following exercise.
Rationale and Comments	This exercise is meant to provide a quick opportunity for a common understanding of the local area. Where understandings are different, this exercise can help build awareness of different perspectives among stakeholders.
Procedure	Have participants fill out worksheet. Discuss results. Possibly collect results, analyse and return analysis to group for discussion.

Assessment Statement	Rank	Comments
1. Leadership in the formal sector is diversified and representative of the local area (age, gender, wealth/poverty, culture)	Low Med High	
2. Leadership in the informal sector is diversified and representative of the local area (age, gender, wealth/poverty, culture)	Low Med High	

[4] Adapted from: Community Resilience Manual. Center for Community Enterprise. 2000. This guide and workbook can be downloaded from: http://www.cedworks.com/bookstore/crpmain.html

Assessment Statement	Rank	Comments
3. Marginal groups are organised and have the capacity to participate	Low Med High	
4. Elected leadership is visionary, capable of forging alliances, able to build consensus and willing to share power to get things done	Low Med High	
5. The citizens of the local area feels a sense of pride and attachment	Low Med High	
6. Local area members feel optimistic about the future	Low Med High	
7. There is a spirit of cooperation and mutual assistance in the local area	Low Med High	
8. The local area is self-reliant and looks to itself and its own resources to address major issues	Low Med High	
9. The local area has a strategy for increasing local independent ownership	Low Med High	
10. The local area has an economic development strategy or plan to guide its development	Low Med High	
11. Citizens and stakeholders have the opportunity to be involved in the creation and implementation of the LED strategy	Low Med High	
12. The local area adopts an approach that encompasses all citizens, regardless of wealth, power and influence	Low Med High	
13. Employment is well-diversified beyond a single, large employer	Low Med High	
14. Major employers in the local area are locally owned	Low Med High	
15. The local area is aware of its competitive position in the broader economy	Low Med High	
16 The local area has identified and acted on opportunities for collaboration with other communities and jurisdictions	Low Med High	
17. The local area is willing to seek out resources to address identified areas of weakness	Low Med High	
18. There is a strong belief in, and support for, education and skills training at all levels	Low Med High	
19. There is a variety of local economic development organisations to address key economic functions (planning and coordination, credit, training and education, infrastructure)	Low Med High	
20. Organisations in the local area have developed partnerships and collaborative working relationships	Low Med High	

Tool 3c: Business and Community Survey

Resources required	Funds for survey development and implementation, data collection, data entry and analysis.
Suggested time requirement	As needed.
Rationale and Comments	A survey should be developed according to the context in which it is being implemented. While one can solicit a great deal of information, the collected information is worthless unless it is analysed and used. It is best to solicit responses that can be entered into a database (e.g., ACCESS software) easily. To maximise the versatility of the information collected, the opportunities and constraints of such data management systems in terms of data organisation, standardisation, and analysis, should be understood when designing and implementing any survey.
Procedure	Distribute the survey to a representative sample of the business. Collect completed surveys. Enter the data in computer database and analyse.

Sample questions typically included in a Business survey – The following was implemented in Horezu, Romania, by the FDPL during field testing of the LED Training Series

BUSINESS SURVEY EXAMPLE

Dear Madam/Sir,

In order to assess the quality of the business environment in **the town of Horezu,** the FDPL consultancy team is asking you to fill in the following questionnaire. This survey is required for establishing a basis for the strategy for local economic development (LED) for the town of Horezu, which will be developed in April and May. We guarantee that all the information provided is confidential and that the current survey will be used strictly for research purposes and will not be used for commercial purposes.

After filling in the questionnaire, please fold it and put it in the attached envelope, which is marked with the address **"Horezu Town Hall, Department of Public Relations – Mr. Vasile Blidaru,"** by Thursday, 26 February 2004 at 7 P.M." where the surveys will be collected by the representatives of FPDL.

BUSINESS ENVIRONMENT SURVEY

(this survey is aimed at companies – SC, and family associations – AF)

A. GENERAL DATA CONCERNING THE COMPANY

1. Company/association data:
   Type (SC or AF, SA, SRL, SNC, etc.) ....
   Field of activity...
   ....
   Size (number of employees) ....

2. Entrepreneur data:
Gender: M ☐ F ☐
Age: ....
Marital status: married ☐ unmarried ☐
Education: primary ☐ secondary ☐ higher ☐
(other information regarding education – specialisations etc.):
....
Years of experience prior to setting up your own business ....
The motivation/reason that prompted you to set up your business:
....
....

3. Your company's market (approximation in % according to the area of sale or your company's/association's product, from a total of 100%):

A. local	**%**	**B. national**	**%**	**C. external**	**%**
Within the town or in neighbouring communities[5]		Nationwide		External markets (export)	
		If possible, specify the percentages for county market and for the rest of the country, individually			

Comments (if applicable) ....
....

4. **Who are the buyers of your company's/association's products/services (approximation in %):**

By location	%	By type	%
Other companies on the local market (including neighbouring communities)		Individuals and households	
Other companies outside the local market		Local, central administration, public agencies	
Companies from abroad (export)		Other categories (NGO, professional organisations, trade unions etc.)	

Comments (if applicable) ....
....
....

5. **Name 3 of your company's/association's pluses/advantages/strong points.**
A ....
....
B ....
....
C ....
....

[5] By neighbouring communities we mean the communities of Vaideeni, Coste_ti, Tom_ani and M_ld_re_ti.

6. **Name 3 of your company's/association's problems/disadvantages/weak points.**
A ....
....
B ....
....
C ....
....

B. GENERAL DATA CONCERNING THE RELATIONSHIP WITH THE AUTHORITIES

7. **How would you characterise your company's/association's relationship with the local administration, on a scale from 1 to 5, in the context of the following possible situations (1 point means "I am very dissatisfied", 5 points mean "I am very satisfied"):**

Possible role of the local public administration	1	2	3	4	5
a. Buyer of goods and services					
b. Regulator of business activities					
c. Coordinator of the town's business activities					
d. Facilitator of local economic development					
e. Promoter of local economic development					

8. **How can these relationships be improved (if necessary)?**
....
....
....
....
....

9. **Do you believe that the local administration supports your company's/association's activities?**
If yes, explain how:
....
....
If no, explain how:
....
....

10. **Do you have the power to influence (as a company or through associations) local decisions and resolutions, which might have significant impact on your business or on the business environment, in general? If yes, explain how:**
....
....
....
....

11. **How do you assess, on a scale from 1 to 5, the behaviour of the authorities in the following regards? (1 stands for maximum negative assessment, 5 stands for maximum positive assessment):**

	1	2	3	4	5
a. Transparency					
b. Efficiency					
c. Fairness (unbiased behaviour)					
d. Bureaucracy					
e. Corruption					

C. GENERAL DATA CONCERNING THE BUSINESS ENVIRONMENT

12. **Where can you find useful information and advice for your company/association? (name the place, the person and the type of information and advice)**

....
....
....
....

13. **How can access to this information be improved in order to best serve your business development interests?**

....
....
....
....

14. **Do you work with other companies/associations besides the sale and purchase of products? If yes, in what way? (e.g. for a common purpose)**

....
....
....
....

15. **How do you assess the business environment of Horezu? (check A or B)**

A. The business environment is favourable for business development ☐

B. The business environment does not encourage business development ☐

Explain your choice (if you wish):

....
....
....
....

Where Are We Now?

16. **Name three factors that have contributed and are contributing to the management/leadership and operational success of your company/association.**
    A ....
    ....
    B ....
    ....
    C ....
    ....
17. **What are the 3 major problems your company/association has to deal with?**
    A ....
    ....
    B ....
    ....
    C ....
    ....

D. CONCLUSIONS

18. **Name 4 things the local administration should do within the next 3-5 years in order to accelerate local economic development in your town:**

Possible contributions by the local administration	**1.**	....
		....
		....
	2.	....
		....
		....
	3.	....
		....
		....
	4.	....
		....
		....

19. **Name 4 things you can contribute (as a company/association), for the local economic development of Horezu?**

Possible contributions by your company /association	**1.**	....
		....
		....
	2.	....
		....
		....

Possible contributions by your company /association	3.	....
		....
		....
	4.	....
		....
		....

20. If you have further comments regarding the business environment of Horezu, or other general issues, please put them down.

....

....

....

....

....

Thank you for your time!

Finally, if you wish to be involved in the activities organised in the development of the strategy for local economic development (LED), please give us your contact information in the spaces provided below, or contact us at phone/fax number: 021-3135664 (68):

Last and first name ....

Address ....

Phone, Fax: ....

E-mail: ....

Sample questions typically included in a Community Survey – The following was implemented in Horezu, Romania, by the FDPL during field testing of the LED Training Series

COMMUNITY SURVEY EXAMPLE

Dear Madam/Sir,

During the last 14 years, the town of Horezu has experienced a deterioration of economic activities and a decrease in population, as indicated in the population and household census of 2002. The Local Council of Horezu has set out to identify the causes of this state of affairs and possible solutions for economic and social recovery, by developing a strategy for the economic development of the town (SLED) between April and May 2004.

For the drafting of this strategy, the Local Council benefits from the consultancy offered by “Partners for Local Development” Foundation (Funda?ia Parteneri pentru Dezvoltare Local? – FPDL) of Bucharest and by the United Nations Human Settlements Programme UN-HABITAT.

In preparation of the strategy, we are conducting a support study concerning the general economic and social status of Horezu. The study is based on statistical data and information from other studies and documents, as well as on the opinions expressed by residents through surveys, interviews, and group discussions.

In order to assess the general status of economic and social development of the **town of Horezu,** from the point of view of the local community, the FPDL consultancy team is asking you to fill in the following questionnaire. The questionnaire is anonymous and will be used strictly for research purposes and will not be used for commercial purposes.

QUESTIONNAIRE[6]

1. What is your opinion about Horezu regarding the following aspects (grade each aspect with a mark between 1 and 3, 1 standing for "very good", 2 = "good" and 3 = "bad"):

	1	2	3
Natural environment/surroundings			
Level of equipment with/existence of utilities			
Level of equipment with/existence of public services (schools, hospitals, etc.)			
Level of development of the local economy			
Relations of cooperation with neighbouring communities (economic, cultural, etc.)			
Manner of administration of the town			

2. From the economic point of view, you consider the area is:
   poorly developed ☐ developed ☐ very well developed ☐
3. Do you believe that in 5 years the economic situation in Horezu could change…?
   for the better ☐ will remain unchanged ☐ for the worse ☐
4. How do you assess the involvement of the administration in the economic development of the area?
   Is not involved at all Could be more involved Is very much involved
5. Do you consider that in your community:
   1. The common interest is always set above private interests
   2. Private interests are set above the common interest
6. Does the administration encourage you to be a part of community life?[7]
   Yes ☐ No ☐
   If "yes", answer question 7
   If "no", go straight to question 8
7. In what specific ways does the administration encourage you to be part of community life? (provide three examples of such ways/facilities)
   1. ……………………………………………………………………………………
   2. ……………………………………………………………………………………

[6] The questionnaire is aimed at members of the Local Council, as well as at the people in the target groups invited on Friday, 27 February 2004.

[7] Questions 8, 9 and 10 should not be filled in by local councilors or representatives of public administration, since their involvement on community life is self-evident, due to the roles and offices they hold.

3. ....

8. **In your opinion, what are the reasons for not being encouraged? (provide three examples of possible reasons)**

   1. ....
   2. ....
   3. ....

9. **In your opinion, what are the fields/areas that have major problems, in the town/region? (grade each field/area with a mark between 1 and 3, according to how serious the problem is: 1 = very serious, 2 = serious, 3 = not very serious)**

	Field/area	**1**	**2**	**3**
1.	Agriculture			
2.	Industry			
3.	Housing			
4.	Traffic and public transport			
5.	Utilities services (water distribution, sewerage, waste disposal etc.)			
6.	Education			
7.	Healthcare and social welfare			
8.	Environment protection			
Other fields you consider important (e.g., culture, sports, tourism, etc.)				
	....	....	....	....
	....	....	....	....

10. **Among the fields/areas that you believe have major problems in the town/region, for which have you perceived some interest on the part of the administration to find solutions to them?**

	Field/area	
1.	Agriculture	
2.	Industry	
3.	Housing	
4.	Traffic and public transport	
5.	Utilities services (water distribution, sewerage, waste disposal etc.)	
6.	Education	
7.	Healthcare and social welfare	
8.	Environment protection	
Other fields you consider important (e.g., culture, sports, tourism, etc.)		
	....	....
	....	....

Where Are We Now?

11. **Among the fields/areas that you believe have major problems in the town/region, in which case do you believe the administration should cooperate with the administrations of other communities in order to find solutions to those problems?**

	Field/area	
1.	Agriculture	
2.	Industry	
3.	Housing	
4.	Traffic and public transport	
5.	Utilities services (water distribution, sewerage, waste disposal etc.)	
6.	Education	
7.	Healthcare and social welfare	
8.	Environment protection	
Other fields you consider important (e.g., culture, sports, tourism, etc.)		
	....	....

12. **Do you consider that right now there is such a tendency (towards cooperation)?**

Yes ☐ No ☐

If "yes", name the fields/areas affected by trends towards cooperation:

....

....

If "no", go straight to question 13

13. **In your opinion, what are the most important fields the town of Horezu should invest in, in order to encourage economic development? (Grade from 1 to 7, in order of importance)**

	Field/area	
1.	Agriculture	
2.	Industry	
3.	Housing	
4.	Traffic and public transport	
5.	Utilities services (water distribution, sewerage, waste disposal etc.)	
6.	Education	
7.	Healthcare and social welfare	
8.	Environment protection	
Other fields you consider important (e.g., culture, sports, tourism, etc.)		
	....	....

14. **In your opinion, where should the local public administration find the resources required to encourage the community's economic development? (Grade from 1 to 7 in the order of the impact on economic development: 1= most powerful, 7= least powerful)**
    The local budget .... ☐
    The county budget .... ☐
    The central budget .... ☐
    The internal private sector (by attracting local investment) .... ☐
    The private sector outside the town .... ☐
    External funding (European Union, World Bank, others) .... ☐
    Other types of local resources (contributions in money and labour from the members of the community, etc.) .... ☐
15. **What community do you perceive as a strong "competitor" for Horezu?**
    ....
16. **Why?**
    ....
17. **What community do you perceive as a suitable "collaborator" for Horezu?**
    ....
18. **Why?**
    ....
19. **Are there any current cooperation relationships with the latter?**
    Yes ☐ *No* ☐ *I don't know* ☐
    (If "yes", answer question 20; If "no", go straight to question 21)
20. **In what fields do these cooperation relations already exist? (provide 3 examples)**
    1. ....
    2. ....
    3. ....
21. **In your opinion, what does Horezu have to offer more than the neighbouring communities?**
    1. ....
    2. ....
    3. ....
    something else ....
22. **As a resident, what do you believe Horezu has special and different when compared to other communities and you would like to remain unchanged?**
    ....

23. **Among the following fields, which do you consider the most important from the point of view of:**

	Economic impact	Employment opportunities
Agriculture		
Industry		
Construction		
Trade		
Traditional crafts		
Public services (administration, education, healthcare)		
Transport		
Tourism		
Other (specify):	....	....

24. **In your opinion, in what fields could Horezu develop economically?** (Grade the fields from 1 to 5, in the order of their potential for economic development: 1 = most important, 5 = least important)

Agriculture		Industry		Trade and services		New/environmental technologies	
Breeding		Vegetable products processing		Retail trade		Information technology	
Vegetable growing		Animal products processing		Wholesale trade		Telecommunications	
Fruit growing		Wood processing		Transport		Optics	
Viticulture		Traditional arts and crafts		Construction		Electronics	
Forestry		Textile, clothing, leather trade		Tourism		Pharmaceuticals	
....	......	....	......	....	......	....	......
....	......	....	......	....	......	....	......

If you wish to suggest other fields, fill in the free spaces in the last 2 cells.

25. **What are the 3 main goods (food and otherwise) that you buy in Horezu?**

....	Of current/daily use	Of medium-term use	Of long-term use
1.	....	....	....
2. ..	....	....	....
3. ..	....	....	....

26. What products do you have to buy from outside the town?

....	Of current/daily use	Of medium-term use	Of long-term use
1.	....	....	....
2. ..	....	....	....
3. ..	....	....	....

27. Name one positive aspect and one negative aspect with regard to Horezu, from the point of view of the following types of relationships:

	Relationships of the residents of Horezu		
	Within the community	With the local administration	With other communities
Positive aspect	....	....	....
Negative aspect	....	....	....

28. If you had the power to change something in Horezu, what would be the first three measures you would take?

1. ....
2. ....
3. ....

29. Would you move to another community if you had the opportunity?

Yes ☐ No ☐

30. If yes, where?

....

31. Why?

....

....

32. Do you believe that, after graduating from high-school, the young people of the community should move to other communities?

Yes ☐ No ☐

33. If yes, why?

....

....

34. For how long have you been living in Horezu?

Less than 5 years ☐ 5 – 10 years ☐ over 10 years ☐

35. When was your residence built?

....

36. How satisfied are you with your life and with the life of your family? (assess, on a scale from 1 to 5, 1 being the maximum value and 5 the minimum value)

1	2	3	4	5

Where Are We Now?

37. **In your opinion, how satisfied are the residents of Horezu with their lives?** (assess as for question 36).

1	2	3	4	5

38. **Where do you stand, compared to the other residents of the town, from the point of view of your average monthly family income?**
I have high income ☐ I have medium income ☐ I have low income ☐

39. **Gender** **F** ☐ **M** ☐

40. **Age**

20-30 years	31-40 years	41-50 years	51-60 years	over 60 years

41. **What is the last education level completed?**
primary ☐ secondary ☐ university ☐ postgraduate ☐

42. **Your profession**
....

Thank you for your time!

Finally, if you wish to be involved in the activities organised in the development of the strategy for local economic development (LED), please give us your contact information in the spaces provided below, or contact us at phone/fax number: 021-3135664 (68):

Last and first name ....
Address ....
Phone, Fax: ....
E-mail: ....

Tool 3d: Complementary and Comparative Analysis

Resources required	If conducted as a group exercise: Pens, copies of worksheets for participants, flip charts. If conducted as a research exercise: Staff time.
Suggested time requirement	As needed.
Rationale and Comments	Understanding the local area's relative competitiveness and opportunities for collaboration requires looking at other municipalities or communities located nearby, within the same metropolitan area or region. Examining places outside the vicinity but that are similar in size or economic function may also lend understanding to the competitive environment in which the local area operates (see Action Document for some insights). This process can also serve to identify opportunities for complementary or cooperative economic development between communities. Seeking out opportunities to collaborate can help address local issues better and increase national and global competitiveness.
Procedure	Use the following questions to guide analysis.

1. Which other local areas have the most significant impact on your local area? What other local communities and/or jurisdictions do you consider to be an economic competitor or collaborator? Why?

   ....
   ....
   ....
   ....

2. How strong are the regional linkages with these areas (e.g., communication, transportation, markets)?

   ....
   ....
   ....
   ....

3. What opportunities are there for improving these linkages?

   ....
   ....
   ....
   ....

4. What are the areas of common economic interest?

   ....
   ....
   ....
   ....

5. What opportunities exist to work together to promote common economic interests?

   ....
   ....
   ....
   ....
   ....

6. What are your comparative advantages over these other local communities or jurisdictions? What does your local area have to offer?

....

....

....

....

7. What local economic activities are underway in your local area? What are other communities and/or jurisdictions doing? What is working and what is not?

....

....

....

....

8. If you see your local area as competing with other local communities and/or jurisdictions, can this relationship be turned into a collaborative one to be more competitive nationally and globally?

....

....

....

....

Tool 3e: Simple Leakage, Market and Supply Chain Analysis

Resources required	Staff time and/or in a group setting with pens, paper, flip charts.
Suggested time requirement	As needed.
Rationale and Comments	Once income and investment is attracted to the local area through manufacturing, tourism, universities, retail or other economic activities, it is in the interest of the local area to keep it circulating locally. When that income leaves the local area, jobs are lost (See Example 2, p. 57 in the **Manual**). One thing a LED assessment should consider is the way to keep income in the local economic system. By thinking about the questions listed below, a local area can begin to think of opportunities to improve the local economy and what may need to be done (e.g., new retail stores for locals, new training programmes for existing businesses, buy-local programmes).[8]
Procedure	The questions below could be used to guide an independent analysis or a workshop group discussion. In a workshop setting there is the added benefit of promoting understanding of the local economy. Collect the information regarding 1) the identification of primary markets and linkages for existing producers and 2) the identification of key economic leakages - when and why local money leaves the local economy (residents leaving area to purchase goods, businesses & plants purchasing materials outside area). This information is often already gathered through business and consumer surveys. Use the questions below to guide the analysis. Refer to the diagram in Example 2 (p.57) in the **Manual** for a visual aid.

[8] If sufficient data is available, or the local area has the funding to generate it, then they may decide to have a professional conduct a more advanced analysis.

Analysis Questions

1. Why do local residents leave the area and what do they spend their money on? Why?

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2. Are there opportunities to provide local area residents with a chance to spend more of their money locally? What needs to be done to do this?

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3. What do local businesses import from outside the local area? Where does the value chain break? Why are these purchases not made in the local area (lack of capital: natural resources, skills, financing, others)?

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4. Are there opportunities to develop businesses from within the local area to provide local businesses with goods and services they now have to import? What needs to be done to do this?

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5. Can the local area attract businesses if they cannot develop them from within? How (e.g., tax holidays, business support)?

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6. Are there opportunities to set up a local bank or credit union that will reinvest locally?

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7. Can you think of any other ways to keep local income circulating in the local area?

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8. After examining the primary markets and linkages of local producers, what opportunities exist to expand the existing markets (e.g., value-added)?

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9. Where are these other markets located?

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10. How can they be accessed?

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11. What linkages (e.g., transportation, communication infrastructure) need to be made more efficient to effectively serve existing and potential markets?

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Tool 3f: Simple Value Added Analysis Tool

Resources required	Staff time and/or in a group setting with pens, paper, flip charts.
Suggested time requirement	As needed.
Rationale and Comments	The idea of "value added" is to improve the worth of a product as it passes along the value chain from raw material to final good or service. The final value added is the difference between the cost of inputs (materials, goods and services) and the price for which the final goods or services that used these inputs sell for in the marketplace. Typical sectors that have opportunities for adding value are agriculture, aquaculture, forestry and tourism. Several examples of how value can be added to products are provided below: • An LED area specialises in fruit agriculture decides to form an agriculture cooperative and collectively process fruit from the area into a "branded" jam for high-end market in capital city. • A timber local timber company invests in a business that processes their traditional product, rough lumber, into end-use consumer products, such as furniture. • A poultry farmer grower in the area begins to bag poultry waste compost and markets it as an organic soil conditioner - adding value to the farm waste. • A local pig farm opens a retail butcher shop in near-by town that "adds value" by selling cuts of meat direct to the consumer rather than only selling live hogs to a packer. • A group of farmers and a local tourism agency organise to develop an "agricultural bicycle route" to provide guest houses on farms for tourists.

Tool 3f: (continued)

Rationale and Comments	Many value added opportunities are not initiated or fail. The reason commonly cited is "lack of capital." However, research indicates that lack of adequate planning, including understanding the feasibility of the idea and market development, is usually to blame. Additional capital too early in the process often just postpones the eventual failure. To initiate value added opportunities with a higher degree of potential long-term success, it is important to: • determine the feasibility of the proposed idea and its start-up requirements • evaluate the need and potential payback of borrowed money • develop the groundwork for detailed operational plans • have a sound marketing strategy There is, however, a delicate "balance" between what it costs to add value to a commodity and what price the market will bear for the new product. A venture will only be profitable if the final price received is greater than the total cost of production, packaging, transportation, operation and marketing.
Procedure	Use the following questions to guide a group discussion or as a checklist for conducting value added analysis.

Value Added Checklist – Issues to Explore		
Issue to explore in considering value added	**Yes**	**No**
Have raw materials or resources been identified in your local area (e.g., timber, agriculture or tourism resources)?	☐	☐
Have ways in which these resources can be improved, changed or new products/services provided have been thought out? Examine the value chain for opportunities.	☐	☐
Have technologies, training or other advances that could be applied to these resources to add value been considered?	☐	☐
Did the market analysis show a strong (and growing) market, or an untapped niche market, for the proposed product/service?	☐	☐
Has a target audience for the proposed product/service been identified (age, gender, family type, attitudes and values) and information used to position the proposed product/service?	☐	☐
Have competitive products/services been identified and analysed to refine the proposed product/service?	☐	☐
Does the proposed product/service have a competitive advantage over other products/services that are in the market already (e.g., quality, price)?	☐	☐
Do social trends (e.g., health, environmental issues for organic products) exist that could positively affect the proposed product/service's sales?	☐	☐
Has analysis been conducted on how the product will be produced, marketed, distributed and supported after the sale?	☐	☐
Is there the capacity in the local area to implement these changes to add value? If not, how will capacity gap be filled (e.g., importing expertise, training)?	☐	☐
Have sales, pricing, marketing and financial objectives and estimates been established?	☐	☐
Is there field testing incorporated into plan?	☐	☐
Is additional capital necessary? If so, is it available?	☐	☐
Will revenues from the proposed value added product/service cover the increased costs (including financing costs)?	☐	☐
Have variable costs and risks to supply and demand been estimated and included in the plan?	☐	☐

Tool 3g: Gender Analysis[9]

Resources required	Staff time, expert consultant – or for use as focus questions in a workshop.
Suggested time requirement	As needed.
Rationale and Comments	❑ Focusing on women in LED is important as they are playing a larger role in the market economy while facing many unique challenges. ❑ A LED plan should also address research that indicates women are more vulnerable to exploitation, sexual or otherwise, in the workplace; that women often lack self-confidence, which can hold them back from higher paying jobs or business expansion; that women lack adequate access to financing, education and skills training. ❑ Note: This analysis could also be transformed into minority involvement analysis
Procedure	Use key questions and methods discussed below to gain an understanding of women in the LED process.

Gender Analysis: Key Questions

1. Have women been invited to participate in the LED process?
2. How can women be encouraged and supported to participate in the LED process?
3. What are the capacity, interest and willingness of partner organisations to include women in LED?
4. Are there women's organisations or groups that should be contacted and invited to participate? Are these organisations or groups representative of women from different societal experiences?
5. What are the most significant economic challenges facing women's economic opportunities (e.g., education or appropriate training, less access to and control over collateral and capital and financial markets, household and childcare responsibilities)?
6. Have women been consulted on the problems and challenges the LED is going to confront? How will they be involved in development of the "solution"?
7. What discriminatory practices do women workers face (use established international and national labour and regulations codes such as health and safety, right to organise, freedom from sexual harassment)?
8. Are there regulations and policies (e.g., taxation laws) that include discriminatory provisions against women?
9. Are there prevailing attitudes and beliefs that may put up barriers to women's opportunities in the private sector? In the informal sector?
10. Will women have equal (increased) access to and control over productive assets (especially land, capital and credit), processing and marketing?
11. Will there be increased skills training and capacity development opportunities, as well as on-the-job training and management opportunities for women?

[9] Adapted from Canadian International Development Agency *(http://www.acdi-cida.gc.ca)*

Gender analysis: What to do

1. Gain an understanding of gender relations, the division of labour between men and women (who does what work), and who has access to, and control over, resources.
2. Include domestic and local area work in the work profile. Recognise the ways women and men work and contribute to the economy, their family and society.
3. Use participatory processes and include a wide range of female and male stakeholders at the governmental level and from civil society - including women's organisations and gender equality experts.
4. Identify barriers to women's participation and productivity (social, economic, legal, political, cultural...).
5. Gain an understanding of women's practical needs and strategic interests, and identify opportunities to support both.
6. Consider the differential impact of the initiative on men and women, and identify consequences to be addressed.
7. Establish baseline data, ensure sex-disaggregated data, set measurable targets, and identify expected results and indicators.
8. Outline the expected risks (including backlash) and develop strategies to minimise these risks.

Comments:

Tool 3h: Livelihood Assessment

Resources required	Pens, paper, survey material, flip charts for mapping.
Suggested time requirement	As needed.
Rationale and Comments	Livelihood assessment examines the activities that people undertake to provide for themselves and their families. It assesses how different demographic groups in a community make their living, and may reveal vulnerabilities to those livelihoods. It involves assessment of many interconnected variables and processes, and comparisons across people, households, castes, class, region, and time periods. This kind of assessment can assist in clarifying LED Objectives (Step 5) and in creating LED strategy options (Step 6). A wide variety of assessment tools can be used to assess livelihoods. Many of these are participatory tools such as asset mapping, focus groups, individual interviews, and creating community transects. A great deal can also be learned from questionnaires/surveys. Appropriate approaches will vary by community. Significantly, an important part of the livelihood assessment can also be undertaken through secondary data analysis, such as government reports, baseline studies of the community, and educational institutions in the community. **Because there is potential for crossover with other tools in this section (e.g., the business survey; community survey, gender analysis, SWOT analysis), it may be practical to design an integrated survey and approach to research.** Typically, at the end of the livelihood assessment the findings will be published in a report; an example template of a livelihood assessment results report is provided below. Identifying and understanding the basis of livelihoods in a community can be central to creating effective LED strategies. Such analyses help identify shocks and potential threats to human security. This is particularly useful given that national or global statistics may make local trends less decipherable. In the LED process, Livelihood assessment can ideally be part of Situation Assessment (see **Step 3, Manual)**
Procedure[10]	**See Procedure Below**

Livelihood Assessment Procedure

A. Preparation

1. Clarify the purpose of the livelihood assessment.
2. This is necessary, as it will guide the collection and analysis of data.
3. Define the geographical area for livelihood study if it is different from the LED area, and explain the difference (e.g., different target groups, vulnerable sections of society).
4. Design the investigation.
5. Create a livelihood assessment questionnaire and/or other participatory tools for engaging people in examining livelihoods - the basic activities required to live.

   These might include unstructured interviews, surveys, community mapping, seasonal calendars and risk assessment.[11]

10 Adapted from the World Food Programme. 2002. *Standardized Food and Livelihood Assessment in Support of the Central American PRRO*- Final Draft.

6. Consider who should be consulted, whoever is interviewed will affect the results of analysis. Whether responses can validly be compared for different caste-groups, locations, or income-groups, depends on the sampling scheme.
7. Review or field-test the methods to be used.

NOTE: Here you must be sensitive the trade-off between cost of research, time constraints, understanding complex relationships and specific situations, and aggregating findings to the level of generalisation that can be useful to policy-makers.

B. Implementation

Undertake the study - use participatory tools and other tools to get the required information. Methods of data gathering should generally combine qualitative and quantitative techniques.

C. Analyse the data.

Analysis of the information through aggregation, comparison, and interpretation is essential to identify policy implications. It is important to trace the links between macro-policies and structural change and people's life experiences at the household and village levels.

D. Report the results - adapting the outline below as appropriate:

Issues to consider including in a Household Survey[12]

To understand the basics of household economics, and explore reasons for diversification, a household survey is most likely to be useful. Topics to cover include:

❑ The household: members, residence, sex, age groups, education, skills; ❑ Main domestic assets (house, consumer durables); ❑ Main liabilities (debts) and interest rates; ❑ Main government receipts and typical taxes paid; ❑ Expenditure: daily average spending on food, monthly or annual averages for spending on clothes, health, transport, housing, festivals, etc.	❑ Main productive assets (land, livestock, tools); ❑ Main activities undertaken, including: ❑ Domestic work – cooking, collecting water, fuel wood, cleaning, washing, child care, etc.; ❑ Crops and livestock, returns and input costs; ❑ Paid employment; ❑ Own enterprises; ❑ Migration and remittances.

Sample Livelihood Report Outline[13]

Executive Summary: Typically two or three pages long to provide a concise summary of the main issues, themes and results of the livelihood assessment full report.

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[11] For a good overview of these methods as applied to livelihood assessment, see: Care International. 2002. CARE Household Livelihood Security Assessments: A Toolkit for Practitioners, Prepared for the PHLS Unit by: TANGO International Inc., Tucson.

[12] *Policy Guidance Sheet*. June 2003. Overseas Development Institute for the ODI Livelihood Options Study, funded by the UK Department for International Development (DFID). http://www.livelihoodoptions.info/papers/guidance/guidance%2013_web.pdf

[13] Adapted from Care International. 2002. *CARE Household Livelihood Security Assessments: A Toolkit for Practitioners*, Prepared for the PHLS Unit by: TANGO International Inc., Tucson.

Introduction: Contains the objectives of the assessment, the methodology used, and a general outline of the report. The methods section is particularly important because it supports the validity of the results by providing information on the types of tools that were utilised to collect the information needed to achieve the objectives of the assessment.

General Livelihood Context: Information from this section is taken from the secondary data review that was conducted as well as the information gathered from the assessment. Contextual issues include the history of the community and description of the political system; area and population information; social and gender profiles; health and nutrition; job quality, income, vulnerability and marginalisation context; national trends in poverty, population and resources and institutional context; as well as the impact of national policies at the local level.

Summary of Findings: Using the livelihoods framework, the findings discuss the vulnerability and marginalisation context that individuals live in as well as how institutions and organisations influence and support access to livelihoods assets. The types of livelihoods assets are described (human, social, political, natural, physical and financial capital) and what livelihood strategies individuals and households are engaged in. Opportunities for improving income, job quality, quality of life and alleviating poverty (and its impacts on access to resources and increases in livelihood vulnerability) are analysed. In addition, relationship between poverty, vulnerability and gender, and policy level implications are examined.

Proposed General Recommendations: Addresses the main constraints to livelihood security in the area and builds upon the opportunities.

Matrices on livelihoods: The matrices are generated from the topical outlines and can be used to aid in the creation of the final report. These are usually included in an appendix at the end of the report.

Tool 3i: SWOT Analysis Worksheets

Resources required	Pens, copies of worksheets for participants, flip charts.
Suggested time requirement	As needed.
Rationale and Comments	A SWOT analysis is a summary of the key Strengths, Weaknesses, Opportunities and Threats (SWOT) of the local area in pursuing LED. This information provides a base on which to build the LED strategy. For this reason, the SWOT analysis is perhaps the most important analytical tool to be used in the situation assessment phase.
Procedure	The SWOT analysis can be completed through a survey or through a structured workshop with the stakeholder group. There are numerous ways to conduct this exercise as a stakeholder workshop. The group can be broken into four working groups, for example, each tasked with completing a worksheet independently in a certain amount of time. Each group's results are then discussed and integrated with the main group. Alternatively, each participant could fill out a worksheet independently with results summarised on flip charts at the front of the room. A public survey could also be undertaken using the questions provided here as a guide.

Strengths Inside the Local area

Key Questions	List of Strengths
Consider each category into which data collection has been organised (the four kinds of capital: natural, social/cultural, human/social, financial), and ask: ❑ What are the local area's strongest resources? ❑ What are the local area primary economic opportunities? ❑ What opportunities exist to maximise the strength of this resource? ❑ What resources could, with support, promotion, or investment, become a strength?	✍
List the top three strengths to build on. ❑ Where can the biggest changes occur? ❑ Which are easiest to address?	✍ 1. 2. 3.

Weaknesses Inside the Local area

Key Questions	List of Strengths
For each category of data analysis, identify weaknesses related to economic development: ❑ What are the liabilities that can limit achievement of economic development? ❑ What are the local areas biggest weaknesses or problems (think back to what triggered the planning process) ❑ What problems are faced by businesses in dealing with local government and other tiers of government? ❑ What are the needs and constraints that restrict the accomplishment of business and economic development initiatives (e.g. need for retraining, poor management experience)?	✍
List top three weaknesses to minimise. ❑ Which are impossible to change (dismiss these)? ❑ Where can the biggest changes occur? ❑ Which are easiest to address?	✍ 1. 2. 3.

Opportunities from Outside the Local area

Key Questions	List of Strengths
Opportunities relating to each category of analysis can be looked at in different ways. ❑ What opportunities exist for maximising, enhancing, or supporting existing strengths that have been identified? ❑ What improvements or support could identified weaknesses benefit from? ❑ What opportunities external to the local area can be identified for each category?	
List top three opportunities to exploit. ❑ Which are impossible to take advantage of (dismiss these)? ❑ Where can the biggest changes occur? ❑ Which are easiest to address?	1. 2. 3.

Threats from Outside the Local area

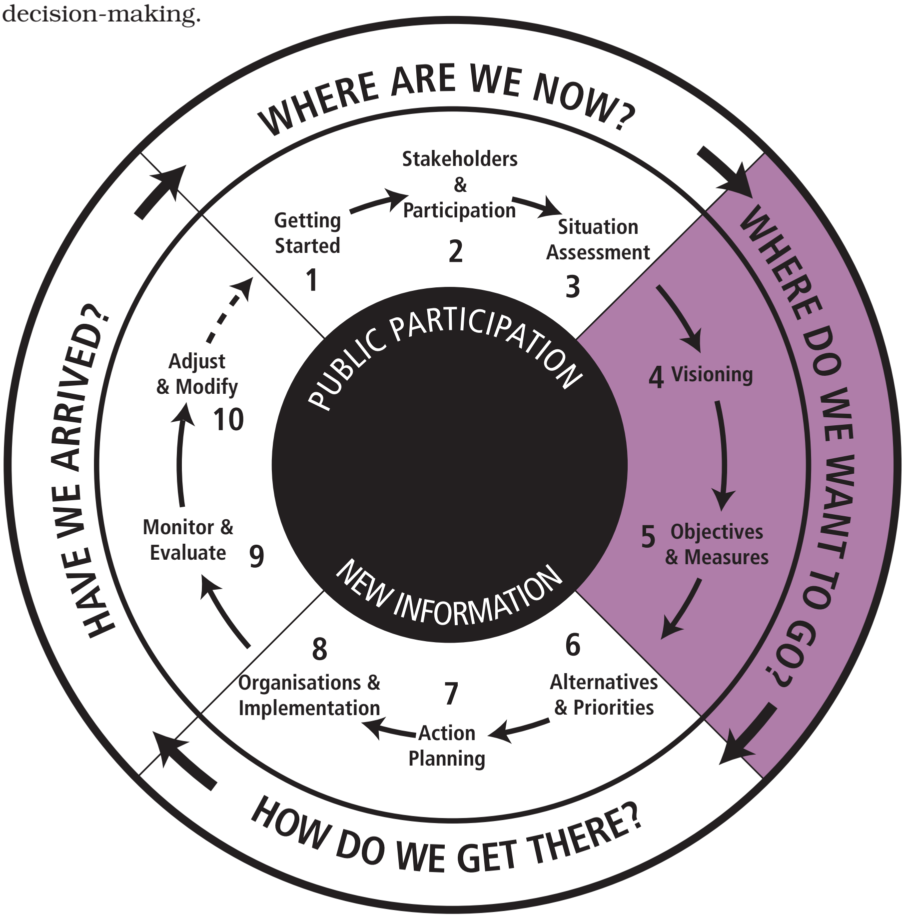
Key Questions	List of Strengths
Threats refer to forces internal and external to the local area that threaten the local area's resources, opportunities, or values. The purpose of this analysis is to identify threats and then plan for prevention, mitigation, or minimisation of potential negative impacts. ❑ What threatens identified strengths? ❑ What threatens realisation of identified opportunities? ❑ What weaknesses threaten to become worse - under what circumstances?	
List top three threats to address ❑ Which are impossible to address (dismiss these)? ❑ Where can the biggest changes occur? ❑ Which are easiest to address?	1. 2. 3.

Module Two: Where do we want to go?

Step 4: Visioning
Step 5: Objectives

Overview

Envisioning "Where we want to go?" is one of the most inspiring exercises of a strategic planning process. By grounding the visioning process with information from the situation assessment, communities can dream the attainable. Then, the development of objectives represents a translation of the vision statement into substantial and specific goals able to guide practical decision-making.



Step 4: Visioning Tools

Tool 4a: Developing a Vision

Resources required	Flip chart, cards and pens/pencils for participants, tape.
Approximate time requirement	45 minutes.
Rationale and Comments	The vision process is important because it allows the participants to think about the issues of LED and to reach a level of common understanding. However, a tremendous amount of valuable initial energy can be wasted in a workshop on the vision process. Use this process as an ice breaker, as a way to get a group going. Remember, the Vision is a reference point, not an analytical tool.
Procedure	See steps below.

Steps	Task	Estimated Time
1.	Review the SWOT Analysis and other work done previously.	10 minutes.
2	Ask the participants to quietly think about what they would like the local area's future to look like.	Silence for 2 minutes.
3.	Ask the participants to think about the economic aspects of this future (e.g., jobs, income, poverty reduction, etc.).	Silence for 2 minutes.
4.	Ask: What do you see that is different from now?	Silence for 1 minute.
5	Ask the participants to write down on separate pieces of paper descriptive words or phrases that capture this "local economic vision".	Writing for 5 minutes.
6.	Ask the participants to read their descriptions out loud. If there are many ideas or if it is a large group, ask each participant to read out his or her three strongest ideas. Once an idea has been read out, post it on a wall that everyone can see.	10 minutes, dependent on group size and output.
7.	Group similar ideas and discuss.	15 minutes.
8.	Get agreement on themes and have someone from the group "wordsmith" one or two vision statements for approval at later workshops/meetings. Do not try to finalise the vision statement in a group setting. If public participation has also been conducted, use that input in the writing of the vision statement.	To be completed between meetings/workshops.
9.	Use this exercise as a launching point into an issues-objectives analysis.	

Step 5: Objectives and Performance Measure Tools

Tool 5a: Working with Issues and Objectives

This tool helps to assess issues and find a place in the process for all the issues.

Issues to Objectives to Indicator Measures to Key Data Gaps

Resources required	Flip chart, paper cards and pens/pencils for participants, tape.
Approximate time requirement	1 day.
Rationale and Comments	Objectives are the core of a good plan. They provide the design criteria and the evaluation criteria. They are what is important and what people care about. The list of objectives should be comprehensive and complete, but only include the core ideas that are essential to realising the LED vision. List only those ideas that the group can influence or have control over. Objectives should be measurable, operational, concise, and above all, understandable. Note: It might be necessary for stakeholders to consult with their constituents, company or organisation once a draft set of objectives is developed.
Procedure	1. Brainstorm issues related to LED using the focus questions below. Or simply ask the group: "What are the key economic issues facing our local area?" Write one problem per one paper card, and display them on a board, Tool 5a-1. 2. Group similar issues under broad headings (e.g., Administration and Governance). Eliminate double descriptions. Allow for limited explanation by participants but do not encourage discussion. 3. Identify priority issue groups – use a simple group ranking exercise such as voting with dots – give each participant 3 to 6 votes and ask them to distribute them next to the issues as they see fit (see Example 10, in the **Manual**). 4. Assess and analyse the issues, beginning with the high priority ones. Use the following assessment tools as needed: a. Ask "Why?" until the causal relationships are established (see Example 4, in the Manual). b. Use influence diagrams (see Example 5, in the Manual) and the C.E.O. Tool (cause-effect-outcome), Tool 5a-2. 5. Integrate issues into a concise objective statement. Objectives have an action verb and a subject (e.g., promote poverty reduction). 6. If the issue is not an objective but a way to deal with a problem, it is a strategy option or action. Indicate to the participant that the development of strategy options is the next step. Be sure not to lose the idea by writing it down in the box on the worksheet titled "Related possible actions or strategy options for use in Step 6" (see below). 7. Fill out worksheets below as determined to be useful. Use examples for guidance, Tool 5a-3.

Tool 5a-1: Focus Questions to Stimulate Brainstorming

To develop a list of objectives that take into account both the vision and the reality of the economic environment, the following questions can be posed:

- ❑ Why do we want to undertake local economic development?
- ❑ What was the "triggering event"?
- ❑ What opportunities are opening up?
- ❑ What problems do we face in developing economically?
- ❑ What might be adversely impacted by economic development actions?
- ❑ What can local economic development help address in our area that is important to us?
- ❑ What can we realistically achieve in (3-10; 10-20) years?
- ❑ What weaknesses need to be overcome?

Tool 5a-2: The CEO Tool (Cause – Effects – Outcome)

Understanding the systemic cause-effect relationships, and the desired outcome, is critical to issues assessment. This thinking helps to clarify the causes of current problems and the barriers that perpetuate the problems from desired outcomes, which are our objectives.

Step 1: Cause
What is the existing problem?

Link this problem backward to its core cause, distinguishing symptoms from core causes. Ask, "is this the root cause or is this an effect of a deeper cause?" until all the symptoms of the problem are clarified.
Write answers on cards and post them on the wall, linking them with arrow.

Step 2: Effects

Link forward from the problem. Ask, "How do we know that it is a problem?" and "Why is it a problem?" Keep asking Why? Until you have exhausted the question.

Write answers on cards and post them on the wall, linking them with arrow.

Step 3: Outcomes

Review the final results of Steps 1-2

- ❑ Are these your desired outcomes?
- ❑ What would be the desired end-state?
- ❑ What would be the outcome if we cure our symptom?

Restate desired outcomes as a concise objective.

Step 4: Validate your Objectives

Once the issues are restated as objectives and organised as a list or "objectives hierarchy", ensure each objective is well considered by asking:

- ❑ Is the objective consistent with the vision?
- ❑ Does it reflect facts about the internal and external economic context?
- ❑ Is it clear what the impacts may be in efforts to achieve this objective?
- ❑ Do the objectives complement one another?

Tool 5a-3: Issues to Objectives Matrix

Example: Objectives List or Hierarchy

1. **Improve Administration and Governance**
    - 1.1 Promote efficient and supportive permitting system
    - 1.2 Promote simplified tax structure
    - 1.3 Promote efficient and supportive business permitting system
2. **Promote Poverty Reduction**
    - 2.1 ....
    - 2.2 ....
3. **Promote Local Businesses**
    - 3.1 ....
    - 3.2 ....
    - 3.3 ....

Example: Issues to Objectives Matrix

ISSUE AREA: ADMINISTRATION AND GOVERNANCE

Issue	Description and link to LED	Objective	Possible performance measure	Key data gaps that would help inform LED
Government business permitting	Inefficient, corrupt and expensive business permitting system that deters new businesses and pushes entrepreneurs into informal sector	Promote efficient and supportive permitting system	Level of business satisfaction (business survey) Number of new business permits (government records)	What systems work in other jurisdictions?
Related possible actions or strategy options for use in Step 6 1. one-stop shop concept 2. reduce permit fees				
Taxes	Hard on new start up businesses Too complex	Promote simplified tax structure	Tax receipts collected Level of business satisfaction (business survey)	None
Related possible actions or strategy options for use in Step 6 3. one-stop shop concept 4. reduce permit fees				

ISSUE AREA: ....

Issue	Description and link to LED	Objective	Possible performance measure	Key data gaps that would help inform LED
Related possible actions or strategy options for use in Step 6				

Issue	Description and link to LED	Objective	Possible performance measure	Key data gaps that would help inform LED
Related possible actions or strategy options for use in Step 6				

Issue	Description and link to LED	Objective	Possible performance measure	Key data gaps that would help inform LED
Related possible actions or strategy options for use in Step 6				

Tool 5b: Prioritising Objectives – Simple Strategic Prioritisation Tool

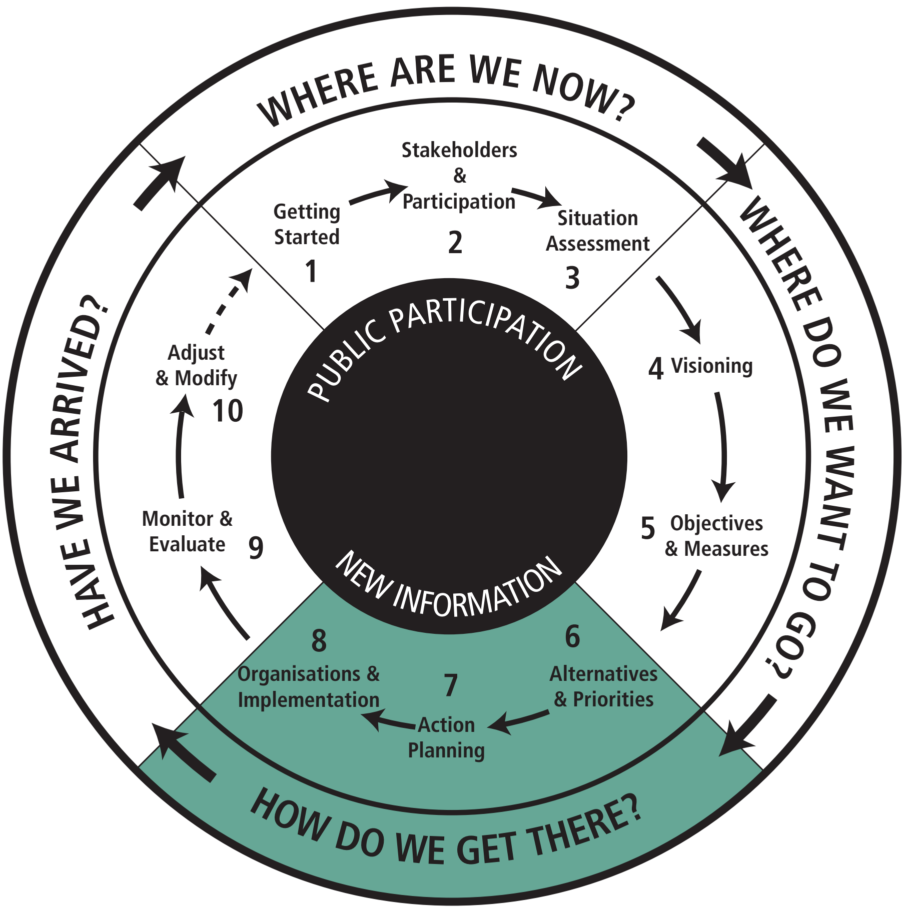
Resources required	Pens, copies of worksheets for participants, flip charts, tape.
Approximate time requirement	20 minutes.
Rationale and Comments	Objectives are the core structure for any plan. They define priorities for economic development and are the basis upon which actions are ultimately taken. Before strategy options can be designed and discussed it is necessary to find out what is important to key stakeholders. Prioritising objectives allows the stakeholders to think more broadly about the problem at hand. By being asked to consider all the objectives, participants move away from just thinking about their own objectives or solely about the specific actions they want to see take place. Prioritising objectives should help to focus the next steps in the LED process, creating better strategy options and getting stakeholders to think more broadly about LED. All of this will help form consensus. It will also help identify early on where conflict may occur so that it can effectively be incorporated into the process.
Procedure	✍ Write each objective on a large format piece of paper. Under the objective provide a brief description of the change that could occur with a LED strategy. Hang these sheets in alphabetical order at the front of the room. ✍ Remind all the participants that they are ranking objectives because objectives (if well constructed) reflect what is important to them and why they are undertaking a LED process. Strategy Options or actions are only a way to have an impact on what is important, as indicated in the objectives. ✍ Remind the participants that rankings are not final and there are no right or wrong answers. ✍ Read aloud the objectives and the short description of potential change that could occur through the implementation of a LED strategy. ✍ Provide each participant with three to five "Dots" (that have tape on the back). ✍ Ask the participants to come to the front of the room and put their "Dots" next to the objective(s) and the potential change they feel is most important to promote through a LED strategy. (If there is a concern for "strategic voting" you can ask them to first write down on a piece of paper where they would place their Dots, hand in the paper and then put their Dots on the wall.) The results can be discussed in the group setting immediately, or taken away and analysed for discussion at the next meeting.

Module Three: How do we get there?

Step 6: Strategy Options
Step 7: Action Planning
Step 8: Implementation

Overview

"Getting there" is ultimately what the entire strategic planning process is about. Evaluating possible strategies and detailing action plans are the specific activities that will enable communities to realize their objectives though implementation.



How Do We Get There?

Step 6: Strategy Option Development and Evaluation Tools

Tool 6a: Creating Strategy Options

Resources required	Pens, cards and large felt pens for participants, flip charts, tape.
Approximate time requirement	10-30 minutes for brainstorm; 30 minutes to 2 hours for discussion.
Rationale and Comments	Identifying strategy options by designing and choosing the best action or group of actions, is the heart of strategic planning. Creating the best actions are the ultimate means to achieving the local area's objectives – they are what all the previous steps in the process have been designed to allow the LED planning group to do. Be creative and open-minded.
Procedure	Follow steps described below.

Brainstorming Strategy Options

1. Consider the SWOT analysis and review priority objectives for the local area – review the results of the worksheet.
2. Consider action ideas from all sources: personal, professional, and the ideas section of the manual.
3. Ask each participant to write down actions he or she believes will have the biggest impact on priority objectives. (If you have cards, ask participants to write down one idea per card.)
4. Go around the room and ask each participant to read their action idea. Write each action idea on a large piece of paper (poster) in front of the room (or have participants tape their cards on a wall in front of the room).
5. Do not allow any discussion of action ideas until all ideas have been written down – even silly and absurd ideas are acceptable.
6. Ask participants to continue to add ideas to their lists as they get new ideas. (These may be generated from the ideas of other participants – ideas build on ideas.)

Take away a final list of actions and strategy options to be organised between meeting and ready for the next meeting.

Tool 6b: Organising Strategy Options

Resources required	Flip charts, notebooks and pens suggested.
Approximate time requirement	10-30 minutes for brainstorming; 30 minutes to 2 hours for discussion.
Rationale and Comments	This can be done as a group exercise with strong facilitation. However, it is recommended that this be done in a small group specifically assigned to complete this task, and then taken back to the group for refinement and validation. The actual grouping will largely depend on what makes sense to the group.
Procedure	Follow steps described below.

Organising Strategy Options

1. *Review the list of actions and identify if there are common actions* that are likely to be a part of every strategy (e.g., organisational issues such as the creation of a LED officer or LED committee).
2. *Review the list and identify any* obvious, simple actions that are easily attainable, commonly desired, universally agreed upon and that can be implemented quickly. These can be referred to as *"Low Hanging Fruit" and Visible Results.* Some "low hanging fruit" do not require more detailed evaluation.
3. Group actions by common themes. Usually, the list of actions contains specific suggestions (hold a music festival the first weekend in May) as well as broad actions (develop a tourism strategy) and these can be grouped together.
4. Once the actions are grouped, refine the strategies by considering:

Timing
- Is there an order to the actions, do some actions need to happen in advance of others?
- Are any actions mutually exclusive or is it a matter of when the actions are done (i.e., if you do an action does it necessarily mean that you cannot do another action)?

Multiple Objectives
- Can these actions be designed to contribute to other objectives (e.g., economic diversity, poverty reduction, decent job opportunities, self-sufficiency, environmental sustainability)?
- What is the opportunity cost of not implementing this action?
- Will the action improve quality of development making the local area better, not just bigger (quantity of development)?

Sustainability
- What are the long-term effects? How will it impact future generations?
- Is there waste and pollution? Can this waste be reused or recycled? Can it be minimised?
- Are there issues of fairness that will need to be addressed?
- Will this action have undesirable or inequitable impacts (consider the marginalised, poor, youth, children, women, local businesses, the environment)?

Public Costs and Finances

- What public services are required and how will these be paid for?
- What is the likely effect on the local area finances, both revenues and long-term costs?

Return to the group and refine the grouping further, get additional feedback and confirm.

Tool 6c: Evaluating Strategy Options – Technical Analysis

Resources required	Pens, cards and large felt pens for participants, flip charts, tape.
Approximate time requirement	20 minutes for set-up; 1 to 2 hours for evaluation and discussion.
Rationale and Comments	Before evaluating strategy options against stakeholder preferences or values (see Tool 6d), all the consequences of the proposed strategy options on the group's objectives need to be established, to the best of the group's ability and the available resources. A consequence table, or objectives by strategy options matrix, is a good way to organise this information and allow for a technical evaluation of the strategy options. It also allows for the strategy options and potential tradeoffs to be identified, reviewed, discussed, and consensus-building options to be developed. Once the information is collected and the matrix filled out, one type of analysis that can be performed is called a "technical dominance" analysis. This analysis can help demonstrate if a strategy option is dominated by others in terms of its ability to impact desired objectives. In the example matrix below, Strategy Option A either performs the same or worse than the other strategy options in terms of its impact on set objectives. Therefore, it is dominated by more effective strategies and can be crossed off and no longer considered by the group for priority. Similarly, "Minimise adverse impacts" does not help with the evaluation, and it no longer needs to be considered in the decision.
Procedure	1. Review strategy options proposed. 2. Review objectives agreed to. 3. Review and validate the information in the consequence table that was gathered through research or experts (using the expert judgment of participants or experts to fill in the table where necessary). Consider including answers to the following questions: • What are the likely impacts of this project or action on the objectives – how are indicators affected? • What are the key uncertainties or key information that is missing? • Are there studies or additional work that could be done to provide key insight/information into how the strategy options impact the objectives? • Can the expert judgments of participants or experts provide key insight/information about the potential impacts of a given strategy option? 4. See if any of the strategy options are "dominated".

Tool 6c: (continued)

Procedure	5. Cross out technically dominated strategy options or strategy options the group agrees it does not want to pursue. Also cross out "practically dominated" strategy options that the local area is incapable of pursuing due to constraints (e.g. developing a sports stadium may have the biggest and most positive impact, and be agreed to by all participants, but if it is too expensive it is "practically dominated" by the constraint imposed by limited resources). 6. Re-assess strategy options and develop new, better options based on the evaluation – after key data gaps are filled if necessary.

See Example 11 in the Manual

Strategy Options / Objectives / Strategy Option A	(Status Quo)	Strategy Option B	Strategy Option C
Objectives A			
Objectives B			
Objectives C			
Objectives D			
Objectives E			
Objectives F			
Objectives			

Tool 6d: Evaluating Strategy Options using Swing Weighting

Resources required	Pens, copies of worksheets for participants, flip charts, tape.
Approximate time requirement	As needed
Rationale and Comments	Important and complex decisions, with more than one objective, can benefit tremendously from structured thinking. This includes separating facts (technical information including uncertainty and risk) from values (preferences). This exercise describes a simply way to applied structured decision-making to a multiple objective LED problem.
Procedure	1. Develop objective weights. 2. Develop technical scores for the impacts. 3. Combine the weights with the technical scores. 4. Add up the combined scores to determine which strategy option is most preferred. 5. If the results don't seem appropriate, discuss possible reasons why and come up with solutions. Also, reconsider your objective weights and discuss. 6. Use process and insight gained to come to an agreement on a strategy option.

Step 1: Develop simple objective weights

- ✍ Prior to the meeting, develop a worksheet that identifies the "worst" and "best" impacts to the objectives from the LED strategy options. Use the basic worksheet template on the following page as a guide.
- ✍ Remind all the participants that they are ranking objectives to identify why they are undertaking a LED process. Strategy Options or actions are only a way to have an impact on what is important, as indicated in the objectives.
- ✍ Remind the participants that rankings are not final and there are no right or wrong answers.
- ✍ Ask each participant to read over each of the general descriptions of the possible "worst case" impacts and the possible "best case" impacts for each objective.
- ✍ Ask the participants to rank the impacts to the objectives by first placing a 1 in the "Rank" box associated with the objective they would like to move from "worst-to-best" first, thereby indicating the change in the objective that is most important to them, not the objective itself. Then place a 2 next to the objective they would move from worst-to-best second. And so on until they have ranked all objectives.
- ✍ Ask each participant to place a 1 in the "Weight" box next to the objective they ranked as least important (in the example below this would be #4).
- ✍ Ask each participant to think about the relative importance of the next lowest ranked objective (in the example below this would be #3) as compared to rank 1, and place a number that reflects this importance (e.g., if it is twice as important it would receive a 2, if it was nearly as important it might receive the same weight or a 1). Then consider each of the other changes to the objectives as compared to each other (e.g., if #3 is weighted 1 and #2 is considered three times as important, it would

receive a 3). Continue this until all objectives are ranked.

These are the "value" weights – distinct from the technical data in the indicators.

Example: Sample of a Filled Out Objectives Prioritisation Worksheet (ranked and weighted)

STEP 2
Rank the change to the objectives in order of importance, 1 being most important

STEP 3
Weight the relative importance of the change in each objective

STEP 1
Consider the change LED is anticipated to have on the objectives

Rank	Weight	Objectives	Worst Case →	Best Case
#1	5	Reduce poverty	Current conditions. Approx. 5% of families live under the poverty level with trend worsening.	Less than 15% (stabilised trend) of families live above poverty level.
#4	1	Improve government tax revenues	Moderate. Government able to provide a minimum level of basic services.	High. Government able to provide basic services and business and social support.
#3	1	Improve local business revenue	8% annual increase in local business revenue.	12% increase in local business revenue.
#2	3	Increase number of decent local jobs	500 new jobs annually, most new jobs are not considered decent.	900 new jobs annually, most new jobs are considered decent.

Step 1: Worksheet — Objectives Weighting

Ask participants to respond to these columns.

Information must be provided for these columns.

Rank	Weight	Objectives	Worst Case →	Best Case

Step 2: Developing simple numerical technical scores

Once the value weights have been established they need to be mathematically combined with the technical data represented in the indicators. Therefore, the indicators in the matrix must be converted to numbers. A simple way to do this is to put all the indicators on a 1 to 3 scale (as in the example) or a 1 to 10 scale. Developing a constructed scale for each indicator is a good idea. Constructed scales are helpful where there is a range of impacts due to uncertainty or unavailable data. For example, a constructed scale or index for poverty reduction might be:

Example of a context specific constructed scale

Impact	Numerical	Description
High (Best)	3	More than 80% (stabilised trend) of families live above poverty level
Moderate	2	50% 80% (stabilised trend) of families live above poverty level
Low (Worst)	1	Less than 50% (stabilised trend) of families live above poverty level

Example of applying technical scores to the impacts

Strategy Options / Strategic Objectives	Strategy Option B •	Strategy Option C •	Strategy Option X (Combine the best of B & C)
Reduce poverty	**Approximately 50% (stabilised trend) of families live above poverty level**	**Approximately 85% (stabilised trend) of families live above poverty level**	**Approximately 65% (stabilised trend) of families live above poverty level**
Technical Score	1	3	2
Improve government tax revenues	**High** Government able to provide a minimum level of basic services.	**Moderate-High** Government able to provide basic services and business and social support.	**Moderate**
Technical Score	3	2.5	2
Improve local business revenue	**8% increase in local business revenue**	**12% annual increase in local business revenue**	**16% increase in local business revenue**
Technical Score	1	2	3
Increase number of decent local jobs	**500 new jobs annually** most new jobs are "decent"	**900 new jobs annually** most new jobs are "decent"	**650 new jobs annually**
Technical Score	1	3	2

Steps 3-6: Combine value weights with technical scores

1. Use the value weight from Step 1

2. Multiply this by the technical score from Step 2

3. This gives you the weighted score

Strategic Objectives \ Strategy Options	Value Weight from Step 1	Strategy Option B	Strategy Option C	Strategy Option X (Combine the best of B & C)
Reduce poverty	5	5 **x 1 = 5**	5 **x 3= 15**	5 **x 2=10**
Improve government tax revenues	1	1 **x 3 = 3**	1 **x 1 = 1**	1 **x 2 = 2**
Improve local business revenue	1	1 **x 1 = 1**	1 **x 2 = 2**	1 **x 3 = 3**
Increase number of decent local jobs	3	3 **x 1 = 3**	3 **x 2 = 6**	3 **x 2 = 6**
	TOTAL WEIGHTED SCORE (Total Technical Score in brackets)	**5+3+1+3 = 12 (6)**	**15+2+1+6=24 (8)**	**10+2+3+6=21 (9)**

4. Add the weighted scores to get a Total Weighted Score for each Strategy Option

If the results don't seem appropriate, discuss possible reasons why and come up with solutions. Also, it may be appropriate to reconsider your objective weights and discuss. The point of this process is not to determine the "right" answer, but it is a way to gain insight into the decision and open avenues for negotiation and agreement on creative strategy options.

In the example above, note the importance of including value weights, provided by participants, in addition to the technical scores, provided by experts. Without the value weights the "best" option is Strategy Option X, shown by the (9). Once value weights are added, Strategy Option C is the most preferred.

Tool 6e: Evaluating Strategy Options – Final Value Analysis

Resources required	Pens, cards, and large felt pens for participants, flip charts, tape.
Approximate time requirement	10-30 minutes for brainstorming; 30 minutes to 2 hours for discussion.
Rationale and Comments	Before evaluating the chosen strategy options, all of the consequences of the strategy options on the objectives should be established (see Tool 6b) and a consequence table used to display the results. Once the consequences are well understood, the participants should be asked which strategy option they prefer and why (i.e., why the specific impacts on objectives of certain actions are relatively more important). New and better strategy options can then be developed based on value tradeoffs between participants.
Procedure	1. Review proposed strategy options. 2. Review how proposed strategy options will impact the group's LED objectives (use consequence table and discussion). 3. Ask each member of the group to show their level of support for each strategy option by scoring the strategy option using the scale below and as described in the completed worksheet on the following page. 4. Once a good understanding of each participant's values is achieved through scoring and discussion, the group should investigate ways to improve upon the most favoured strategy option or to combine strategy options to better reflect the group's individual preferences. Everyone may not end up completely satisfied, but a better strategy option should result – hopefully one that enjoys the support of the group.

Strategy Options Evaluation Scale

	Score	Level of Support	Definition
BLOCK	0	Block	I cannot support this strategy option. Minimum needs are not met.
ACCEPT	1	Accept with major reservations	Far from ideal, but I can live with it if necessary in view of trade-offs between objectives.
	2	Neutral	This is acceptable although pros and cons roughly offset each other.
ENDORSE	3	Endorse with minor reservations	Good balance between objectives, but I have some concerns that I would like to record.
	4	Fully endorse	This strategy option balances objectives appropriately and achieves important outcomes given the information available at this time.

Before filling out the worksheet, consider the following questions:

Re-assess Constraints

- ❑ What are the key constraints?
- ❑ How have these constraints affected the design of strategy options?
- ❑ Have the constraints limited or changed the decisions?

Information

- ❑ Will more information really change the decision?

- ❑ What information is critical?
- ❑ Can an alternative be designed to address key data gaps and uncertainties?

Cost

- ❑ What actions would you choose on a limited budget?
    - For example, are five inexpensive soft-infrastructure projects (e.g. training) more beneficial in terms of achieving local area objectives than one expensive capital improvement project (e.g. a new road)?
- ❑ Can alternative sources of financing be found?

Capacity

- ❑ Is there organisational capacity and expertise to implement the strategy options?
- ❑ If not, is capacity building included in the revised strategy option?

Timing

- ❑ *Urgency* - does an action need to happen right away? Is there a specific "window for action"?
- ❑ *Deadlines* - Are there deadlines and how important are they?
- ❑ *Phasing or Sequencing* – does one action need to happen before all others? (Phasing can be helpful to design a good strategy, build consensus and to help "save face" if an action is included but not identified for immediate implementation.)

Strategy Options Evaluation Worksheet

Description of strategy options must be provided.

Ask participants to fill in these columns.

Brief Description of the Strategy Option	Score	Comments

With the information gathered from the Strategy Options Evaluation Worksheet and follow-up discussion, re-assess the strategy options and develop new, better options based on the evaluation (and after key data gaps are filled as necessary).

Step 7: Action Planning Tools

Tool 7a: Action Planning Frameworks

Resources required	Pens and worksheet of choice.
Approximate time requirement	As needed.
Rationale and Comments	Action planning frameworks and worksheets describe in detail the actions to be undertaken as components of the chosen strategy options. They provide a logical and clear layout for understanding each action: who will do it when and why.
Procedure	1. Follow the steps for action planning and then choose the action planning worksheet that best fulfils your needs. Use it to detail the actions listed in the strategy option that was chosen by the group. 2. Go to the Manual for completed examples of the action plan frameworks shown below.

Action Planning Steps

Step 1. List and clearly understand the tasks and actions involved in the chosen strategy (Step 6).

Step 2. List the actors, organisations and individuals that need to be involved in each action and which tasks they are responsible for. Name names and be specific.

Step 3. Specify the resources required to complete the action (e.g., people, finances, equipment, information), confirm funding, and make sure any other pre-conditions are met.

Step 4. Specify time frames for each action, including financial and other resource inputs.

Step 5. Identify risks, gaps and weak links in the action plan and how they will be addressed (e.g., actions or tasks for which there is no clear lead person/organisation, no funding or a lack of other key resources, capacity limitations, etc.).

Step 6. Reconfirm the commitments of each partner (e.g., as specified in partnership implementation agreements, memorandums of understanding, sectoral work programmes, budgets, etc. including attendance at action plan workshops and launch events).

Step 7. Agree on a coordination mechanism (essential when multiple actors are involved) and describe it. This may involve an existing individual or organisation taking the lead or the formation of a new position or organisation with a coordinating role. The coordination mechanism (e.g., regular meetings) should serve to monitor progress including the timely completion of tasks, adherence to budgets, and the maintenance of the agreed to standard of performance and quality.

Step 8. Agree on an impact monitoring mechanism and describe it. This focuses on project impacts rather than the process implementation as described in Step 8 (see Step 9).

Example 1: Basic Action Plan

Strategic Action:				
Task	Responsibility	Time Frame	Required Resources	Monitoring

Example 2: Simple Action Plan

Strategic Action:						
Task	Responsibility	Time Frame	Progress Check	Required Resources	Monitoring Documentation Record	Performance Measure

Example 3: Action Plan with Objectives and Discussion

Strategic Action:

Description:

Project Manager:

Strategic Objective Impacted:

Rationale & Discussion – Risks & Assumptions – Preconditions

Supporting Objectives:

Implementation Plan

Tasks	Roles and Responsibility	Timing	Budget and Finance	Performance Measure
Task 1				
Task 2				
Task 3				
Task 4				

How Do We Get There?

Example 4: Action Plan Using Logical Framework

(Based on Canadian International Development Agency Log Frame)

<table>
<tr><td colspan="2">Country/Region</td><td colspan="2">Project Number</td></tr>
<tr><td colspan="2">Project Title</td><td colspan="2">Project Budget</td></tr>
<tr><td colspan="2">CEA/Partner Organisation</td><td colspan="2">Project Manager</td></tr>
<tr><td colspan="2">Related C/RPF Date</td><td colspan="2">Project Team Members</td></tr>
<tr><td colspan="2">NARRATIVE SUMMARY</td><td rowspan="2">PERFORMANCE MEASUREMENT</td><td rowspan="2">ASSUMPTIONS/ PRECONDITIONS/ RISK INDICATORS</td></tr>
<tr><td colspan="2">EXPECTED RESULTS</td></tr>
<tr><td>Project Goal</td><td>Long-term Results (Impacts)</td><td>Performance Indicators</td><td>Assumptions

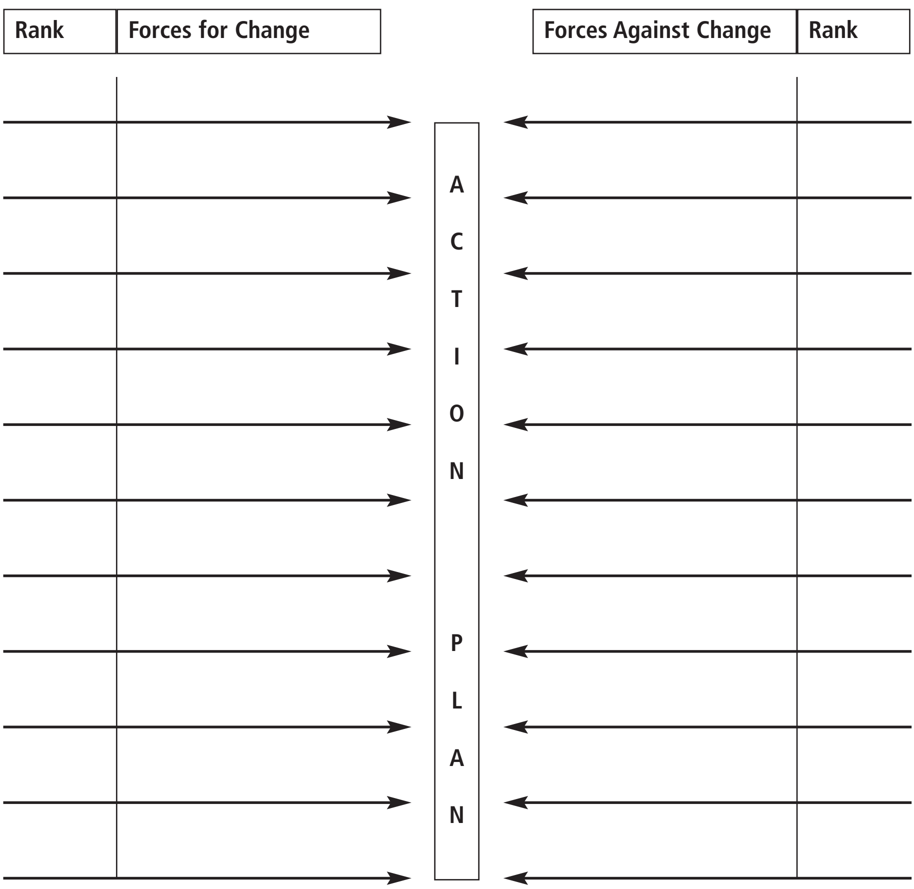
Risk Indicators</td></tr>
<tr><td>Project Purpose</td><td>End-of-project Results (Outcomes)</td><td>Performance Indicators</td><td>Assumptions

Risk Indicators</td></tr>
<tr><td>Project Resources</td><td>Short-term Results (Outputs)</td><td></td><td>Assumptions

Risk Indicators</td></tr>
</table>

Tool 7b: Force Field Analysis of Action Plans

Resources required	Pens and worksheet.
Approximate time requirement	As needed.
Rationale and Comments	It is well known that simply trying to force change through may cause its own problems: stakeholders and staff can be uncooperative if change is forced on them or limited capacity or knowledge of key technology may undermine a plan. Force Field Analysis is simply a systematic way to consider the forces that influence the Action Plan, including how to strengthen the positive forces, reduce or remove the negative forces and change the direction of negative forces to positive forces. Force field analysis can be used throughout the process, but is well suited for Action Plan evaluation.
Procedure	1. Identify the forces that may impact your action plan. 2. Rank them in order of importance. 3. Develop strategies to address these forces and help promote positive plan implementation.



Strategy Elaboration

a) Review the forces for change you identified above. How can these forces be strengthened?

b) Review the forces against change you identified above. How can these forces be reduced, removed or changed from a negative to a positive?

NOW REVISE YOUR ACTION PLAN

Tool 7c: Proposal Writing

Resources required	Pens and proposal guidelines from organisation being approached for funding if available
Approximate time requirement	As needed.
Rationale and Comments	The work you have done to this point should provide all the information you need to prepare a proposal. It will simply need to be adjusted to meet the needs of each funding agency or lending institution. It is important to plan ahead and increase the chances for getting the requested funds.
Procedure	The basic first step before writing your proposal/grant would be to: • define your project; • identify the right funding sources, check eligibility criteria; • contact the funders; • acquire proposal guidelines; • know the submission deadline; • determine personnel needs. Once you are ready to write the proposal, put yourself in the position of the person or organisation that will be evaluating it, be concise and to the point. If possible, keep it 5-7 pages or less, excluding attachments. It is important to indicate that the local area has a strategic plan in place and the necessary planning work has been completed. Follow the guidelines of the funding organisation or lending institution or use the outline below.

Outline for a basic proposal[14]

Cover Letter

The cover letter which introduces your organisation and proposal and makes a strategic link between your proposal and the mission and grant making interest of each funder to whom you apply.

Organisational Information

- ❑ Brief summary of organisation history;
- ❑ Brief summary of organisation mission and goals;
- ❑ Description of current programmes, activities, service statistics, and strengths/accomplishments;
- ❑ Organisations working to meet the same needs or providing similar services if they exist at all. Explain how your organisation differs from these other agencies;
- ❑ Organisational (structure, partners, number of board members, full-time paid staff, part-time paid staff and volunteers).

Purpose of Grant/Proposal
Situation

- ❑ The situation, opportunity, problem, issue, need and the local area that your proposal addresses;
- ❑ How that focus was determined;
- ❑ Who was involved in that decision-making process?

Specific Activities
Specific activities for which you seek funding;

- ❑ Who will carry out those activities? (If individuals are known, describe qualifications);
- ❑ Your overall objective(s);
- ❑ Actions or ways that will accomplish your objectives;
- ❑ Time frame in which all this will take place.

Impact of Activities

- ❑ How the proposed activities will benefit the local area in which they will occur, being as clear as you can about the impact you expect to have;
- ❑ Long-term strategies (if applicable) for sustaining this effort.

[14] Adapted from: Canada-Yukon Business Service Centre at: http://www.cbsc.org/yukon/english/main.cfm. This helpful site also has information for small businesses on Getting Started, Marketing, Exporting, Financing, Taxation, Importing, Business Guides, Intellectual Property, Innovation, E-Business, Aboriginal Entrepreneurs, Women Entrepreneurs, Youth Entrepreneurs, Regulations, Management as well as a web-based Interactive Business Planner and a Interactive Export Planner

Evaluation

- ❑ How will you measure the effectiveness of your activities;
- ❑ Your criteria (measurable) for a successful action and the results you expect to have achieved by the end of the funding period;
- ❑ Who will be involved in evaluating this work (staff, board, constituents, local area, consultants);
- ❑ How will evaluations be used?

Budget

Spell out the cost to be met by the funding source and the method used to determine costs in the following categories:

- ❑ Personnel;
- ❑ Fringe benefits;
- ❑ Supplies;
- ❑ Travel;
- ❑ Equipment;
- ❑ Consultants and technical support
- ❑ Other (postage, telephone, printing etc.).

Attachments

Be sure to check the specific guidelines. Generally the following is required:

Finances

- ❑ Financial statements from your most recent completed fiscal year, whether audited or unaudited;
- ❑ Organisation and/or Projected Budget;
- ❑ Partnership funding, with amount, being solicited, pending or already committed.

Other Supporting Materials (as required)

- ❑ List of board members and their affiliations;
- ❑ Letters of support;
- ❑ One paragraph description of key staff, including qualifications relevant to the specific request.
- ❑ A copy of any legal documents current status.

Step 8: Organisational Development Tools

Tool 8a: Community Contracting

Resources required	Pens and paper, flipcharts, final contracts should be typewritten.
Approximate time requirement	As needed.
Rationale and Comments	Through community contracting, a community with a direct beneficial interest in a project takes the responsibility for all or part of the infrastructure construction, rehabilitation or maintenance works under an appropriate contractual relationship (e.g. with the contracting agency or main contractor). Community contracting allows receiving beneficiaries of a project to be direct partners in the undertaking of the project.
Procedure	Follow the general steps for community contracting below, adapting the process as appropriate.

Stakeholders in Community Contracting[15]

Functions	Responsibilities	Possible agencies
Beneficiaries' representative group	❑ Prioritise and develop activities ❑ Feed into planning and design ❑ Collect community contribution ❑ Check that works are carried out as envisaged ❑ Safeguard labour standards ❑ Ensure proper operation and maintenance arrangements	Community Based Organisation (CBO), such as a: ❑ Community Development Committee ❑ Residents Development Committee
Contracting Authority	❑ Prepare contract documentation ❑ Issue contracts ❑ Monitor contractor performance ❑ Approve works and authorise payment	❑ Municipality ❑ Local authorities ❑ Consultancy firm ❑ NGO ❑ Community representatives (e.g. Community Development Committee) ❑ Project technical team (not preferred)
Contractor	❑ Implement the works according to the contract	❑ Community Development Committee (CDC) ❑ Community Construction Committee (CCC) ❑ Economic interest groups within community ❑ Individual community members ❑ Private sector contractor as subcontractor
Funder	❑ Provide funds to contracting authority or pay contractors directly ❑ Could provide funds for Technical Services Provider	❑ Municipal authority ❑ Central or Local Development agency ❑ NGO Beneficiaries

50 Adapted from: - *International Labour Organization. 2001. Community Contracts in Urban Infrastructure Works: Practical Lessons from Experience. Geneva: International Labour Office*, p. 17

Stakeholders in Community Contracting: (continued)

Functions	Responsibilities	Possible agencies
Technical Services Provider	❑ Assist community in priority setting and community organisation ❑ Planning and design in cooperation with community ❑ Support to contract preparation and management ❑ Training ❑ Operation and maintenance procedures	❑ Line Ministries, technical departments (central and local government) ❑ Municipality ❑ NGO ❑ Development agency ❑ Consultants and consultancy firms

Note: it is possible for a stakeholder to play more than one role. For example, the contracting authority may provide funding or technical services to the project

Community Contracting Steps[16]

1. Identify a Target Group: The beneficiaries of the project need to be identified, possibly through a socio-economic analysis at the local level (see Step 3, Situation Analysis, Manual). Such an analysis might identify target groups by differentiating the local population in terms of levels of income, access to resources, and/or interests and priorities.
2. Mobilisation: Representatives from the target group should organise into a community based organisation (CBO) around the issue of common interest, which constitutes the basis of the project activity to be undertaken under the contract. If the CBO does not have elected representatives, a constitution, a fixed postal address, and a bank account, it should consider getting putting these things in place.
   Possibly, these organisations will already exist, and only need to be identified and contacted by LED stakeholders. Once a CBO has been identified and organised, it is necessary to broadly define what kind of project will be undertaken.
3. Negotiation and Bargaining: the CBO enters into direct contact with the Contracting Authority (e.g., the local government) to negotiate the basis and conditions under which the parties to the project make available the resources needed to implement the project. The contract below provides examples of issues for negotiation, though the nature of contracts processed can vary considerably based on context.
4. Preparation a Formal Contract: which involves issues relating to the form of contract, legal status, the sharing of costs and responsibilities, the risks involved, the penalties of non-

[16] Adapted from: - *International Labour Organization. 2001. Community Contracts in Urban Infrastructure Works: Practical Lessons from Experience. Geneva: International Labour Office*, p. 8

fulfilment and the monitoring of the contract's performance.

5. Implementing the Contract: this requires the contract partners to assume responsibility for a range of activities and inputs under the contract in order to fulfil the contract's requirements.
6. Monitoring the Contract: This is done to ensure that responsibilities and obligations are being met and evaluating the outcomes of the activities undertaken in the contract. A mechanism needs to be in place for the review of contract performance including quality control.

Outline for a Community Contract[17]

Note: This sample template is provided for illustrative purposes only. Contracts can be altered considerably depending on context.

Contract No. __________________ awarded following the request for proposals of ___________________, 200 __, concerning the ________ Project, the works are__________________________.

It is hereby agreed,

BETWEEN:

The as one party and hereinafter referred to as the "Client"[18]

AND:

__________________, represented by ______________________, acting in the capacity of ___________________________ hereinafter referred to as the "Contractor", as the other party, as follows:

Article 1: PURPOSE OF THE CONTRACT

1.1 This contract is for the execution of works in accordance with the specifications and bills of quantities attached hereto.

Article 2: LOCATION OF WORKS

2.1 The works described under Article 1 shall be performed in the (local economic area) ____

Article 3: AMOUNT OF CONTRACT

3.1 The amount of the contract, exclusive of taxes, as stated in the approx-

[17] Adapted from: World Bank Rural water supply & sanitation toolkit for multi-sector projects at *http://www.worldbank.org/watsan/rwsstoolkit/material/procure_samplecontract.doc*. Refer to *http://www.worldbank.org/watsan/rwsstoolkit/index.htm* for additional related resources

[18] In community contracting, the "Client" typically refers to the representative of the Community Based Organization (i.e. the Beneficiaries' representative group)

imate breakdown, is the sum of (local currency) _____________ on the basis of prices as ________, 200___.

3.2 The prices given in the bills of quantities have been evaluated taking into account the cost prices of labour including taxes. [Total cost of the supplies delivered to the work site], the sales cost of work site equipment, including provisions for depreciation, as well as work site installation expenses, overhead and miscellaneous cost of the works, operating burdens, hazards and benefits.

3.3 The total amount of the contract, including taxes is ____________________.

Article 4: DURATION OF THE WORKS

4.1 While being based on an average number of _________________ days worked per month, this contract shall be concluded within a completion period of ________ months, counting from the date of the services order fixing the beginning date of the works in question.

4.2 The expected date of completion of the works is _________________, 200 ___, or any other date mutually agreed upon by the client and the Contractor.

Article 5: PENALTIES FOR LATE DELIVERY

5.1 In the event of a delay in execution of the works in relation to the time periods fixed in the service order, the Contractor is subject to a penalty of _____ of the amount of the works ordered per day of delay, except in the case of force majeure, in which case the Client will evaluate the additional time to be allowed and so inform the contractor.

Article 6: SETTLEMENT AND SCHEDULE OF PAYMENTS

6.1 Invoices shall be prepared on the basis of progress of the works, on a ____ basis. The invoices will clearly state the amount of the works done during the month/week in question, as well as the cumulative amount of the works done as of the last day of that month/week.

6.2 These amounts of work are calculated with reference to the bills of quantities, by multiplying these prices by the quantities actually executed, after inspection by ______ (certified expert such as an engineer) assigned by the Client.

6.3 The payments shall be made through a bank check under the responsibility of the financial officer of the Client upon presentation of the invoices prepared by the ______ and accompanied by works progress statements, certified by _______ (certified expert).

6.4 The time of payment shall not exceed ____ days counting from the approval of the Contractor's invoices by officials of ________ (certified expert).

Article 7: UPDATING AND REVISION

7.1 The contract does not provide for updating or revision of periods given for completion of the works.

Article 8: MOBILISATION ADVANCE UPON START–UP OF THE WORKS

8.1 An advance not exceeding ________ percent of the amount of the contract will be granted to the Contract, at the time of issuance of the service order.

Article 9: LIABILITY OF THE CONTRACTOR

9.1 The Contractor is directly and personally liable to the Client, for proper execution and quality of the works. The Contractor agrees to furnish to the engineer assigned by the Client all information, schedules calculations and all supporting documents that may be requested of it.

Article 10: CONTROL OF THE WORKS

10.1 The works are placed under the control of _____ assigned by the Client. The Contractor must defer to all written or verbal orders from______, and the Contractor is responsible for stating any reservation within a period of ____ working days.

Article 11: LABOUR – HEALTH

11.1 The Contractor is subject, in the employment of labour, to regulations under current law at the time the works are performed and, in particular …

Article 12: DISPUTES AND LITIGATION

12.1 If over the course of the works, problems arise between the Client and the Contractor, the problem shall be resolved by mutual dialogue.

12.2 If the Contractor does not accept this decision, each of the parties, that is, the Client on one hand and the Contractor on the other, agrees to proceed for arbitration in accordance with current regulation in (name of country).

Article 13: CONTRACT DOCUMENTS

13.1 The documents listed below, which the Contractor has full knowledge of, contain all the conditions and terms of this contract:

- The present draft contract;
- The Bills of Quantities;
- Bidding documents including any plans.

Article 14: EFFECT OF CONTRACT

14.1 The present contract shall take effect when signed by both parties.

Article 15:

15.1 This agreement shall have a binding effect on the parties as of the data it is signed by their duly authorised representative.

15.2 IN WITNESS THEREOF, the undersigned, being duly authorised, have signed this agreement in two (2) originals on behalf of the parties hereto, at the place and on the day and year below written.

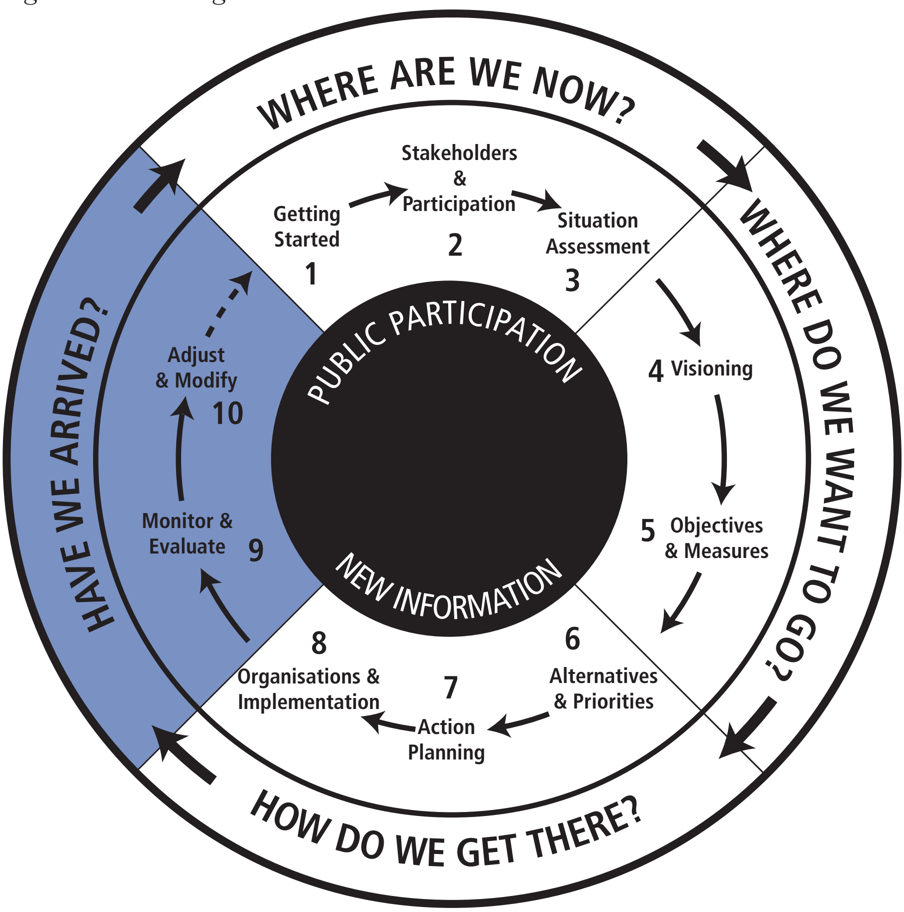
	The Contractor	**The Client**
Signature	------------------------------	--
Name	------------------------------------	--
Title	------------------------------------	--
Place	------------------------------------	--
Date	------------------------------------	--

Module Four: Have We Arrived?

Step 9: Monitor and Evaluate
Step 10: Adjust and Modify

Overview

Asking "How do we know when we have arrived?" is fundamental to successful planning. Answering this question requires that implemented plans be monitored and evaluated. The information gathered and analysis conducted during this process may indicate a need to adjust action plans or may suggest a modification of objectives in order to keep economic development moving toward the larger vision.



Have We Arrived?

Step 9: Monitoring and Evaluation Tools

Tool 9a: Developing a Monitoring Framework

Resources required	Determined through process.
Approximate time requirement	Determined through process.
Rationale and Comments	Monitoring is the continuous process (daily, monthly, annual) of routinely gathering information on all aspects of a project or programme. It should be a collaborative process with all the stakeholders involved in some aspect: collection, evaluation, review, etc. It is used to: ❑ Inform decision-making on project implementation; ❑ Analyse the current situation; ❑ Identify problems and find solutions; ❑ Discover trends and patterns. The monitoring programme should regularly collect data on those performance measures that are indicators for the objectives used in the strategy option evaluation in Step 6. In some instances (especially where the use of expert judgment or proxy data is indicated as the measure) there may be time and opportunity to collect data for previously unspecified but more direct performance measures.
Procedure	1. Answer the key monitoring questions below. 2. For each strategic objective determined in Step 6, develop a monitoring matrix sheet similar to the one below. 3. Specify the data source, collection frequency, and documentation format, and the terms of results communication, storage, and access by completing the Monitoring Matrix.

Key Monitoring Questions:

- ❑ Has a monitoring framework been completed using the original objectives?
- ❑ Are there other monitoring specific objectives?
- ❑ What uncertainties are being addressed through the monitoring programme ?
- ❑ Have performance measures (indicators) for monitoring been agreed to?
- ❑ What is the source of data?
- ❑ Who is to do the monitoring, data collection and evaluation?
- ❑ How often is the data to be collected?
- ❑ How will the monitoring process be documented and communicated?
- ❑ What happens to the data? Who gets access to it?
- ❑ How will it be communicated? How will the results be used and by whom?

Example of a Monitoring Matrix

Manager or Staff Responsible:						
Project Objective (monitoring criteria)	**Performance Measure**	**Baseline Measure**	**Period 1**	**Period 2**	**Period 3**	**Period xx**
Data source						
Data collection frequency						
Data collection methods (e.g., business survey, community survey, labour statistics)						
Parties involved and responsibilities (collection, management, evaluation)						
Documentation format						
Results: storage location, communication plan, and access						

Tool 9b: Evaluation 'How to'[19]

Resources required	Determined through process.
Approximate time requirement	Determined through process.
Rationale and Comments	Evaluations should be undertaken in a collaborative way either by the implementing agency(ies) or in coordination with an external expert. External experts can lend new insight and experience to the project. The goal should be to improve the project and promote learning.
Procedure	Use the questions below to guide the evaluation preparation, research and reporting. Use tool 9c for a structured way to gain additional information from a broad cross-section of stakeholders.

Evaluation Preparation

❑ Why is the evaluation being undertaken?
❑ What is the evaluation expected to achieve?

[19] Adapted from :
- Fisher, Fred, 2001. *Building Bridges between citizens and local governments Through Participatory Planning. Part 2. Toolkit. UN-Habitat and LGI- Open Society Institute.* p. 74-75
- World Bank. 2002.*Local Economic Development. A Primer.* www.worldbank.org.
- UN-Habitat. 2001. *Tools to Support Participatory Urban Decision Making.*

- ❑ What type of evaluation is most suitable?
- ❑ When is project evaluation to take place?
- ❑ How will the evaluation process be documented and communicated?
- ❑ How will the results be used and by whom?

Evaluation Substance

- ❑ How well are the actions achieving the LED objectives? (Use the evaluation framework below)

Objective (evaluation criteria)	**Anticipated impact on objective** (expected change from baseline performance measure)	**Actual impact on objective** (actual change from baseline performance measure)	**Comments**

Adequacy and Effectiveness

- ❑ Has the action plan been satisfactorily implemented?
- ❑ Has the action plan adequately achieved the stated objectives?
- ❑ Have sufficient resources been organised to carry out the action plan?
- ❑ Have the leadership and capacities of the individuals and organisations involved been sufficient?
- ❑ Will the partnerships and networks formed in the LED process be sustained and strengthened?
- ❑ Have the adverse impacts, both anticipated and unexpected, been adequately addressed?
- ❑ Can the results be sustained?

Efficiency

- ❑ Could resources have been used differently or been substituted to produce more results within the estimated costs?
- ❑ Could the same results been achieved for less money or effort?
- ❑ Would a strategy option plan have produced the same or better results at a lower cost?
- ❑ Were the resources managed in the most efficient way possible to achieve the objectives?

Review

- ❑ Have circumstances changed? Have priorities changed?
- ❑ Is the SWOT still valid?
- ❑ Has new information been introduced that changes things?
- ❑ What were the unanticipated impacts? What changes need to be made to address them?

Adjustment and recommendations

- ❑ How must action plans change to better meet objectives?
- ❑ Have conditions changed so much that a complete review of objectives and actions is necessary?

Tool 9c: Participatory Evaluation Survey

	Evaluation Statement	Agreement Level	Comments
Adequacy and Effectiveness	The action plan was satisfactorily implemented.	Low Med High	
	The action plan adequately achieved the stated objectives.	Low Med High	
	Sufficient resources were organised to carry out the action plan.	Low Med High	
	The leadership and capacities of the individuals and organisations involved were sufficient.	Low Med High	
	The partnerships and networks formed in the LED process will be sustained and strengthened.	Low Med High	
	The adverse impacts, both anticipated and unexpected, were adequately addressed.	Low Med High	
	The results can be sustained.	Low Med High	

Efficiency	The resources could not have been used differently or been substituted to produce more results within the estimated costs.	Low Med High	
	The same results could not have been achieved for less money or effort.	Low Med High	
	A strategy option plan would not have produced the same or better results at a lower cost.	Low Med High	
	Resources were managed in the most efficient way possible to achieve the objectives.	Low Med High	

Have We Arrived?

Tool 9d: Monitoring and Evaluation Work Package for External Expert[20]

Often, outside expertise can be used to help monitor and evaluate a project. The relationship between the evaluator and the implementing partnerships of the LED initiative should be a collaborative one in which shared learning and project improvements are the ultimate goals.

Work Package 1: Develop Performance Assessment and Monitoring Framework

1. Establish Working Relationships & Build Shared Understanding of Performance Monitoring
2. Develop Performance Assessment and Monitoring Framework and Data Gathering Tools
3. Develop Clear Reporting/Accountability Strategy

Work Package 2: Ongoing Performance Monitoring at Project and Programme level

1. Maximise Utilisation of Project Monitoring Results
2. Monitor and Advise on Project Reporting Mechanisms
3. Monitor and Advise on Implementation, Contractual Requirements, Partnerships

Work Package 3: Technical Advisory Services

1. Monitor and Advise on Technical Aspects of Project Implementation
2. Monitor and Advise on Project Adjustment and Project Planning
3. Monitor Performance Measuring

Work Package 4: Monitor Cost Effectiveness

1. Monitor and Advise on Cost Effectiveness

Work Package 5: Reporting

1: Annual Work Planning, Mission and Performance Reports

[20] Based on a Request for Proposal from CIDA for an external support-monitoring project for a Cambodia development project.

PART 2: Facilitation tools

Tools for Facilitation and Participation

Part 2 was created to offer some ideas to those who are facilitating an LED participatory planning process. Guidelines for running more effective meetings, general tips and techniques on facilitating, and examples of workshop agendas are provided.

Process Tool A: Facilitator Workshop Checklist

1. Before a Meeting/Workshop

- ❑ Interview the client or core group
- ❑ Identify level of group experience
- ❑ Determine time-frame
- ❑ Clarify goals
- ❑ Check stakeholder representation
- ❑ Identify initial issues, "language" & participant attitudes (survey, focus groups, interviews)
- ❑ Establish workshop/process parameters
- ❑ Clarify participants' roles/responsibilities
- ❑ Establish a contract and get it signed
- ❑ Create an agenda
- ❑ Check logistics
- ❑ Delegate workshop tasks
- ❑ Send introduction letter to group
- ❑ Send out background package

2. At the start of a Meeting/Workshop

- ❑ Be first at the location
- ❑ Introduce yourself & chat one-on-one with people
- ❑ Introduce members/ice-breaker
- ❑ Take care of small issues (housekeeping)
- ❑ Review agenda: meeting goals, group objectives, assumptions
- ❑ Review needs/expectations
- ❑ Vent likes/dislikes (if needed)
- ❑ Establish conditions to participate
- ❑ Establish a code of conduct
- ❑ Clarify roles with group
- ❑ Explain the process
- ❑ Set time-frames
- ❑ Reassess the agenda
- ❑ Establish priorities

3. During a Meeting/Workshop

- ❑ Implement agenda
- ❑ Use facilitation tools: summarise, paraphrase, check: are we on track? ensure participation, use humour
- ❑ Manage disagreements
- ❑ Help decision-making
- ❑ Focus on priorities & review goal
- ❑ Help define tasks
- ❑ Use breakout or sub-groups
- ❑ Take breaks
- ❑ Know when to move on
- ❑ Watch group dynamics

4. At the end of the Meeting/Workshop

- ❑ Tie up loose ends
- ❑ Re-visit the parking lot
- ❑ Encourage detailed next steps
- ❑ Help set up next meeting agenda
- ❑ Summarise outcomes
- ❑ Check buy-in to follow-up
- ❑ Evaluate the meeting
- ❑ Solicit personal feedback
- ❑ Say good-bye
- ❑ Be the last to leave - clean up

Process Tool B: Establishing ground rules – Ten Steps to Successful Process

Establishing clear ground rules is essential, and it is a good idea to remind the group consistently of these rules. Take a large piece of paper and list the ground rules (see below) for meetings and workshops and hang it up at the front of the room. Refer to it before every meeting. Repetition can be a key to learning!

Meeting and Workshop Ground Rules

1. Focus on interests, not positions.

2. Separate people from the problem – Be hard on problems and easy on people.

3. Treat all members with mutual respect – Be inclusive.

4. Listen carefully with an open mind (whether you agree or not).

5. Participate:
   - Speak, be understood, stay focused;
   - KISS - Keep it short and simple;
   - Provide a rationale for your opinions.

6. Inform yourself – read materials and attend meetings.

7. Explore strategy options, be creative and seek agreement across all interests.

8. Use the “parking lot” for issues that are off topic but important to return to later in the process.

Process Tool C: Making a Presentation [21]

Presentations of concepts, case studies, ideas, and breakout group results information or other material will be required on a regular basis throughout the LED process. Because the basic premise behind Strategic Planning for Local Economic Development is to promote capacity building through experiential learning, the way in which information is presented is important. Presentations should not be a lecture that is simply a one-way monologue by an expert. Rather, presentations should use the concepts of LED and related information to guide discussion and lead the group through the process. The following worksheet has been prepared to help outline and structure a successful presentation or guided discussion.

Title of your presentation

Introduction

(Public speaking is difficult. When you first begin presenting to a crowd, you may become nervous, so always have your introduction prepared. Once you get going, you will be fine. Include in your introduction the key points you are going to make.)

Key points you want to make

(3-4 are probably enough if you want the participants to remember them.)

1. ....

....

2. ....

....

[50] Adapted from Fisher, 2001. *UN-Habitat - Building Bridges between citizens and local governments through participatory planning. Part 2 Toolkit.*

3. ....

....

4. ....

....

Real life examples to support your points

(Use Volume 3: **Action Guide** which has case studies for examples.)

Questions to your audience

(These should be designed to evoke comments based on individual experiences that are relevant to the points you have raised.)

Summary of your key points – telling them what you have told them!

Describe how you plan to use visual aids to reinforce your presentation.

Facilitation Support – Workshop Agenda

A general agenda is provided here as a starting point. Modification will be required depending on the target audience (trainers, municipal staff, stakeholder group) and expected outcome (such as training, strategy development)

Process Tool D: A Possible Four Day LED Planning Agenda

(Note: This workshop is appropriate for 15-20 participants. It is better if the four workshop days are not scheduled to take place in subsequent order [e.g., Monday – Thursday of the same week]. Although this is certainly possible, it limits the amount of progress that can be made between the workshop days.)

Pre-Workshop Preparation

Before the workshop begins, the steps in Step 1 should be completed (listed below).

Pre-Workshop Organization and Planning

Step 1: Get organized and get commitment.
Step 2: Form a core planning team.
Step 3: Determine organizational capacity and whether outside help is needed.
Step 4: Outline a planning process for your local area.
Step 5: Define the LED planning question.

Pre-Workshop Analysis

Conduct initial Stakeholder Analysis
The core group should undertake an initial stakeholder analysis. This should produce an appropriate list of workshop participants.

Compile background information
Conduct background research on economic information relevant to the local area. Organize the information according to the framework "Four types of Capital for a Functioning Economy" (See Tool 3a).

Day 1 – Situation Assessment	
8:00-9:00	Participant Registration.
9:00-9:30	Introduction of Participants and Process Review (Process Tool A).
9:30-10:45	Presentation and Discussion – Summary LED Overview (use Process Tool C).
10:45-11:00	**Break**
11:00-11:30	Breakout Groups – Review Stakeholder Analysis.
11:30-12:00	Plenary Session – Groups report results back to main session.
12:00-12:45	**Lunch**
12:45-1:30	Presentation – Summary of background research on economic information relevant to the local area.
1:30-3:30	Breakout Group Evaluation (conduct analyses using tools and identify critical data gaps): • Breakout Group 1 -- Tool 3b: Local Area Assessment Overview for LED; • Breakout Group 2 -- Tool 3d: Complementary and Comparative Analysis; • Breakout Group 3-- Tool 3e: Simple Leakage, Market and Supply Chain Analysis; • Breakout Group 4-- Tool 3g: Gender Analysis.
3:30-3:45	**Break**
3:45-4:15	Plenary Session – Breakout groups report results back to main group.
4:15-4:30	Conclusions and Next Steps.

Between meetings – summarize information from Day 1 and provide results to participants.

Day 2 – SWOT, Vision and Objectives	

Lead off breakout groups with a short review of the topic (e.g. Vision) and review instructions for using the relevant Tools.

9:00-9:15	Introductions.
9:15-10:30	SWOT Analysis – Breakout Groups (Tool 3i).
10:30-11:00	Plenary Session – Breakout groups report results back to main group.
11:00-11:15	**Break**
11:15-12:00	Vision Session (Tool 4a).
12:00-12:15	Plenary Session – Breakout groups report results back to main group (someone is chosen to take output and ‘wordsmith’ a vision for the group to consider on Day 3).

12:15-1:00	**Lunch**
1:00-2:00	Breakout Groups – Issues and Objectives Analysis (Tool 5a).
2:00-2:45	Plenary Session – Breakout groups report results back to main group, lists of objectives are combined to form a single list (or are formed into a hierarchy).
2:45-3:00	**Break**
3:00-4:15	Objectives prioritization and discussion (Tool 5b).
4:15-4:30	Conclusions and Next Steps.

Between meetings – summarize information from Day 2 and provide results to participants.

Day 3 – Strategy Options and Actions

Lead off breakout groups with a short review of the topic and review instructions for using the relevant Tools.

9:00-9:15	Introductions.
9:15-9:45	Warm-up: Action brainstorm as full group activity (Tool 6a – save organizing for later).
9:45-10:45	Presentation – case studies.
10:45-11:00	**Break**
11:00-12:00	Breakout groups – Review actions and, if needed, organize into strategy options (Tool 6b - if the actions are significant in their own right and sufficient resources are available to implement them, there may be no need for them to be organized into strategy options).
12:00-12:15	Plenary Session – Breakout groups report results back to main group.
12:15-1:00	**Lunch** (staff put together two Consequence Tables leaving the cells blank (see Tool 6c)).
1:00-2:00	To the best of the group's ability, fill in the cells of the consequence table using terms like (low, medium, high). Make note of critical uncertainties and where more effort is needed to confirm or detail initial estimates. Conduct a technical analysis of the strategy options (Tool 6c).
2:00-2:45	Conduct a value analysis of the strategy options (Tool 6d, 6e).
2:45-3:00	**Break**
3:00-3:30	Plenary Session – Breakout groups report results back to main group.
3:30-4:00	Group discussion – Refine strategy options based on

	breakout group feedback. Negotiate better strategy options.
4:00-4:15	Agree on a set of actions (a Strategy Option).
4:15-4:30	Conclusions and Next Steps.

Day 4 – Action Planning	
9:00-9:15	Introductions.
9:15-9:45	Review Action Planning (and decide on an Action Planning Framework if the facilitator has not already determined a framework that is most appropriate).
9:45-12:00	Detail the action planning framework (divide work and move into breakout groups).
12:00-1:00	**Lunch**
1:00-2:30	Discuss monitoring and evaluation and how it will be incorporated into the LED Strategy. Discuss the schedule and logistics of citizen / agency / staff / broader stakeholder review of the draft LED strategy (e.g. set up a schedule, review tools, etc.). Discuss finalizing the LED strategy and the official acceptance date.
2:30-3:00	Complete workshop evaluation forms (Process Tool E).
3:00-4:00	Hold small 'thank you' reception for participants.

Process Tool E: Sample Workshop Evaluation Questionnaire

EVALUATION QUESTIONNAIRES

Evaluation Scores:
1= strongly disagree; 2= disagree; 3= neither; 4= agree; 5= strongly agree

Area	Evaluation Score
ADMINISTRATIVE/LOGISTICS	
1. The facilities and equipment were adequate	
2. The organizer's staff was supportive and sensitive to my needs	
WORKSHOP CONTENT	
3. I clearly understood the workshop objectives	
4. The workshop met all of its stated objectives	
WORKSHOP PROGRAM DESIGN	
5. The workshop was delivered effectively	
6. Workshop materials were useful and well structured	

Area	Evaluation Score
FACILITATION	
7. The facilitator demonstrated a thorough knowledge and understanding of the participatory planning topics	
8. The workshop was conducted in a professional manner	
9. Overall, I was satisfied with the facilitation	
PERCEIVED IMPACT	
10. The workshop was productive	
11. The workshop produced substantive results	
12. Overall, I was satisfied with the outcome of this workshop	

Please comment on the following questions. Please use the other side if you need more space.

STRENGTHS & WEAKNESSES
GENERAL
13. What are the strengths of this strategic planning workshop?
-
14. What are the weaknesses of this workshop and what recommendations do you have to improve them?
-
THE TRAINING MATERIALS
15. What are the strengths of the workshop materials?
-
16. What are the weaknesses of the workshop materials and what recommendation do you have to improve theme?
-

THE FACILITATION
17. What are the strengths of the facilitator?
-
18. What are the weaknesses of the facilitator and what recommendations do you have to improve them?
-
OTHER COMMENTS:
19 Any other comments?
-

Additional Resources for Facilitators

Facilitative Leader Training Institute: *http://www.facilitativeleader.com/*

Dialogue and Facilitation Tools from Leadership Network Canada: *http://leadership.gc.ca*

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