

SoRi II – Learning Clusters Methodology

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Annex 1 Action Plan for Implementation & Application of the Approach

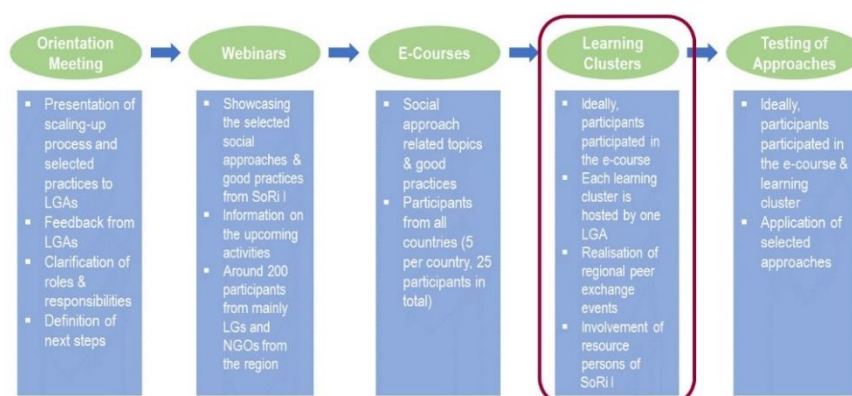
Annex 2 Detailed design template

| Abbreviations | |
|---------------|--|
| AAM | Association of Albanian Municipalities |
| AKM | Association of Kosovo Municipalities |
| ALVRS | Association of Municipalities and Towns of Republic of Srpska |
| C | Conceptualisation |
| CD | Capacity Development |
| GIZ | Gesellschaft für Internationale Zusammenarbeit |
| LC | Learning Cluster |
| LG | Local Government |
| LGA | Local Government Association |
| NALAS | Network of Associations of Local Authorities of South-East Europe |
| RP | Resource Person |
| RPE | Regional Peer Exchange |
| SoRi II | GIZ regional project "Social Rights for Vulnerable Groups II" |
| SCTM | Standing Conference of Towns and Municipalities |
| SOGFBiH | Association of Municipalities and Cities of the Federation of Bosnia and Herzegovina |
| ZELS | Association of the Units of Local Self-Government of the Republic of North Macedonia |

1. Background & LC context

The regional project “Social Rights for Vulnerable Groups II” (SoRi II) aims at improving the living conditions for vulnerable groups. It is implemented by GIZ in close cooperation with the Network of Associations of Local Authorities of South-East Europe (NALAS) under their project ‘Enhancing local capacities to implement the 2030 Agenda and the Leave No One Behind Principle’. Five different social approaches have been identified for the capacitation of municipal professionals and scaling-up, namely: 1) Awareness Raising, 2) Day-care Centers, 3) Emergency Response and Disaster Risk Management, 4) Mobile Outreach Teams and 5) Social Dialogue Forum.

The **capacitation per approach** consists of an orientation meeting, an informative webinar, followed by a 4-week e-learning course (e-course) leading to a peer exchange between the practitioners, the so-



called **Learning Cluster** (LC). Testing the approaches completes the capacitation and initiates the scaling-up of the social approaches (as shown in the illustration). Each LC is coordinated and implemented by one **host Local Government Association** (LGA).

| Learning Cluster / Social Approach | Host LGA / Country |
|--|---|
| LC1: Day-care Centers | Association of Kosovo Municipalities (AKM) - Kosovo |
| LC2: Awareness Raising | Standing Conference of Towns and Municipalities (SCTM) - Serbia |
| LC3: Mobile Outreach Teams | Association of Municipalities and Towns of Republic of Srpska (ALVRS) & Association of Municipalities and Cities of the Federation of Bosnia and Herzegovina (SOGFBiH) - Bosnia and Herzegovina |
| LC4: Social Dialogue Forum | Association of the Units of Local Self-Government of the Republic of North Macedonia (ZELS) - North Macedonia |
| LC5: Emergency Response and Disaster Risk Management | Association of Albanian Municipalities (AAM) - Albania |

Corresponding project coordinator (host LGA project coordinator) is tasked with the overall LC organisation and facilitation. The division of social approaches and the name of the host LGAs are provided in the table enclosed.

This document proposes a **methodology for LC establishment and the initiation of corresponding peer exchange** among SoRi II municipalities and practitioners.

2. LC definition

In the SoRi II context, a **LC is defined** as follows: *A learning cluster is a self-steered and collaborative CD format that joins practitioners of state and non-state stakeholders sharing the same work environment to benefit from complementary know-how and diverse experiences to develop and scale up applicable solutions and successful approaches in the relevant work environment guaranteeing ESC rights of women, children and youths, people with disabilities, minorities and LGBTI and their equal participation in society.*

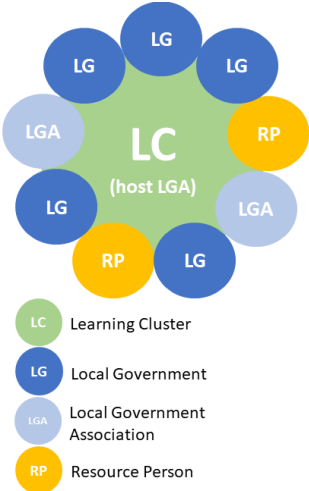
| Guiding methodological LC principles |
|--------------------------------------|
| Self-steering |
| Collaboration |
| Joining practitioners |
| Complementary know-how |
| Diverse experiences |
| Applicable solutions |
| Successful approaches |
| Relevance work environment |
| Guarantee of ESC rights |

The definition highlights key characteristics of a SoRi II LC that serve as **guiding methodological LC principles** for developing the LC structure and LC design as well as compiling a set of key elements for implementation and facilitation. They are summarised in the table enclosed.

3. LC composition

The **LC composition** is not a rocket science (see illustration of the generic LC composition below). It joins LGs, LGAs and Resource Persons (RPs) from SoRi I project and beyond forming a LC on a particular and successful SoRi II approach that is hosted by one LGA. Their **functions matter**:

- Function of Host LGA:** The LGA hosts a LC and, thus, one of the five successful approaches. It has the ownership for application of an approach in the work environment and to scale it up, in consequence. In addition, it backs the RPs to share good practice/s regarding the successful approach, and acts as source of knowhow and coach for conceptualisation and its future application. The host LGA is responsible to organise the LC in close coordination with the LC members (e.g. specific structure of the LC, specific LC design, facilitation of regional peer events, quick response mechanism between the regional peer events) and the RP, in particular.
- Function of LGs:** The LGs, their practitioners in the field of ESC rights, are the LC members. Their intention is to build on the knowledge they have gained during an e-course on one of the successful approaches and to learn from the good practices of a RP regarding the application of one successful approach; and, thus, to benefit from corresponding lessons learnt. To maximise this benefit, the LGs enter the LC prepared with a particular case of their work environment related to the successful approach, if possible. Such case facilitates association of the good practice of the RP to the context of a LC member and its future application, as the LGs will prepare corresponding concept to apply the approach in their municipalities. All LC members pro-actively collaborate complementing the know-how of the RP and sharing their experiences and obstacles faced in the area of the successful approach. Furthermore, they feedback successful alterations made in course of the contextualisation of a successful approach and corresponding scaling-up so that all LC members as well as the host LGA can benefit from. In course of the conceptualisation, they provide support to other LC members acting as a coach, discussing potentially faced challenges and brainstorming on solutions etc.
- Functions of RPs:** The RPs are LC members, too. They are either practitioners of a LG, a non-state actor or an expert that owns the good practice/s regarding the successful approach. They share the good practice/s with the other LC members, the LGs, and act as fundamental source of knowhow. The RPs pro-actively contribute to sharing

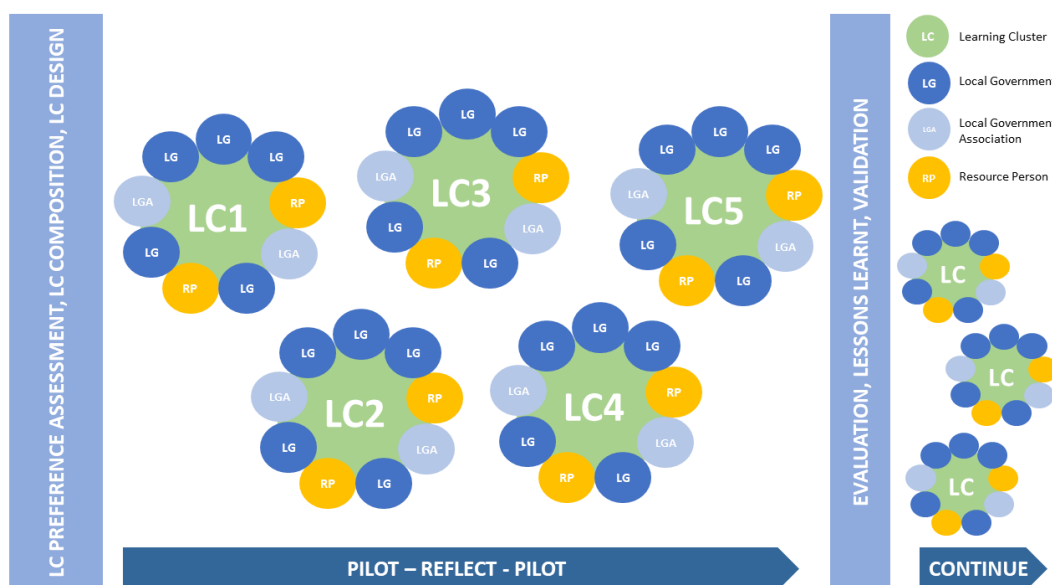


experiences and lessons learnt with regard to a successful approach. They are put in scene, so to speak, by the host LGA, lead the provision of input but do neither dominate other LC members nor take over a host LGA function. If agreed on prior to the LC, they can share moderation duties with the host LGA. In course of the conceptualisation, they are key advisors coaching other LC members to facilitate the conceptualisation and the future application of a successful approach.

- **Functions of LGAs:** The LGAs have rather an overserving character. However, representatives of other host LGAs or future host LGAs take the opportunity to learn and exchange on how to manage a LC. Furthermore, they can provide additional input to the knowhow of a LG and/or a RP on a successful approach.

4. LC structure

The following illustrations shows the LC structure and highlights that LCs will be established in parallel:

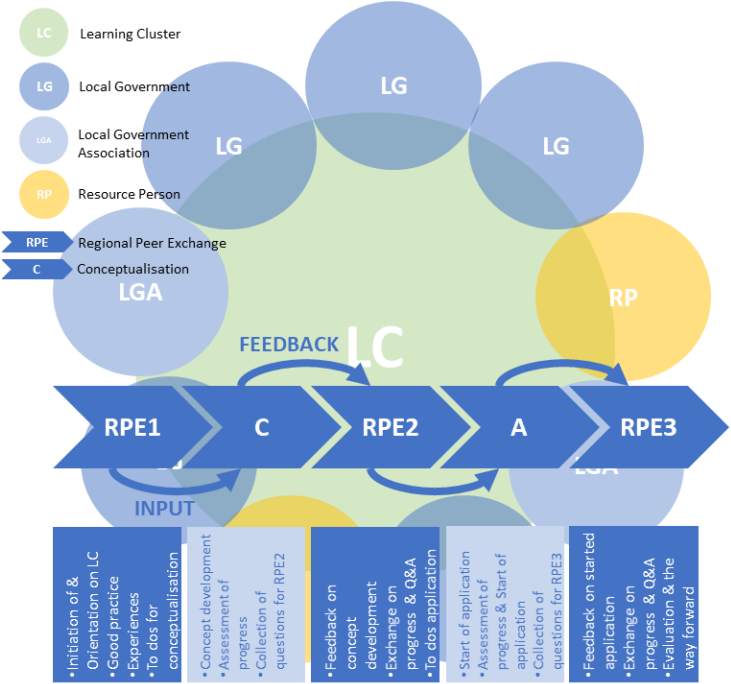


A sound **preparatory phase** shall be considered before establishing the LCs. The selection of LGs will be done by NALAS, LGAs and GIZ, based on previously agreed selection criteria. Certainly, the LGs' preferences in which LC they want to participate will be considered and they will be asked to express their interest to participate in the LCs and accordingly implement the approaches. Depending on the preference of the LGs, the final structure for establishing the LCs can be adapted. The illustration highlights the **continuation of LCs**, too. It implies a) to continue of a LC dedicated to one of the five successful approaches, b) to transform a LC with the same members looking at another emerging approach or subject-matter, and thus adding an approach, and c) to form a fully new LC.

5. LC design

As a LC is a very dynamic CD format, there might be various designs tailored to the successful approach and composition of the LC. For sure, the design will change in course of the LC

conduction and continuously will be adapted to the dynamics of the LC members. However, the following illustration proposes a **generic LC design** that can be taken as starting point:



Each LC consists of three **regional peer exchange (RPE)** events a **period of conceptualisation (C)** and a **period of application (A)**. By conceptualisation, the development phase is meant allowing LC members to develop a concept for the future application of a successful approach. The application period is the phase where the LC members start to apply the approach in their municipality based on the concept. Between the first and second RPE event (RPE1 & RPE2), the period of conceptualisation (**C**) takes place.

Here, LC members start developing the concept according to the input provided and action plan template introduced in **RPE1**. The concepts shall be presented in **RPE2**, in which other LC members provide feedback. Based on the feedback, the concepts are consolidated. Afterwards, the period of application (**A**) takes place between the second and third RPE event (RPE2 & RPE3). Here, LC members start the application of the successful approach. Naturally, they can get continuous support and feedback from other LC members and the RPs, in case of challenges or open questions during the implementation of the approach. In general, the host LGA and RPs are coaching and supporting the conceptualisation and application period, e.g. by quickly responding to urgent questions that need sudden reaction. LC members use the conceptualisation period to clarify emerging questions, if any, allowing them to develop the concept (C) and to start application (A). **RPE3** focuses on a) sharing first experiences on the application of the successful approaches, b) evaluating the learning experience and c) identifying a potential way forward. The RPE3 of all LCs shall be realised in parallel. It is planned that all members of the five LCs meet benefitting from a rich set of experiences regarding the start of the application of the successful approaches. Thus, RPE3 shall consist of joint sessions of all LCs and specific sessions for each LC.

6. LC implementation & facilitation

The PaCT¹ & SoRi II Quality Toolkit outlines **process steps for the preparation, the implementation of and follow-up on a CD measure**. They apply for the LC and the included RPEs, too, and are relevant for the preparation phase, in particular.

Experience shows that a **well-documented good practice** facilitates exchange, knowhow transfer and, thus, the scaling-up of successful approaches. Fortunately, the good practices for the successful approaches have been selected and are well-documented, already. In addition, it is recommended to use an **action plan** (see annex 2), facilitating the conduction of the conceptualisation periods and later application of a successful approach.

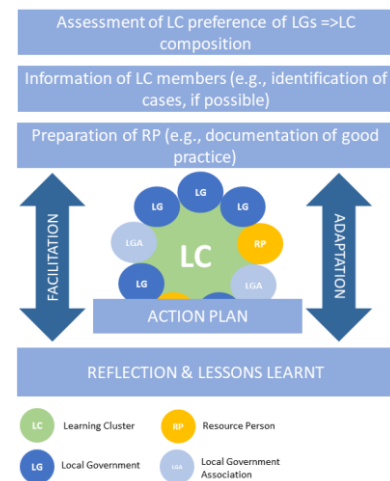
The open learning outcome is mandatory and leads to some **key aspects of facilitation**. The PaCT & SoRi II Quality Toolkit provides some tips in this regard. At this stage, the following aspects crucial for LC facilitation are highlighted:²

- The learning goal of the LC is to **transfer of knowhow** to the LC members enabling to scale-up a successful approach.
- The task of the LC members is to **learn from each other** and to choose what they want to learn and whom they want to support in learning.
- Thus, the purpose of a LC is **collaborative learning** that is created by the LC members.
- In consequence, **flexible facilitation** adapting to the dynamics of the LC members is key and calls for the absence of dominance by the LC moderator.
- The LC moderator must be capable to include the RP in such manner that the **RP is able to boost collaborative learning** among the LC members.

To conclude, moderating a LC and the included set of RPEs requires sound facilitation skills. The moderator must steadily adapt to the LC members (and their dynamics). For sure, the **success of a LC very much depends on the competences of the moderator** (the moderation tandem of the host LGA project coordinator and the RP, in case of SoRi II) and his/her capacity to successfully handover the so-called driving seat to the LC members aiming at steadily withdrawing from his/her original moderation function.

7. Capacitation

The capacitation of host LGA project coordinators and RPs aims at **enabling them to fulfil their role**. The capacitation should be realised on-line and last one day, only. Based on these conditions, the following **two workshops** and corresponding **set of sessions** are proposed:



¹ PaCT stands for the GIZ Project "Preventing human trafficking in the Western Balkans and supporting victims"

² See i.e., Serrat, Olivier: Conducting Peer Assists, in Knowledge Solutions, October 2008/1

| Capacitation host LGA project coordinators – set of sessions | |
|---|---|
| Session name | Element & content |
| <i>Workshop I (up to 2,5 hrs) – informative character</i> | |
| Setting the scene | <ul style="list-style-type: none"> • <u>Element</u>: Orientation • <u>Content</u>: Context, aim & structure of capacitation & workshop I, LC definition |
| The key elements of SoRi II LCs | <ul style="list-style-type: none"> • <u>Element</u>: Demonstration • <u>Content</u>: LC composition, LC structure, LC design |
| Your role | <ul style="list-style-type: none"> • <u>Element</u>: Demonstration & experimentation • <u>Content</u>: Responsibilities & tasks of a host LGA project coordinator regarding implementation (incl. good practice & action plan) & facilitation, discussion & validation of responsibilities & tasks of a host LGA project coordinator regarding implementation |
| Wrap-up | <ul style="list-style-type: none"> • <u>Element</u>: Synthesis • <u>Content</u>: Key findings & to dos (e.g. develop the overall LC design (see annex 2), start documenting the good practices) |
| <i>Workshop II (up to 5 hrs, could be split over two days) – creative character</i> | |
| Getting into the loop | <ul style="list-style-type: none"> • <u>Element</u>: Orientation • <u>Content</u>: Context, aim & structure of workshop II |
| Your LC | <ul style="list-style-type: none"> • <u>Element</u>: Experimentation • <u>Content</u>: Consolidation of your overall LC design (e.g., timeline, content RPEs, to dos conceptualisation periods, documented good practice) and start developing your LC RPE1 design (e.g. putting RP in scene, introduction of action plan) |
| Embarking on LC delivery | <ul style="list-style-type: none"> • <u>Element</u>: Synthesis • <u>Content</u>: Key findings & to dos |

The **logic of the two workshops** is as follows: In **workshop I**, host LGA project coordinators and RPs are informed about the key elements of a SoRi II LC and their corresponding role. The host LGA project coordinators and RPs will be able to comment on their role, and to clarify further questions and issues that are of relevance. The explanation of the 'to dos' at the end of workshop I is key: The host LGA project coordinators and RPs shall jointly draft their LC design and specify respective work schedule. These tasks shall be carried out till workshop II and have the nature of a **conceptualisation period**. The **workshop II** focuses on the consolidation of the LC design and drafting the design for RPE1 to well-prepare the host LGA project coordinators and RPs. Finally, key findings and pending to dos are synthesised allowing the host LGA project coordinators and RPs to smoothly embark on the LC delivery.

The first workshop shall be realised in the 2nd half of June, to allow enough time for the drafting of the LC design and specifying respective work schedule. They are input to the second workshop that shall be conducted at the beginning of September. In such manner, the host **LGA project coordinators and RPs would experience their own LC**, so to speak.

Annex 1 Action Plan for Implementation & Application of the Approach

Note: The Action Plan could be further adapted, based on needs and specifics of the approach.

Action Plan for implementation & application of approaches (conceptualisation)

| Action Plan | | | | | | |
|---|--|---|---|---|--|---|
| Approach | Insert the name of the approach | | | | | |
| Goal and beneficiaries | What do you want to achieve by implementation of this approach? What do you want to change/improve in your municipality? Who do you want to target? Who will benefit from implementation of the approach (beneficiaries)? | | | | | |
| Activity (What shall be done? What do you need to do to implement the approach in your municipality ³) | Responsible/s (Who is responsible to carry out the activity?) | Deadline (Till when should the activity be carried out?) | Challenge/s (What challenges you might face hindering to carrying out the activity?) | Mitigation (Which measure can be undertaken to overcome challenges?) | Resource/s (What do you need to be able to carry out the activity?) | Result/s (What shall happen by carrying out the activity?) |
| | | | | | | |
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³ Please consider the legal aspects too (e.g., in case of implementation of Day Care Centre, which premises will be used for this purpose and are the ownership rights clear?)

Annex 2 Detailed design template

Detailed Design

Project <insert full name of project (either PaCT or SoRi2)>

CD activity/event: <insert title of CD activity or event>

Overall Goal of the event: <insert as defined in the Agenda>

Specific Objectives of the event: <insert as defined in the Agenda>

The event contributes to the following:

- Output: <insert as defined in the result matrix and the operational plan>

- Indicator: <insert as defined in the result matrix and the operational plan>

Date: <insert date of the detailed design>

| Design DAY 1: XX.XX.20XX | | | | | |
|--------------------------|--|------------------------------------|---|---|--|
| Time | Name of Session (= topic mentioned in the agenda) | (Learning) Objective of session | Content of session & responsible for session | Instructions for the team of trainers and/or moderators ⁴ | Comments & remarks for preparation ⁵ |
| | | | | | |
| | | | | | |
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| | | | | | |

| Design DAY 2: XX.XX.20XX | | | | | |
|--------------------------|--|------------------------------------|---|--|------------------------------------|
| Time | Name of Session (= topic mentioned in the agenda) | (Learning) Objective of session | Content of session & responsible for session | Instructions for the team of trainers and/or moderators | Comments & remarks for preparation |

⁴ The flow of the session should be defined, step by step – who does what, including detailed timing i.e. breakdown for each step/task. Exercises and methods to be used should be also noted. In case of complex exercises/methods, detailed description can be provided as Annex.

⁵ Refers to preparation and logistics for each session. This column also serves as a reminder for the Trainers/Moderators (e.g. one can note that instructions for exercises should be prepared on flipchart, or material(s) should be distributed to all participants etc.

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<Please insert more tables, if needed, and thus one table per day.>