

Making Local Economic Development Strategies: A Trainer's Manual

Trainer's Guide to Manual

**A Knowledge Product of the World Bank and Cities of Change Initiative,
produced in conjunction with the Bertelsmann Foundation**

A Knowledge Product of



1818 H Street, NW
Washington, DC 20433
Tel: +1.202.473.1000
Fax: +1.202.522.3232
www.worldbank.org/urban/led/



1 Palace Street
London, SW1E 5HE
England, United Kingdom
Tel: +1. 44.20.7023.0000
Fax: +1. 44.20.7023.0019
www.dfid.gov.uk/



Carl-Bertelsmann Str. 256
D-33311 Gütersloh, Germany
Tel: +49 5241 81-81190
Fax: +49 5241 81-81984
www.bertelsmann-stiftung.de/

FOREWORD

'Making Local Economic Development Strategies: A Trainer's Manual' has been prepared as an output of the Cities of Change initiative that supports policy and administration reform in local governments in Central and Eastern Europe. As a collaborative effort of the Urban Development Unit of the World Bank and the Bertelsmann Foundation of Germany, this Manual has been developed as a resource to train municipal officials and community representatives in the core elements of local economic development and strategy planning. The Manual provides a module-based approach to conceptualizing and devising integrated LED strategies for local area development, and forms part of a broader set of LED knowledge and learning products that include a Local Economic Development Primer, LED Quick Reference Guide and a Management Tool for Local Economic Development. These and other LED resources are available to view and download at: www.worldbank.org/urban/led and www.citiesofchange.net/

Should you wish to comment on the usefulness of the Primer, or suggest additional information or case studies, do contact the World Bank urbanhelp@worldbank.org, gwen.swinburn@gmail.com and gswinburn@worldbank.org.

ACKNOWLEDGEMENTS

This LED Trainer's Manual was written and produced by the Local Economic Development team based in the Urban Development Unit of the World Bank. The methodology was developed by Gwen Swinburn, Senior Urban Specialist, with assistance from Fergus Murphy, Consultant. Contributions and advice were gratefully received from Nikolas Beckmann, Bertelsmann Foundation, Bonnie Walter, Consultant, and André Herzog, Consultant. Information used in this guide was obtained with permission from the publication 'Local Economic Development: Good Practice from the European Union and Beyond', 2000, an unpublished paper prepared by Gwen Swinburn for the Urban Development Unit of the World Bank.

DISCLAIMER

The findings, interpretations and conclusions expressed in this document are entirely those of the authors and should not be attributed in any manner to the World Bank, the Bertelsmann Foundation, its affiliated organizations, members of its Board of Executive Directors or the countries they represent. The World Bank does not guarantee the accuracy of the data contained in the manual and accepts no responsibility for any consequence of its use.

Table of Contents

FOREWORD	1
ACKNOWLEDGEMENTS	1
DISCLAIMER	1
1. INTRODUCTION	3
2. TRAINING OBJECTIVES	5
Target Group	6
3. THE PHASED TRAINING APPROACH	7
Training Structure and Contents.....	8
4. COURSE MATERIALS	10
Use of Materials in Training Sessions.....	10
5. ADAPTING COURSE MATERIAL	14
Identify the Audience	14
Determine the Objectives	14
Adapt the Materials	14
6. DESIGNING AND DELIVERING EFFECTIVE TRAINING	15
Before Training	15
During Training.....	16
Training Set Up	17
7. COURSE AGENDA	19
8. LIST OF COURSE MATERIAL	21

Making Local Economic Development Strategies: A Trainer's Manual

Introduction

Making Local Economic Development Strategies: A Trainer's Manual consists of six separate but complimentary sections that together form a comprehensive teaching tool for local economic development (LED) strategic planning. The Trainer's Guide outlines the core trainer competencies, approach and requirements necessary to successfully deliver the training program. The five teaching modules that comprise the training course provide a step-by-step approach reflecting the five stage approach to LED strategic planning. This introduction outlines the structure of the Trainer's Guide and the Trainer's Manual, and provides a brief description of each of the teaching modules that comprise the Manual.

Table 1: The five stage sequence of the LED strategic planning process

Local Economic Development The Five Stages of Strategic Planning	
Stage 1: Organizing the Effort Stage 2: Local Economy Assessment Stage 3: Strategy Making	Stage 4: Strategy Implementation Stage 5: Strategy Review

The course is intended to provide participants with an understanding of the concepts, approaches and processes of LED strategic planning. Each module is accompanied by a supporting series of PowerPoint slides, exercises, templates and supplementary learning materials. The course has been structured in five modules and can be delivered in five separate workshops, or fewer if deemed appropriate. The schedule for training delivery is at the discretion of the trainer. Depending on the time horizon, experience and learning requirements of participants, the trainer may select to deliver Modules 1 and 2 in a single training period. Experience has shown that effective results come from a learning program that consists of three workshops and one study tour. It is envisaged that the entire training process will take place over a period of between twelve to eighteen months, with intervening periods of weeks or months occurring between each course module.

Making Local Economic Development Strategies: A Trainer's Manual is not intended to be prescriptive, but rather, aims to offer an example of how to facilitate strategic planning for local economic development as an integral part of municipal government. It is hoped that *A Trainer's Manual* will serve to explain the core complexities associated with local economic development strategic planning so that they are more easily understood.

The **Trainer's Guide to Manual** aims to support experienced trainers in their task of effectively delivering the five module training course on the process of LED strategy development and implementation. The Guide highlights the fundamental concepts, tools and instruments necessary for developing and implementing local economic strategies and action plans, and provides suggestions and guidance on how the trainer can, and should, organize the delivery of the five training modules. It provides information on learning approaches, the use and application of training materials, and managing the learning delivery process.

Module 1 'Introduction to LED and Organizing the Effort', provides an introduction to local economic development and examines the context of LED activity and action within an increasingly globalized economy. It focuses on how to Organize the Effort for LED Strategic Planning. It explores the role that LED strategic planning has in strengthening the local economy and provides an introduction to the purpose and process of strategic planning with an overview of

the five sequential stages. The five different steps of Stage One Organizing the Effort are also presented. The module introduces participants to the first steps of Stage Two and highlights the data needs for making an LED strategy. It provides an understanding of the role of the business enabling environment in LED and concludes with a session on the planning and implementation of tasks to improve the business enabling environment.

In **Module Two ‘An Introduction to the Local Economy Assessment’**, data assessment tools are discussed and participants learn how to assess the internal and external economic circumstances of the municipality, and interpret data to make it meaningful for the local economy assessment. The module encourages participants to understand the city’s economy, its competitive advantage and economic position using tools such as a SWOT (strength’s weaknesses, opportunities, threats) analysis. The module provides guidance on how to bring stakeholders to consensus, an important skill when determining the critical issues that form the basis for the LED strategy. It concludes with planning for implementation, the tasks of data collection and analysis, assessment reporting, SWOT analysis and defining critical issues.

Module 3 ‘Formulating the LED Strategy’, introduces participants to the stages of preparing a strategic plan based on their local economy assessment. The module guides participants through the logical steps of defining an LED vision, setting goals and objectives, and selecting programs for implementation. Participants consider project identification, analysis and prioritization, and learn how to use objective criteria to choose the projects that best achieve the goals they have defined. Participants learn to define and identify programs appropriate to their city’s needs, select and prioritize projects, and identify sources of LED project finance.

In **Module 4 ‘LED Strategy Implementation’**, participants are introduced to the steps of preparing for LED strategy implementation. The first step is to detail an action plan for each project on the priority list. This establishes a hierarchy of tasks, responsible parties, realistic timetables, financial needs and sources, expected impacts and results, and list of stakeholders. Participants determine the structures for implementing the strategy, examine the institutional implications of LED programs and assess the roles of different partners. They consider the schedule for implementation, the financing plan, monitoring and evaluation and stakeholder involvement.

In **Module 5 ‘Strategy Review’**, participants learn how to use monitoring and evaluation as a tool to track and assess the progress in the strategy and in project implementation. As monitoring indicators need to be determined early in the strategic planning process, participants will learn how monitoring using indicators can assist in measuring impact. They will learn to select appropriate indicators and targets to measure project outputs and progress in meeting objectives and goals. They will also learn how to set up a monitoring and evaluation system in the strategy planning and strategy implementation phase. The module will develop participant understanding of selecting outcomes for LED activities, selecting indicators and targets, designing an LED monitoring and evaluation system, and planning for a review and evaluation of the LED strategy.

At the end of this training, it is envisaged that participants will be able to:

- Define LED, explain the core components of LED, and have an understanding of why LED is important and necessary
- Analyze the tools of LED and choose those appropriate to their own strategic goals and objectives
- Implement the steps for developing an LED Strategic Plan
- Develop an action plan for implementation of the strategy
- Monitor and evaluate the process of strategy implementation

TRAINER'S GUIDE TO MANUAL

1. INTRODUCTION

The purpose of local economic development is to build up the economic capacity of a local area to improve its economic future and the quality of life for all. It is a process by which public, business and non-governmental sector partners work collectively to create better conditions for economic growth and employment generation.

The success of a community today depends upon its ability to adapt to the dynamic local, national and international market economy. Strategically planned LED is increasingly used by communities to strengthen the local economic capacity of an area, improve the investment climate and facilitate an increase in the productivity and competitiveness of local businesses, entrepreneurs and workers. An understanding of the principles and practices of strategic LED planning will position communities to be able to improve their quality of life, create new economic opportunities and fight poverty.

Globalization increases both opportunities and competition for local investment. It offers opportunities for local businesses to develop new markets but also presents challenges from international competitors entering local markets. Multi-site, multi-national manufacturing, banking and service corporations compete globally to find cost efficient sites in which to locate. Technologically advanced growth industries require highly specialized skills and a supporting technology infrastructure. Local conditions determine the relative advantage of an area and its ability to attract and retain investment. Even small towns and their surrounding rural regions can develop local economic opportunities at a national or international level by building on their local economic strengths.

At the national level, macro-economic, fiscal and monetary reforms have directly impacted the economy at the local level. National regulatory and legal frameworks such as tax reform, telecommunications deregulation and environmental standards directly influence the local business climate, either enhancing or reducing the potential for local economic development. In many countries, national government functions continue to be decentralized thereby increasing the responsibility of municipal governments to retain and attract private industry.

Communities within and between regions often compete to attract external and local investment, however, opportunities exist for communities to collaborate with each other to help all their economies grow. They can do this for example, by supporting strategic infrastructure or environmental improvements that demonstrate a broad regional impact. An association of local municipalities or regional governments working together can serve to facilitate LED efforts by acting as an intermediary between national and municipal governments.

Businesses, both large and small, often choose to locate in urban areas because of agglomeration economies (the benefits derived from sharing markets, infrastructure, labor pools and information with other firms). The economic advantage of urban areas depends significantly on the quality of urban governance and management, and on the policies affecting the availability of, or lack of, electricity, transport, telecommunications, sanitation and developable urban land. Factors affecting labor productivity in the local economy include the availability and quality of housing, health and education services, skills, security, training opportunities and public transport. These 'hard' and 'soft' infrastructure factors are major determinants of a community's relative

advantage. The quality and provision of 'hard' and 'soft' infrastructure forms the cornerstone of a successful local economy.

Metropolitan areas can offer many opportunities through agglomeration economies, economies of scale and effort as a result of the size of the physical and human capital available, as well as the size of its services and internal market. Uncoordinated and disparate institutional frameworks and planning bodies in metropolitan areas can serve to undermine area-wide economic growth. Metropolitan-wide LED agencies, consortia and networks can be created to address these constraints. These innovative institutional frameworks, which represent the interests of different municipalities and partner agencies in the same metropolitan area, can bring benefits to the key actors of each municipality (public departments, business and civil society organizations). These frameworks can serve to unite the efforts of different localities and increase LED results, and can strengthen representation in higher levels of decision-making.

As will be seen in this training course, there are many ways in which municipalities can contribute to improving their local economies. The most important and effective local economic development activity that a municipality can undertake is to improve the regulatory processes and procedures to which businesses are subjected by the municipality itself. A survey of most municipalities would reveal a number of complex, poorly managed, expensive and unnecessary business registration systems. By reducing these, a municipality can quickly improve its local investment climate.

In most countries, economic growth is determined not only by the formal economy (the economic sectors that are legally registered and pay taxes) but also by the informal economy (those activities that are not legally registered). In some cases the size of the informal economy is greater than the formal economy, and it interacts with the formal economy by supplying certain goods and services. The linkages between the formal and informal sectors of the economy need to be understood and considered in the devising of a local economic development strategy, although this is often easier said than done.

Communities and businesses increasingly recognize that a successful local economy requires social as well as economic, environmental and physical renewal or investment. In many cities, large numbers of low-income families work within the informal economy, however, these informal activities are often low-growth activities as a result of a lack of access to proper infrastructure and services (electricity, water, roads), regular means of financing, information and skills. The development of an LED strategy should recognize and accommodate the constraints and opportunities of the informal economy so as to broaden the impact of the strategy.

2. TRAINING OBJECTIVES

The broad objective of this Guide is to inform the planning and delivery of the LED course so as to ensure that participants are able to develop a strategic plan for local economic development, and an action plan for implementation. On completion of the course, participants will be able to:

Table 2: Summary of Learning Objectives

Learning Objectives
Define LED, explain the core components of LED, and have an understanding of why LED is important and necessary <ul style="list-style-type: none"> ▪ Analyze the tools of LED and choose those appropriate to their own strategic goals and objectives ▪ Implement the steps for developing an LED Strategic Plan ▪ Develop an action plan for implementation of the strategy ▪ Monitor and evaluate the process of strategy implementation

This Trainer's Guide has been compiled to support experienced trainers in their task of delivering training courses on the processes of Local Economic Development strategy development and implementation. The accompanying training course provides an overview of the issues and challenges of local economic development and strategic planning, and includes PowerPoint presentations, training exercises, worksheets, templates and supplementary learning materials.

This Trainer's Guide highlights the fundamental concepts, tools and instruments necessary for developing and implementing local economic strategies and action plans. With the primary aim of support municipalities to develop integrated LED strategies, it draws on the experience of training programs for municipal governments previously implemented by the World Bank and the Bertelsmann Foundation.

The Guide has been structured to enable trainers to prepare, conduct and deliver LED courses. The course materials have been designed to provide course participants with a thorough understanding of the key issues and approaches to LED strategy development. A key focus of the Guide is to identify and utilize learning tools for local economic development that help participants apply the LED concepts and instruments learned throughout the training to the design and implementation of their own strategic plan.

The Guide has been structured in five modules and can be delivered in five separate workshops or can be combined. Experience has shown that effective results come from a learning program that consists of three workshops and one study tour.

1. **Workshop 1:** Modules 1 and 2
2. **Workshop 2:** Module 3
3. Study Tour
4. **Workshop 3:** Modules 4 and 5

The aim of the training course is to give municipalities time between each workshop to apply what they have learned and complete the designated tasks, within their municipality and with minimal facilitated support. The whole process takes between 12 and 18 months and assumes that municipalities, and not consultants, do the work.

This Guide should be used by an experienced trainer that has an understanding and knowledge of the fundamental concepts and practices of strategic planning and local economic development. The trainer should be able to draw on prior knowledge and experience to prepare the course and guide the participants through the development of a strategic plan tailored to a specific context. Trainers may want to consult additional and supporting materials on LED and strategic planning, and further references are available in the LED Primer and on the World Bank LED Web site (www.worldbank.org/urban/led). The LED Web site is regularly updated with new tools, case studies and references.

Target Group

This training course has been designed for key municipal representatives such as Mayors, Deputy Mayors, City Council members, Directors of Planning, Directors of Economy, Directors of Finance, and Directors of Public Works. Good practice shows that participants should also include representatives of the business community and non-governmental organizations such as a university, a chamber of commerce, public-private partnerships or sector groups that are, or could be, actively involved in LED.

The training methodology, including presentation materials and LED tools, was originally devised for municipal clients in Central and Eastern Europe. The course materials are designed primarily for municipalities in transitioning economies and are based on specific needs, financial capacity, legal and regulatory frameworks, and level of knowledge and experience. Where appropriate, the content of the course may need to be adapted to accommodate specific group learning needs and relevance. Significant adaptations will be necessary to adapt the training course to non-western and non-industrialized settings in order to meet course objectives.

3. THE PHASED TRAINING APPROACH

The training is delivered in a series of staged modules to allow participants the opportunity to develop and construct an LED strategy relevant to, and based on, their own town or city. Each LED training module provides information on the relevant theoretical and practical information that is necessary to fulfill each of the five stages of the LED strategic planning approach.

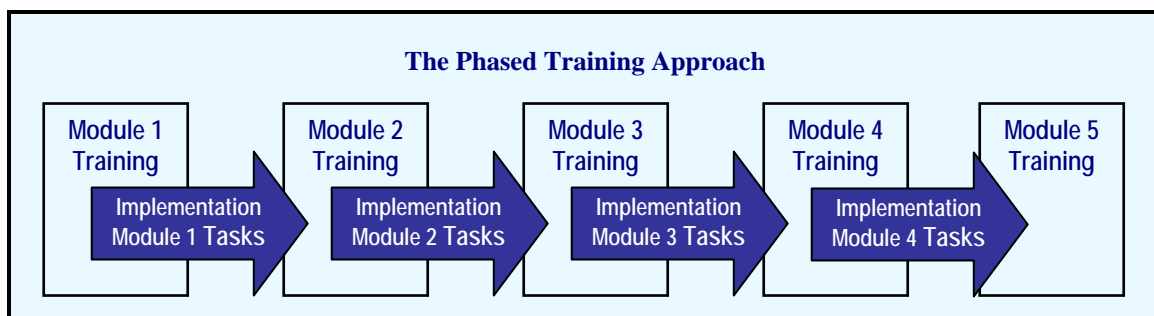
- Module 1: Introduction to LED; Organizing the Effort
- Module 2: The Local Economy Assessment
- Module 3: Formulating the LED Strategy
- Module 4: Implementing the LED Strategy
- Module 5: Strategy Review: Monitoring and Evaluating the Strategy

Following each training module, participants will be expected to apply the knowledge and skills they have learned to the development of a specific LED strategic planning task. It is envisaged that the entire training process (training plus practical application) will take place over a period of between twelve to eighteen months, with periods of several weeks or months occurring between each course module. Periods between course modules will be dedicated to implementing the strategic planning tasks identified in each training module. The trainer and the participants will agree the length of time needed for the implementation of the tasks, and each module will build upon the level of knowledge and experience gained from the delivery and implementation of previous taught modules. Ideally, facilitators or consultants should work with the municipalities on a regular basis.

The final session of each module is devoted to preparation for the implementation of tasks. The preparation session is loosely structured so that the trainer can adapt it to the needs of participant groups by determining the tasks that can be accomplished, how they will be accomplished, by whom, and the time needed. The training materials include tools, templates and worksheets that help participants to implement the tasks. The participants need to return to their homes with an agreed work plan.

In learning about LED strategic planning, participants will need assistance from a trainer or other person with experience to carry out the tasks of strategic planning. It is not the intention of this training course to provide prescriptive instructions to trainers or participants on every conceivable aspect of LED strategy development and implementation.

Table 3: The Phased Training Approach



Training Structure and Contents

Course modules are separate components that cover an entire learning concept or process, and each of the five modules that comprise this training course is between one and two days in length. Each module includes the information necessary for participants to implement a series of strategic planning tasks following the training session.

Modules are subdivided into **sessions** that reflect a logical structuring of materials within the module. Sessions are generally between two and three hours in length, and often include group exercises. Each session contains LED presentation materials, trainer notes, PowerPoint slides, key questions for discussion and supplementary learning materials. Most sessions include exercises that require participants to apply the concepts and skills learned to a real life work situation. The training includes a variety of learning approaches such as interactive lectures, small group exercises, case studies, role-playing, supplementary materials and group discussion.

Modules Two, Three, Four and Five commence with an opening session in which participants are asked to report on their strategic planning progress, highlight problems encountered, and provide feedback on their experiences of practically implementing the previous module's learning. The course includes suggestions on the kind of materials that should be prepared for this reporting session and how it should be presented, however, the exact details of how each session will be delivered will depend on the trainer. The table below provides a summary of the course structure in the order that it occurs.

Table 4: Summary of Course Structure

Module	Sessions	Learning Objectives
Module 1: Introduction to LED; Organizing the Effort	<ol style="list-style-type: none"> 1. Introductory Session 2. The Global and National Context 3. LED and Strategic Planning Process 4. Organizing the Effort 5. The Local Economy Assessment 6. The Business Enabling Environment Audit 7. Planning for Implementation 	<ul style="list-style-type: none"> ▪ Understand competitiveness factors ▪ Become familiar with the purpose of local economic development and strategic planning methodology ▪ Organize local government to make an LED strategy ▪ LED stakeholders analysis ▪ To identify and know how to collect LED data ▪ To understand and be able to assess the business enabling environment
Module 2: The Local Economy Assessment	<ol style="list-style-type: none"> 1. Feedback on Module One Implementation 2. The Local Economy Assessment: Data Analysis 3. SWOT Analysis 4. Coming to consensus 5. Planning for Implementation 	<ul style="list-style-type: none"> ▪ Understand and analyze socio economic factors and trends ▪ Use data and audits to provide meaningful input to the competitive analysis ▪ Prepare a community profile ▪ Make an audit of external factors affecting the city competitive situation ▪ Undertake a SWOT analysis and prioritize ▪ Develop consensus on critical strategic planning issues
Module 3: Creating the LED Strategy	<ol style="list-style-type: none"> 1. Feedback on Module Two Implementation 2. Strategy-making: Vision, goals, objectives 3. Strategy-making: Programs and Projects 4. Selecting Projects 5. Financing LED Programs 6. Assessing and Prioritizing Projects 7. Planning for Implementation 	<ul style="list-style-type: none"> ▪ Define interrelated Vision, goals and objectives for LED strategy ▪ Define and identify programs appropriate to their city's needs ▪ Select and prioritize projects ▪ Identify sources of LED project finance
Module 4: Implementing the LED Strategy	<ol style="list-style-type: none"> 1. Feedback on Module 3 Implementation 2. Action Planning 3. Risk Assessment 4. Organizational Structures for Implementation 5. Documenting the Strategy 6. Writing and communicating the Strategy 7. Planning for Implementation 	<ul style="list-style-type: none"> ▪ Prepare detailed action plans for projects ▪ Assess risk factors that condition project success ▪ Select an institutional structure for strategy implementation ▪ Prepare integrated plan implementation
Module 5: Monitoring and Evaluating the Strategy	<ol style="list-style-type: none"> 1. Feedback on Module 4 Implementation 2. Monitoring and Evaluation 3. Integrating M&E with Strategic Planning 4. Evaluations and Strategy Review 	<ul style="list-style-type: none"> ▪ Select outcomes for led activities ▪ Select indicators and targets ▪ Design an M&E system ▪ Review and evaluate LED strategy

4. COURSE MATERIALS

Each participant should be given a folder or document holder in which to file course materials as they are distributed. Each folder or document holder will contain a printed copy of the World Bank LED Primer, a training course agenda, and notepaper. Supplementary learning materials, templates, worksheets, copies of PowerPoint presentations and participant notes will be added gradually to the folder during the course of the training program, thereby building a handy reference file for use during LED strategy implementation. Below is a list of the key material:

Table 5: List of Training Material

Training Material	Description	User
Trainer's Guide: An Introduction to the LED Trainer's Manual	Instructions to the Trainer on the approaches to teaching; contains suggestions on ways of presenting materials and running exercises	Trainer
Sample Course Agenda	Sample schedule and agenda based on the actual training materials. The times for each session are indicative only.	Trainer
Trainer's Manual	General guidelines for designing and conducting the LED training for each Module	Trainer
LED Presentation Materials	Brief overview of the presentation materials, to be expanded by the trainer.	Trainer
PowerPoint Slides	Presentations that trainers can adapt, select from, or expand upon	Trainer Participants
Exercise Instructions	Explanation of exercises for participants	Participants
Learning Materials	Supplementary reference and case materials for both trainer and participant.	Trainer Participants
Templates	To guide the implementation of strategy tasks	Trainer Participants
LED Quick Reference Guide	Core LED reference reading	Trainer Participants
LED Primer	Core LED reference reading	Trainer Participants


Use of Materials in Training Sessions


These training materials are intended to support the trainer in designing and conducting an LED course. Each module begins with a summary of the module's contents, an overview of the key learning objectives, exercises and available supplementary learning materials.


For each session, a table has been created that provides:


- (a) Title of session and duration;
- (b) Learning objectives;
- (c) List of exercises;
- (d) List of PowerPoint presentations;
- (e) Recommended reading; and,
- (f) Detailed trainer's note to help guide the training process. Below is a more detailed review of the session structure and content.


- **Specific learning objectives for each session:** These include both “knowledge objectives” (concepts and ideas) and “skills objectives” (what the participant is expected to learn). It is useful to write the session objectives on a flipchart at the beginning of each session and then review and present the objectives to participants. At the end of the session, you can refer back to them when summarizing the important points of the session.

 **Session Total Time:** This provides the trainer with an estimate and guideline for pacing the delivery of the session. The total time includes the time for exercises.

 **PowerPoint Presentations:** The PowerPoint slides are keyed to the presentation materials. The numbers correspond to the numbered order of the module's power point presentation. Trainers may want to skip or add PowerPoint slides as needed. The PowerPoint slides do not duplicate the presentation materials, they compliment each other.

 **Learning Materials:** These are suggestions of supplementary learning materials that are either referred to in module, or distributed to participants during the presentation. These materials have been selected to highlight an important concept or strategic planning task, such as a sample business survey form, or alternatively to provide a practical real world example, such as a municipal SWOT analysis. Other suggested readings provide additional background information to help participants understand particular concepts.

 **Templates:** Templates are used as means of organizing the strategic planning tasks. Templates have been designed to make it easier for participants to carry out some part of a task; for example, the Stakeholder Analysis template is used as a guide to setting up the Stakeholder Groups. Since most of the exercises prepare the participants for carrying out similar tasks in real life, the same templates are used in the training exercises. Instructions for how to use templates can be initially given to participants during the exercises. The Planning for Implementation session allows the trainer an opportunity to discuss in detail the use of templates in a real life situation.

 **Exercises:** Exercises allow participants to apply theory and concepts to their own experience and situation as practice and preparation for application and implementation of tasks in real life. Most of the exercises are designed for participants from the same city to work together in a small group to accomplish a task or practice a skill necessary for strategic planning. The input and information they will draw on is from their own particular city and situation.

- Exercises contain (a) the time allotted for completing the exercise; (b) participant learning objectives; (c) instructions to participants; (d) notes to help trainers both structure the exercise

and maximize understanding of concepts or skills and manage the process; and, (e) templates for participants to use in the exercise in some cases.

- It is important to give clear directions for the exercises. Clearly explain what the objective of the exercise is, and tell the participants what they are expected to do and how to do it. Write the instructions on a flip chart or make a copy to distribute to participants. Review the instructions with participants before they begin, and answer any questions they may have.
- As a part of the exercise each small work group should **reports its findings or conclusions** to the entire group. This allows an important opportunity for participants to share information, methods, and conclusions with each other, and to consider how they might undertake the task in real life. This approach provides the trainer with a chance to critique the conclusions, emphasize important points that might not have been understood, or rectify misconceptions. The “reports” usually lead into discussions. Most of the exercises in this course provide input for the session “Planning for Implementation”, and the participants should be instructed to keep their flip charts, notes or templates for use in that session.
- Questions relating to learning “Application” should follow each exercise or be used at the end of a session. The questions are intended to stimulate participants to reflect on what they have learned from the exercises. Participants should draw conclusions about how they would apply what they have learned in real life. The applications questions help participants think through how they will use and apply the leaning into the next stage of strategy planning.

Notes to the Trainer: This has been designed to help trainers incorporate key ideas into their presentations. Trainer notes are also designed to help trainers make the sessions livelier so as to engage the audience. It is expected that all trainers will have some familiarity with interactive training techniques.

Trainer’s notes are meant to be a guide of how the session should be presented. In particular, timing may vary considerably from one group to another depending not only on the expertise of the group, but also on the nature of the group discussion and the number and quality of examples that are incorporated into the discussion. The notes consist of the questions and comments.

- (a) **Questions** are provided for the trainer to ask participants at different stages of the “interactive presentations”. Interactive lectures allow participants to draw on their own knowledge and experience and link it to new information. By asking a question before giving information, it is possible to find out how much participants already know about a subject. Asking questions during a presentation that draws on participants’ own experiences will help them to link theory to their own experience and understanding. Asking questions during presentations can keep participants stimulated and interested (refer to Tips for Making Presentations more Interactive).
- (b) **Comments** are indications to the trainer of how and where to emphasize certain points, references to other parts of the course, indications of where and how to incorporate handouts within the session, and where PowerPoint slides relate to the presentation materials. Comments help the trainer manage the group exercises.

LED Presentation Material: Presentation materials cover important concepts and information on strategic planning and LED that should be covered during the session. They are presented in outline form for use during oral presentations. They are presented in a logical order. They draw on the LED Primer and other written sources. They should be supplemented by real life

experiences, examples and supplementary information, and are intended as an aide to the trainer in giving presentations on the key themes and topics of strategic planning and LED.

Summary of Session: Each session should end with a summary that brings together the important points that participants should think about. One way to do this is to ask questions that stimulate the participants to reflect on the important points and how they will use this information. In sessions where the exercise concludes the session, the “Reflections and Application” questions serve the same purpose in summarizing the learning.

5. ADAPTING COURSE MATERIAL

Trainers will want to adapt the course and supplement the course materials to suit the specific needs of the participants and the objectives of the training. Case studies, role-play and exercises suggested in the course may need adapting to fit different audiences and their particular levels of knowledge. It is expected that specific supplementary information and examples will be added by the trainer, and that the trainer will determine which points demand special emphasis and which issues are most relevant for discussion and elaboration. Some basic principles apply to adapting materials.

Identify the Audience

The first step is to identify the intended audience and their level of knowledge and sophistication about the topic. However, the tendency is often to use materials without taking into consideration the audience and how it can be influenced or learn most effectively. 'One-size-fits-all' material rarely works for everyone. Before using these course materials or adapting them, identify the audience, assess their level of knowledge, and determine what information they need to meet the objectives. There are several ways to determine the level of knowledge and training needs of a targeted audience and these may include sending a pre-course questionnaire, conducting face-to-face interviews, in focus group discussions, or through peer and supervisor briefings.

Determine the Objectives

Once the background and needs of a given audience has been identified, the next step is to establish objectives for the use of the materials. This involves thinking through what the audience will do with the materials. Be clear about objectives so that the materials can be focused, appropriate and effective. Clear objectives identify what skills the participants should have and be able to use, or what concepts and information they should understand after completing the exercise. Before designing new material, verify your objectives with those of prospective participants and clients to make sure that the course addresses real and perceived needs.

Adapt the Materials

Frequent reference to the objectives will highlight the association between the content and the objectives. Finding and integrating real life examples is critical to the process of tailoring the materials to the context. People learn and are influenced best through examples that they can relate to.

In order to make sure that participants can interact with the material in a participatory environment, new or revised individual and group exercises and case studies must be carefully developed, and time set aside to complete the program. These materials need to supplement the instructional materials in a way that meets the needs of the audience.

6. DESIGNING AND DELIVERING EFFECTIVE TRAINING

In recognizing that adults learn best when there are opportunities to participate in discussions and apply what they are learning to their own experiences, this course is designed to be highly interactive. The course aims to use participants' own experiences as a learning tool, and provides opportunities for participants to engage in an activity, review the activity critically, abstract useful insights from the analysis, and apply the result in a practical situation. It is based on several assumptions about adult learning:

- Adults are motivated to learn as they develop needs and interests that learning will satisfy. They will learn what they think they need to know.
- Adults are more interested in practical applications of knowledge than in theory.
- Experience is the best source of information for adults. Training needs to involve active participation in a planned series of experiences that demonstrate the application of a theory to real life situations.
- Adults are self-directing. The core method for adult learning is to engage the adult in a process of inquiry and analysis so that they discover information by themselves, rather than to transmit knowledge to them. In practice, this translates into a give and take between trainer and participants, with the trainer asking questions of the participants to draw on their own experience and knowledge.
- Adults have a limited concentration span. Lecturing to adults should not exceed 45 minutes.
- Adults take in only about 20% of what is said and repetition of key points is imperative.

Good training should consider the needs of adult learners and incorporate the following characteristics:

- Clear objectives indicating what participants will be able to say or do at the end of the course;
- Participatory, providing opportunities to share or contribute ideas;
- Include practice or application in the use of skills or concepts;
- Make links between topics and link theory to practice;
- Use a mix of methodologies;
- Use interactive learning strategies and avoid long lectures;
- Focus on practical skills and real life examples;
- Accommodate different learning styles by using overhead slides, engaging participants in the discussion, recording their comments on flip charts, etc;
- Draw upon the participants' existing knowledge and experience.

Training sessions need to be properly introduced, conducted and processed. For effective learning to take place, trainers must effectively introduce the goals and objectives for each session, ask pertinent and probing questions, guide group discussion, and provide proper application of information at the end of each session. Trainers should take the following steps:

Before Training

- Prepare carefully. Prior to each session, the trainer should review the outline, contents and activities of the session. Try to anticipate questions and difficulties the participants are likely to have, and review any areas you are uncertain about. Plan carefully, but be flexible so that you can alter your plan to accommodate the needs of the group. Think about the timing of sessions and alter presentations and exercises to fit time slots and participant needs;

- Determine the point at which you will introduce supplementary learning materials, whether during a session or at the end of a session. Decide what needs to be explained or how supplementary learning materials will be related to the session activities. Ensure that there are sufficient copies available;
- Review and/or revise PowerPoint presentations and other support materials as needed;
- Gather the materials and equipment you will need for the session (see section below); and,
- Plan the structure of the Session “Planning for Implementation”. Determine what tasks participants will be expected to accomplish.

During Training

- **Review Objectives.** In most cases the module as well as each session should begin with an overview of the session objectives and activities. Explain what participants can expect to learn and how the objectives fit into the course goals. This can be done verbally but it is best to also use an overhead or a flip chart as well. Be sure to verify that your objectives and the objectives and goals of the participants coincide;
- **Give clear directions.** It is important to explain what is expected of participants for each activity. They need to know what they are to do, how they are to do it, what results are expected, and how much time they will be given;
- **When breaking into small work groups,** allow time for participants to arrange themselves and the furniture so that they give their full attention to directions. Print the instructions included in the course materials and hand them out or read them from a slide or flip chart. Ask for, and answer, questions before beginning an activity;
- **Facilitate learning.** As facilitator, the trainer’s responsibilities include guiding the group process by keeping things moving, providing feedback, stimulating thinking by asking the right questions, including everyone in the learning process, and helping the group sum up each session. Session presentation materials are accompanied by suggested questions to ask participants that are intended to help participants relate theory to their own reality, and to stimulate discussion. Use answers to every question or observation as a chance to stimulate discussion. Do not conduct a straight lecture with a question session at the end; the lectures are designed to be interactive;
- **When conducting group activities,** do not join in as a participant. Maintaining the role of facilitator will allow you to walk around the room and observe how participants are doing, and offer suggestions and assistance. Feedback sessions follow each group exercise. Each work group reports their findings from the exercise and gets feedback from both the trainer and the other participants. This is an occasion for the trainer to highlight important points, make comparisons between groups and stimulate discussion. Feedback sessions need to be well structured to be effective, and depend on good facilitation to make them meaningful;
- **No matter how good the quality of a presentation or activity,** it will be useless for the participants if they do not understand the information. Entitled “Application” in the trainer’s notes, the trainer will lead a discussion that enables participants to reflect on the activity or information, and share their reactions in a structured way with the whole group. The trainer’s job is to help participants think critically about the exercise and the value of information, and draw conclusions that might be generalized to real life. This stage is best symbolized by the questions “what did you learn from all this” and “what general meaning does this have for you?”. After participants have extracted information or conclusions that might be useful to

them, they are guided to incorporate what they have learned into their work. This phase attempts to put thought into action and relate the training to how they can apply it in real life. Look for ways to encourage participants to convert what they learned into action, such as asking them “what is the first thing you can do at work to apply what you have learned,” or “what problems, if any, do you anticipate in applying on the job what you have learned”?

- Provide Closure. It is helpful to relate the learning back to the objectives.

Table 6: Tips for making presentations more interactive

General	Before	During
<ul style="list-style-type: none"> ▪ Do not present more than 20-30 minutes without having participants do something more active than listen. ▪ Pose questions to the group. Facilitate the group to answer the question rather than answering yourself. ▪ Create discussion points in your presentation. Ask the group their opinion on a point. Set up debate teams. ▪ Give a problem to solve. Have participants work out the problem individually, and then ask for answers. ▪ Do not present all the information in lecture format. Give participants short pieces to read and discuss, or problems to solve. ▪ Have participants turn to the person next to them and work out a problem, then ask for answers. ▪ Use small groups for problem solving. ▪ Ask participants questions and draw points out of them; let this make up much of the presentation content. 	<ul style="list-style-type: none"> ▪ How does the presentation fit with the session objectives ▪ Visual aids ▪ Time of day 	<ul style="list-style-type: none"> ▪ Make smooth transitions ▪ Use introductory questions ▪ Have main points ▪ Summarize frequently ▪ Stop to elicit input ▪ Use concrete examples ▪ Ask questions

Training Set Up

As the course is interactive, the trainer must ensure that the course proceeds smoothly, checking that equipment works effectively and that the location of the training is conducive to learning. Think carefully in advance and prepare the following as required:

- **Training room:** Chose a training room that is appropriate to hold the group comfortably. There should be room to move around, everyone should be able to see a screen and/or flip chart, and participants should be able to adjust their chairs and tables to different configurations depending on the group task. Avoid lecture halls and fixed seats and tables. Flexible arrangements are necessary. Participants should ideally be seated at tables of 6-to-8 persons. If necessary, use a second or third space for small group activities if the seating is not flexible.
- **Size of training group:** Interactive training with small groups works best with a maximum of 30 participants, allowing 4-to-8 participants to work on exercises. If participants are from several different cities, they should each work in their own city groups. If they are all from the same city, make sure that each group has a diverse composition. Generally, groups will

need guidance to understand the given task, manage the time, and come to agreement on task conclusions.

- **Breaks:** Plan in advance when you will have coffee breaks and how long they will last, and arrange for drinks/food to be served in a place close to the training room. At the beginning of each training day, announce the schedule for lunch break, and closing time so participants can make personal arrangements. Announce any regulations concerning smoking or cell phones. Try to arrange for lunch to be served near the training venue; 1.5 hours is usually needed at mid-day. Be clear about promptness at sessions.

- **Equipment:**
 - a. Flip Charts and paper with markers is the most useful tool for writing objectives, recording small group discussions or activities, noting instructions for activities, etc. The pages can be taped to the wall or to a central chart for report-out.
 - b. Computer for PowerPoint presentation, or overhead projector for transparencies
 - c. Photocopies of extra reading, instructions, case studies, role-plays, data or background information for exercises.
 - d. Scotch tape for fixing charts and exercise presentations to wall or flip chart.
 - e. Scissors, pens, markers, name cards for participants.

7. COURSE AGENDA

Table 7: Suggested Course Agenda (Discretionary)

Module	Day	Time	Session
Module 1	Day One	9:00-10:00	Introductory Session
		10:00-10:15	Break
		10:15-12:15	Interactive Presentation: The Global and National Context for LED Exercise 1: The Global Economy Exercise 2: City Competitiveness
		12:15-12:45	Interactive Presentation: LED and the Strategic Planning Process
		12:45-2:15	Lunch Break
		2:15-3:45	Interactive Presentation: Organizing the Effort: Steps One and Two
		3:45-4:00	Break
	4:00-5:00	Interactive Presentation: Organizing the Effort: Steps Three and Four Exercise 3: Developing the Stakeholders List Exercise 4: Stakeholder Selection	
	Day Two	9:00-10:00	Interactive Presentation: The Local Economy Assessment: Data Collection
		10:00-11:15	Exercise 5: Data Collection Exercise 6: Identifying Barriers to the Business Enabling Environment
		11:15-11:30	Break
		11:30-12:00	Interactive Presentation: The Business Enabling Environment Audit
		12:00-12:30	Interactive Presentation: The Business Attitude Survey
		12:30-1:00	Exercise 7: Role Play Interview
1:00-2:30		Lunch Break	
2:30-5:00	Planning for Implementation		
Module 2	Day One	9:00-10:30	Session 1: Group Reports on Module One Implementation
		10:30-11:00	Break
		11:00-12:45	Session 2: The Local Economy Assessment: Data Analysis Exercise 1: Understanding How to Use Data
		12:45-2:15	Lunch Break
		2:15-3:15	Session 3: The SWOT Analysis
		3:15-3:30	Break
	3:30-5:00	Exercise 2: Doing a SWOT Analysis: Using Data and Creating a Vision	
	Day Two	9:00-10:30	Session 4: Reaching Consensus
		10:30-10:45	Break
		10:45-1:00	Exercise 3: Simulation: Reaching Consensus
1:00-2:30		Lunch Break	
2:30-5:00	Session 5: Planning for Implementation of Module Two		
Module 3	Day One	9:00-10:30	Group Reports on Module Two Implementation
		10:30-10:45	Break
		10:45-12:30	Interactive Presentation: What is Strategy Making: Vision, Goals and Objectives Exercise 1: Writing Objectives
		12:30-2:00	Lunch Break
		2:00-3:00	Exercise 2: Linking Vision, Goals and Objectives
		3:00-4:30	Interactive Presentation: Programs and Projects
		4:30-4:45	Break
4:45-5:45	Exercise 3: Selecting Programs		

Module	Day	Time	Session
	Day Two	9:00-10:00	Interactive Presentation: Selecting Projects Exercise 4: Selecting Projects Exercise 5: Relating Projects to Programs
		10:00-10:45	Interactive Presentation: Financing LED programs
		10:45-11:00	Break
		11:00-12:30	Interactive Presentation: Assessing and Prioritizing Projects Exercise 6: Prioritizing Projects
		12:30-2:00	Lunch Break
		2:00-5:00	Planning for Implementation
Module 4	Day One	9:00-10:30	Group Reports on Module Three Implementation
		10:30-10:45	Break
		10:45-12:15	Interactive Presentation: Project Action Plans Exercise 1: Project Action Plans
		12:15-2:00	Lunch Break
		2:00-3:00	Exercise 2: Risk Assessment
		3:00-4:30	Interactive Presentation: Organizational Structures for Implementation
		4:30-5:00	Break
		5:00-5:30	Exercise 3: Organizing for Implementation
	Day Two	9:00-10:30	Interactive Presentation: Documenting the Strategy
		10:30-10:45	Break
		10:45-12:30	Interactive Presentation: Writing and Communicating the Strategy
		11:30-1:00	Lunch Break
		2:30-5:00	Planning for Implementation
Module 5	Day One	9:00-10:30	Group Reports on Module Four Implementation
		10:30-10:45	Break
		10:45-11:45	Interaction Presentation: Why Monitoring and Evaluations
		11:45-13:00	Exercise 1: Defining Objectives and Indicators
		13:00-2:30	Lunch Break
		2:30-3:30	Continuation of Monitoring and Evaluations
		3:30-4:15	Exercise 2: Structuring a Project Monitoring System
		4:15-4:30	Break
		4:30-5:00	Interactive Presentation: Integrating Monitoring and Evaluation to Strategic Planning Process
		5:00-5:30	Interactive Presentation: Evaluations and the Strategy Review

8. LIST OF COURSE MATERIALS

Module	Core Material	Supplementary Learning Materials
Module 1	<ul style="list-style-type: none"> ▪ Module 1 Trainer's Notes ▪ Module 1 Day 1 Presentations ▪ Module 1 Day 2 Presentations ▪ Module 1 Exercises ▪ Module 1 Templates 	1.01 Top Ten Foreign Direct Investment Host Economies in 2001 1.02 A Transactions Cost Approach to Evaluating the Environment for Business 1.03 A Guide to Stakeholder Participation 1.04 Guide to Holding a Public Hearing 1.05 Local Economic Development Information 1.06 Economic Scan of Gliwice, Poland 1.07 City of Smolyan LED Strategy, Bulgaria 1.08 Business-Enabling Environment Audit 1.09 Local Business Enabling Environment Survey 1.10 SEED Business Survey 1.11 Frydek-Mistek Strategic Planning Business Attitude Survey
	Module 1 Templates Identifying City Hall Staff Team Stakeholder Identification Templates Links to Other Tiers of Government Planning for Data Collection Sample Matrix for Implementation Planning	
Module 2	<ul style="list-style-type: none"> ▪ Module 2 Trainer's Notes ▪ Module 2 Presentations ▪ Module 2 Exercises ▪ Module 2 Templates 	2.01 Trend Analysis 2.02 How to Use Business Data 2.03 Survey Methodology 2.04 Harrogate Borough Council Local Economic Overview October 2002 2.05 Kladno Economic Development Action Plan SWOT Analysis 2.06 Frydek-Mistek, Strategic Planning Process Internal Analysis 2.07 Trnava Strategic Development Plan Critical Issues
	Module 2 Templates SWOT Analysis Questions and Template SWOT Template Matrix for Implementation Planning	
Module 3	<ul style="list-style-type: none"> ▪ Module 3 Trainer's Notes ▪ Module 3 Presentations ▪ Module 3 Exercises ▪ Module 3 Templates 	3.01 City of Smolyan LED Strategy, Bulgaria 3.02 Entrepreneurship and SME Development Strategy in Prijedor Municipality 3.03 Zenica Local Economic Development 'Vision to Projects' Matrix 3.04 Frydek-Mistek Strategic Planning Process Setting Priorities 3.05 LED Program Options 3.06 World Bank Local Economic Development Primer 3.07 A Menu of LED Tools 3.08 Gliwice Technology Park Workshop, Poland 3.09 Municipality of Sežana Case Study 3.10 Slovakia LED Project Casebook 3.11 Harrogate Web site Business Attraction 3.12 South Africa Cluster Example 3.13 Municipality of Grimsby Case Study 3.14 Mining Regeneration Case Study 3.15 LED Programs to Projects Matrix
	Module 3 Templates Formulating LED Strategy: Lessons Learned LED Visions to Projects Matrix Matrix for Implementation Planning	
Module 4	<ul style="list-style-type: none"> ▪ Module 4 Trainer's Notes ▪ Module 4 Presentations ▪ Module 4 Exercises ▪ Module 4 Templates 	4.01 Blank LED Project Implementation Plan 4.02 City of Smolyan LED Project Implementation Plan 4.03 Local Economic Development Task Forces 4.04 LED Project Action Plans 4.05 Risk Assessment Analysis 4.06 Harrogate Web Site Business Attraction
	Module 4 Templates LED Project Action Plan Task Planning Matrix Project Management Gantt Chart Stakeholder Consultation and Communications Planning Risk Assessment Analysis Template	

Module 5	<ul style="list-style-type: none"> ▪ Module 5 Trainer's Notes ▪ Module 5 Presentations ▪ Module 5 Exercises ▪ Module 5 Templates 	<ul style="list-style-type: none"> 5.01 Monitoring and Evaluation Glossary of Terms 5.02 Example of Indicators 5.03 Key Monitoring and Evaluation Questions 5.04 Harrogate Business Plan Monitoring and Evaluation 5.05 Harrogate District Local Plan Annual Monitoring Report
	<p>Module 5 Templates</p> <ul style="list-style-type: none"> Monitoring Events Project Monitoring Stakeholder Consultation and Communications Planning Planning for Task Implementation 	