

Workbook for

# Problem-oriented project planning



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**Acknowledgments:**

This workbook was developed with inspiration from “State Capabilities for Problem-Oriented Governance” (2020)\* by Mayne, de Jong, and Fernandez-Monge, the “Logical Framework Approach” developed by USAID in 1969, and the “City Leader Guide on Equitable Economic Development” (2021)\*\* by Banks et al., as well as the ICLD’s ongoing collaboration with local governments through our Municipal Partnership Programme.

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\*Quinton Mayne and others, State Capabilities for Problem-Oriented Governance, Perspectives on Public Management and Governance, Volume 3, Issue 1, March 2020, Pages 33–44, <https://doi.org/10.1093/ppmgov/gvz023>

\*\*Banks et al, City Leader Guide on Equitable Economic Development, Bloomberg Harvard City Leadership Initiative, 2021. [https://content.cityleadership.harvard.edu/BHCLI\\_Equitable\\_0000CG.pdf](https://content.cityleadership.harvard.edu/BHCLI_Equitable_0000CG.pdf)

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**Your local government:**

**Your partner:**

**List the individuals (and their positions) who were involved in your project planning:**

Name:

Position:

## Introduction to the workbook

Local governments address a range of **complex societal problems** on a daily basis. These include issues at the heart of the ICLD's programmes on human rights, gender and climate action. ICLD believes that local democracy can be strengthened when local government staff and political representatives reflect together on the complexity of these societal problems and work collaboratively to address them.

Working with others, inside and outside local government, to tackle complex public challenges, including those related to human rights, gender and climate action, demands a range of capabilities.

Tackling complex public challenges requires the ability to **carefully reflect on a problem's complexity** and to use this as the foundation on which to **develop a sound action plan**. It also requires the ability to adapt your chosen course of action based on what you are **continuously learning** about what is working and what is not working.

## About this workbook

In this workbook, we lay out a **multi-step process** for doing this kind of **deep reflection** and using it to **develop an action plan** to tackle your chosen problem. This process is designed to help you and your team strengthen key capabilities for tackling complex problems. The process is focused on **project planning and project management** and is structured around a series of activities and exercises that should be carried out during your project planning.

Your completed workbook should be submitted as part of your ICLD project application (if applicable).

## Why a diverse team is important

The team that you form for your work with the ICLD will include individuals who have a diverse range of professional experiences and competences that relate to your chosen problem. This **diversity of experiences and competences** is a key resource for developing an effective action plan to address your chosen problem. This workbook guides you through a process of working together so you **get the most out of your team's diversity**.

We hope that completing the activities contained in this workbook will help you get to know each other better and strengthen your relationships with each other. **Group discussion** will be a key element of the exercises contained in this workbook. The more open you can be with each other in your discussions, the more helpful the exercises will be. This means being comfortable sharing your thoughts and experiences and, where necessary, **constructively challenging each other's assumptions**.

Through this structured process of sharing and learning together, we hope that you and your team members will:

- Deepen your sense of shared responsibility for addressing your chosen problem.
- Hold each other to account for your joint and separate actions.
- Achieve a level of collective commitment that allows you to develop and execute an action plan where you coordinate your efforts and pool your resources.
- Find ways of using this process to identify and address other problems outside of your involvement with the ICLD.



## Why a theory of change is important

When addressing complex problems spanning human rights, gender and climate change, developing a theory of change enables you to gain clarity about **why and how you think positive change will occur**. You should then use your theory of change to guide your decisions regarding your action plan. A theory of change will allow you to create **an action plan that is both impactful and feasible**. Articulating a theory of change involves building on what you already know (using available data and evidence). It also requires that you surface and **reflect critically on your assumptions and intuitions**.

- A theory of change describes your expectations about how taking particular actions will bring about positive change in addressing your selected problem. Developing a theory of change involves being as clear as possible regarding your expectations and assumptions about what is often the “missing middle” in the cause-and-effect relationships underpinning action plans.

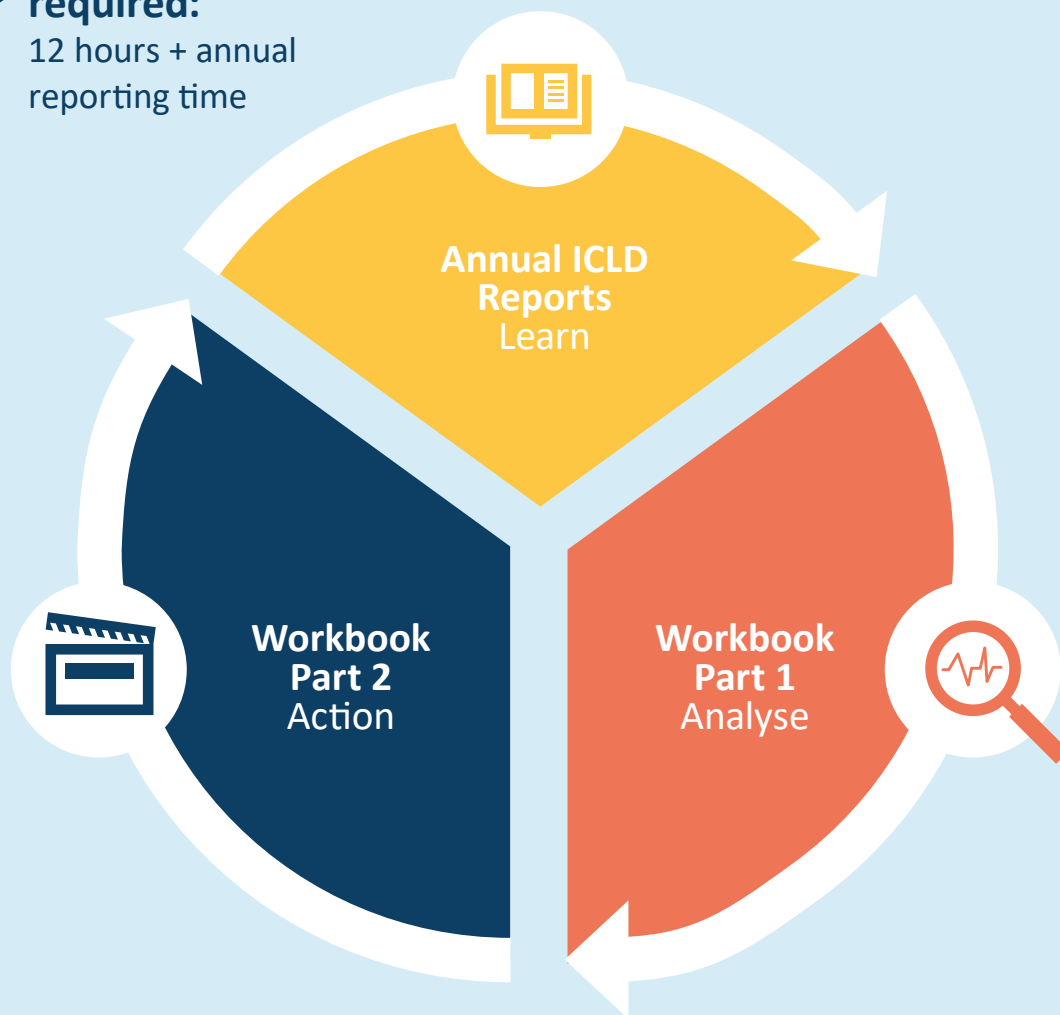
### What is a theory of change?

In its simplest form, developing a theory of change is about identifying how (and why) you think *A* will lead to *B*, if *B* is the desired state or change that you'd like to see in society. Crucially, it provides you with a way to better understand why you're making progress and where you might be going wrong. In practical terms, a theory of change involves being explicit about your expectations regarding multiple sequences of intermediate impacts and outcomes. For example, doing *A* should produce *B*, which in turn will result in *C*; and doing *X* will impact *Y*, which in turn will have a positive effect on *Z*. It also involves being explicit about the reasons and assumptions underpinning your expectations. For example, why do you think *A* will lead to *B*, which in turn will result in *C*? Why do you think *X* will impact *Y*, and why do you think this will in turn positively affect *Z*?

- Developing a theory of change involves taking context into account when describing your expectations and recognising the role that changing circumstances can play in cause-and-effect relationships.
- A theory of change isn't fixed in stone. You should therefore **embrace your theory of change as something dynamic**. It can and should be modified and improved iteratively during the implementation of your action plan. As your action plan is implemented, you need to find ways of learning about what is working and what is not working based on your prior assumptions and expectations. Using this knowledge, you should then periodically update your theory of change and change your action plan accordingly.

## Process overview

 **Total time required:**  
12 hours + annual reporting time

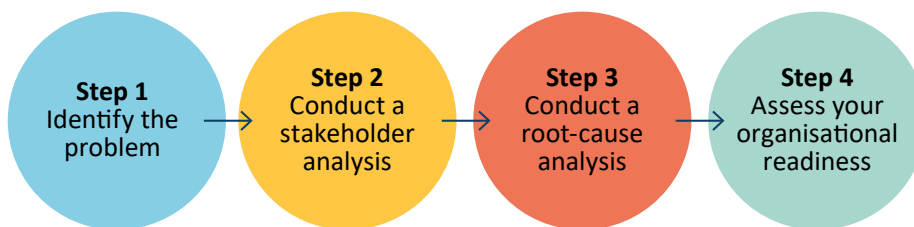


This project planning workbook should be seen as a **living document**. For most of you, it is also an integral part of your ICLD application and reporting processes. As you implement your plan, you will need to **set aside time to take stock** of what is working as planned and what is not. On the basis of these regular reviews of progress, you should also take the time to reflect on and revise your team's action plan. **ICLD will support you in this process**, this includes helping you to complete end-of-year reports. These reports will provide you with an opportunity to reflect on your progress and help you identify any changes that need to be made to your action plan.

# From analysis to action in project planning

## Part 1. Analysis

<p><b>Objective:</b> Deepen your understanding of the complex setting you are working in.</p>	<p><b>What does it involve?</b> 4 steps that allow you to analyse your <b>context</b>, the <b>stakeholders</b>, and the <b>problem</b>.</p>	<p><b>How:</b> Conduct all of Part 1 in your own organisation with the entire inception or project planning team, then share and discuss the results with your partner.</p>	<p><b>Time required:</b> 6 hours</p>
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## Part 2. Action

<p><b>Objective:</b> Develop a strategic action plan for tackling your selected problem.</p>	<p><b>What does it involve?</b> 3 steps that help you identify organisational priority areas, set objectives, and develop an impactful and feasible action plan</p>	<p><b>How:</b> Conduct Part 2 in your own organisation with the entire inception or project planning team, then share and discuss the results with your partner.</p>	<p><b>Time required:</b> 6 hours</p>
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## Establish a peer learning plan for year 1

<p><b>Objective:</b> Develop a plan for what you can learn from each other as partners so that it contributes to capacity-building in line with your objectives.</p> <p><b>How:</b> Establish a peer-learning plan. Looking at your respective problem and objectives, as well</p>	<p>as strengths and weaknesses in organizational readiness for the problem.</p> <p><b>Time required:</b> 1 hour</p> <p>Finally form your project and steering groups.</p>
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# Part 1: Analysis

## Step 1. Identify the societal problem

 1 hour

1. **Describe very briefly what local societal problem you plan on addressing in your partnership.**  
 Note that the societal problem must align with the areas that can be addressed within the Municipal Partnership programme. Read the section Cooperation areas in the programme guidelines.

2. **Link your societal problem to Human Rights**

Collaborations within the Municipal Partnership programme aim to strengthen the capacity of local organisations to work towards democracy development and human rights.

- |  |           |
|--|-----------|
|  | Yes    No |
| a) Has your national government signed the <i>International Covenant on Civil and Political Rights</i> , ICCPR and the <i>International Covenant on Economic, Social and Cultural Rights</i> , ICESCR            |           |
| b) The societal problem you have identified above shall have implications for the full realisation of some of the human rights listed in the ICCPR or ICESCR. Please list 2-3 of the human rights most impacted. |           |

Tip! Check out our Human Rights Based Approach online courses if you need help answering this question ([learn.icld.se](http://learn.icld.se)).


- 1
- 2
- 3

Tip! Check out our Gender Equality online course if you need help answering this question [learn.icld.se](https://learn.icld.se).

### 3. Link your problem to gender equality

Indicate and describe whether the societal problem is impacting men and women or boys and girls differently in relation to their human rights as described in your response to Question 2b.

## Step 2. Conduct a stakeholder analysis

 2 hours

**1. Conduct a stakeholder analysis by completing the table below.** You can specify each group to address intersectionality. Fill in specifications in the boxes most relevant to your problem and consider gender disparities. **NOTE! You do not need to list “duty bearers” here! Different parts of local or national government always have a responsibility to respect, promote and fulfil human rights and are therefore always duty bearers as well as the direct target group in your MPP Project.**

Here you should list “rights-holders”; groups of citizens or residents who are impacted by the problem, or who impact the problem. *Doing this mapping exercise will help you to:*

- In the next step (2) identify your final indirect target group; that means whom you want to be positively and measurably impacted by your project. *But also:*
- Grasp the complexity of stakeholders involved or affected *and*
- Identify who you therefore need to involve in analysing your problem and it’s causes and consult throughout the implementation.

Stakeholder Group Type	Stakeholders (complete where applicable)	How does your problem impact the stakeholder?	How does the stakeholder impact your stated societal problem?	Should this stakeholder influence/be engaged throughout the project?	Any Comments?
Citizens (Right-holders)	Underrepresented groups: <b>Children</b> Specify:	Positive impact	Positive impact	Yes	
		Neutral impact	Neutral impact	No	
		Negative impact	Negative impact		
	<b>Youth</b> Specify:	Positive impact	Positive impact	Yes	
		Neutral impact	Neutral impact	No	
		Negative impact	Negative impact		
	<b>Women</b> Specify:	Positive impact	Positive impact	Yes	
		Neutral impact	Neutral impact	No	
		Negative impact	Negative impact		

Stakeholder Group Type	Stakeholders (complete where applicable)	How does your problem impact the stakeholder?	How does the stakeholder impact your stated societal problem?	Should this stakeholder influence/be engaged throughout the project?	Any Comments?
Citizens (Right-holders)	<b>Minority groups</b> Specify:	Positive impact Neutral impact Negative impact	Positive impact Neutral impact Negative impact	Yes No	
	<b>Minority groups</b> Specify:	Positive impact Neutral impact Negative impact	Positive impact Neutral impact Negative impact	Yes No	
	<b>Marginalised geographical areas/inhabitants:</b> Specify:	Positive impact Neutral impact Negative impact	Positive impact Neutral impact Negative impact	Yes No	

Stakeholder Group Type	Stakeholders (complete where applicable)	How does your problem impact the stakeholder?	How does the stakeholder impact your stated societal problem?	Should this stakeholder influence/be engaged throughout the project?	Any Comments?
Citizens (Right-holders)	<b>Marginalised geographical areas/inhabitants:</b> Specify:	Positive impact Neutral impact Negative impact	Positive impact Neutral impact Negative impact	Yes No	
	<b>Majority groups</b> Specify:	Positive impact Neutral impact Negative impact	Positive impact Neutral impact Negative impact	Yes No	
	<b>Majority groups</b> Specify:	Positive impact Neutral impact Negative impact	Positive impact Neutral impact Negative impact	Yes No	

Stakeholder Group Type	Stakeholders (complete where applicable)	How does your problem impact the stakeholder?	How does the stakeholder impact your stated societal problem?	Should this stakeholder influence/be engaged throughout the project?	Any Comments?
Citizens (Right-holders)	Other groups: Specify:	Positive impact Neutral impact Negative impact	Positive impact Neutral impact Negative impact	Yes No	
	Other groups: Specify:	Positive impact Neutral impact Negative impact	Positive impact Neutral impact Negative impact	Yes No	
Civil society	Specify:	Positive impact Neutral impact Negative impact	Positive impact Neutral impact Negative impact	Yes No	

Stakeholder Group Type	Stakeholders (complete where applicable)	How does your problem impact the stakeholder?	How does the stakeholder impact your stated societal problem?	Should this stakeholder influence/be engaged throughout the project?	Any Comments?
Civil society	Specify:	Positive impact Neutral impact Negative impact	Positive impact Neutral impact Negative impact	Yes No	
	Specify:	Positive impact Neutral impact Negative impact	Positive impact Neutral impact Negative impact	Yes No	
Local businesses	<b>Small businesses</b> Specify:	Positive impact Neutral impact Negative impact	Positive impact Neutral impact Negative impact	Yes No	

Tip! If you tick "yes" here for some groups, check out our Participatory democracy online course ([learn.icld.se](http://learn.icld.se)) for ideas on how you could include them as part of your action plan.

Stakeholder Group Type	Stakeholders (complete where applicable)	How does your problem impact the stakeholder?	How does the stakeholder impact your stated societal problem?	Should this stakeholder influence/be engaged throughout the project?	Any Comments?
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Local businesses    **Large businesses:** Specify:

Positive impact	Positive impact	Yes
Neutral impact	Neutral impact	No
Negative impact	Negative impact	

Other (such as experts, local police, military, national actors, etc.)    Specify:

Positive impact	Positive impact	Yes
Neutral impact	Neutral impact	No
Negative impact	Negative impact	

Specify:

Positive impact	Positive impact	Yes
Neutral impact	Neutral impact	No
Negative impact	Negative impact	

Other (such as experts, local police, military, national actors, etc.)	Specify:	Positive impact	Positive impact	Yes
		Neutral impact	Neutral impact	No
		Negative impact	Negative impact	

**2. Identify your final in-direct target group**

Based on your stakeholder analysis, now define the group of citizens whom you realistically think will be positively and measurably impacted by your project.

**Make sure to narrow down!**

Group/Groups of citizens:

Gender inequalities:

1

2



**MILESTONE: 1**

- 3. Are there any actors who could contribute tangible or intangible resources to your project?**  
Who, for example, has the obligation and inclination to assist your local government if you do not have the adequate resources to meet the rights of your populations?

- 4. Reflection question:**  
Describe if/how environmental degradation, climate change and/or loss of biodiversity are impacting the group or groups of citizens listed under Question 2.

## Step 3. Conduct a root-cause analysis

 1 hour

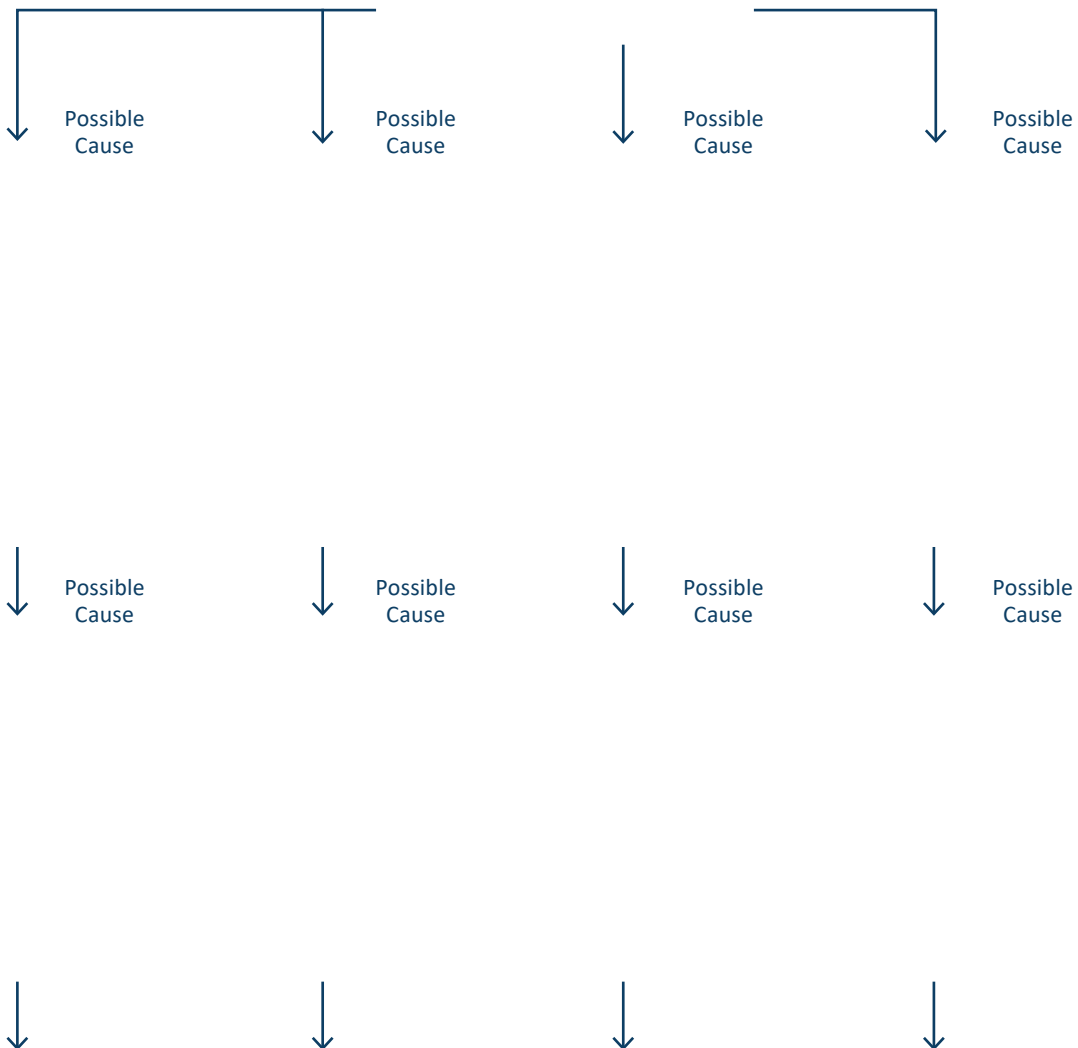
### 1. What is causing the societal problem?

Carry out a root-cause analysis and identify key roots of the problem by completing the visual below.

When conducting your root-cause analysis, you should ideally consult the stakeholders that you listed (with “yes”) above in your stakeholder analysis. They might have a different view or angle on what is causing the problem than you. Check out our [Guide to stakeholder engagement!](#)

### Root-Cause Analysis

Selected societal problem in step 1



↓ Possible Cause      ↓ Possible Cause      ↓ Possible Cause      ↓ Possible Cause

↓ Root Cause      ↓ Root Cause      ↓ Root Cause      ↓ Root Cause

2. For each of the boxes in the visual above, you have the option of adding a tick in the top-right corner. Only tick the causes that your local government have the mandate to impact, and realistically can impact, over the course of the project.

Tip! Still not exactly sure how to formulate your problem? Let ICLD know and we can help you organise a [Local Democracy Lab](#).

### 3. Refine your selected problem

Ideally, conducting the previous steps should have deepened and refined your understanding of the complexity of the problem, as well as what you as a local government have the mandate and possibility to impact. Finally state your refined selected problem.

**Note: Just a negative state, not including a solution!  
One or two sentences only!**



**MILESTONE: 2**



## Step 4. Assess your organisational readiness

 2 hours

We would now like you to reflect on your organisation’s current capacity to handle your refined problem by completing the table below. The MPP is a capacity building programme for local governments for increased democracy and human rights. All so called “organizational readiness” areas below ensure that your project will focus on the organizational level. Areas 1-6 are inward facing and focus on internal organizational capacity. Areas 7-9 are outward facing and focus on organizational capacity for the elements of a human rights-based approach, or the ICLD core areas of participation, equity, transparency and accountability.

### Some general tips:

- **IMPORTANT:** Focus on how your organisation works in practice right now, not how you would like it to work or how it is supposed to work in theory.
  - Complete the table in relation to your refined problem. In the table below, the text “[the problem]” refers to your team’s refined problem as stated on page 17 above.
  - Read the areas and levels of organisational readiness very carefully.
  - If you cannot agree as a team what your level of organisational readiness is, select the lowest level identified in your team.
- (LG = Local Government)



**MILESTONE: 3**

Organisational readiness area	Level of organisational readiness <i>Which statement best describes the current situation?</i>	Impact <i>How is this situation affecting the problem you have identified?</i>	Debate <i>Was there any disagreement amongst the team?</i>	Comments <i>Any comments regarding choice and team discussion?</i>
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### Inward facing areas

**AREA 1**  
**Staffing and Cross-Boundary Collaboration**  
Which of the following statements best describes the current situation related to staffing and human resources?

1. [The problem] is nobody’s responsibility.
2. [The problem] is very few people’s responsibility.
3. [The problem] is the responsibility of all staff in one department.
4. [The problem] is the responsibility of individual staff-members in several departments who collaborate regularly.

Helping.  
Positive impact

Neutral impact.

Hidering.  
Negative impact.

Yes  
No

**AREA 2**  
**Policy Prioritisation**  
Which statement best describes how policy on [the problem] is currently prioritised by senior LG management?

1. Discussions are limited, [the problem] is not yet a priority for our LG.
2. Conversations are happening on [the problem] in some parts of our LG, and it is viewed as an upcoming priority.
3. [The problem] is a clear priority of our LG.
4. [The problem] is a declared high priority and informs all relevant policies.

Helping.  
Positive impact

Neutral impact.

Hidering.  
Negative impact.

Yes  
No

<b>Organisational readiness area</b>	<b>Level of organisational readiness</b> <i>Which statement best describes the current situation?</i>	<b>Impact</b> <i>How is this situation affecting the problem you have identified?</i>	<b>Debate</b> <i>Was there any disagreement amongst the team?</i>	<b>Comments</b> <i>Any Comments regarding choice and team discussion?</i>
<b>AREA 3</b> <b>Policy Planning</b> Which of the following statements best describes how current policies are being used to tackle your chosen problem?	<ol style="list-style-type: none"> <li>1. Our LG does not currently have a policy on [The problem].</li> <li>2. Our LG has certain general guidelines/policies on [the problem], perhaps as a smaller part of other steering documents. Work has started to develop these.</li> <li>3. Our LG is at an advanced stage in crafting a policy on [the problem].</li> <li>4. Our LG has officially adopted and published a policy on [the problem].</li> </ol>	Helping. Positive impact  Neutral impact.  Hindering. Negative impact.	Yes No	
<b>AREA 4</b> <b>Policy Implementation (if applicable)</b> Which of the following statements best describes how relevant policies are implemented?	<ol style="list-style-type: none"> <li>1. The policy for [the problem] exists on paper but LG staff is not aware of it.</li> <li>2. Our LG has made an implementation plan, but it has not been carried out yet.</li> <li>3. The policy is mostly implemented, but with some inconsistencies.</li> <li>4. The policy is well known among the staff and implemented.</li> </ol>	Helping. Positive impact  Neutral impact.  Hindering. Negative impact.	Yes No	
<b>AREA 5</b> <b>Political Commitment</b> Which statement best describes the current commitment of local politicians to the problem?	<ol style="list-style-type: none"> <li>1. Local politicians rarely speak about [the problem].</li> <li>2. Some local politicians show a commitment to addressing [the problem], but generally most politicians aren't prioritizing it.</li> <li>3. Many politicians show a commitment to addressing [the problem], but there isn't a clear consensus on what to do.</li> <li>4. Many politicians show a commitment to addressing [the problem] ,and there's a consensus on what to do.</li> </ol>	Helping. Positive impact  Neutral impact.  Hindering. Negative impact.	Yes No	

<b>Organisational readiness area</b>	<b>Level of organisational readiness</b> <i>Which statement best describes the current situation?</i>	<b>Impact</b> <i>How is this situation affecting the problem you have identified?</i>	<b>Debate</b> <i>Was there any disagreement amongst the team?</i>	<b>Comments</b> <i>Any Comments regarding choice and team discussion?</i>
<b>AREA 6</b> <b>Information Processing</b> Which statement best describes how information is being collected and analysed to understand whether progress is being made?	<ol style="list-style-type: none"> <li>1. Our LG doesn't have the information or tools to understand if progress is being made.</li> <li>2. Our LG is collecting and processing some information to understand if progress is being made, but this isn't clearly linked to planning and decision making.</li> <li>3. Our LG is collecting and processing some information to understand if progress is being made, and this is sometimes being used to improve our planning and decision making.</li> <li>4. Our LG is collecting and processing a lot of information to understand if progress is being made, and this is actively being used to improve our planning and decision-making.</li> </ol>	Helping. Positive impact  Neutral impact.  Hindering. Negative impact.	Yes No	

**Outward facing areas:** These three categories reflect elements of the human rights based approach.

<b>AREA 7</b> <b>Community participation</b> Which of the following statements best describes how your LG views the participation of citizens and community organisations?	<ol style="list-style-type: none"> <li>1. Our LG seeks feedback from citizens and community organisations, but this generally occurs after major decisions have been made by experts and internal staff.</li> <li>2. Our LG consults with citizens and community organisations early/often, and their feedback is seriously considered, with important decisions being made by experts and internal staff.</li> <li>3. Our LG has a real desire to allow citizens and community organisations to influence major decisions but managing and acting on participatory processes has been challenging.</li> <li>4. Our LG views citizens and community organisations as key partners in making major decisions on [the problem], and our processes of involving them have worked well.</li> </ol>	Helping. Positive impact  Neutral impact.  Hindering. Negative impact.	Yes No	
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Organisational readiness area	Level of organisational readiness <i>Which statement best describes the current situation?</i>	Impact <i>How is this situation affecting the problem you have identified?</i>	Debate <i>Was there any disagreement amongst the team?</i>	Comments <i>Any Comments regarding choice and team discussion?</i>
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**AREA 8**  
**Inclusion of minorities and underrepresented groups**  
 Which of the following statements best describes how your organisation includes underrepresented and minority groups in addressing [the problem].  
*Tip! Go back and review your stakeholder analysis, this could help you.*

1. No explicit effort is being made by our LG to include underrepresented/ minority groups
2. Some effort is being made by our LG to include under-represented/minority groups
3. Our LG works proactively to reach out to, and involve, underrepresented or minority groups on the issue.
4. Our LG is successful in reaching out to, and involving, underrepresented or minority groups on the issue.

Helping.  
 Positive impact

Neutral impact.

Hindering.  
 Negative impact.

Yes  
 No

**AREA 9**  
**Information sharing**  
 Which of the following statements best describes how your organisation shares information with the public?

1. Citizens have very little access to information about our LG's work and results for projects/policies on [the problem].
2. Citizens have access to some information about our LG's work and results for projects/policies on [the problem], but it is not easily accessible. Work has started to improve accessibility.
3. Citizens can easily access information about our LG's work and results for projects/policies on [the problem].
4. Citizens have easy access to updated information about [the organisation's] work and results for projects/policies on [the problem]. There are well-known channels for the public to submit questions about the information.

Helping.  
 Positive impact

Neutral impact.


Hindering.  
 Negative impact.

Yes  
 No

## END OF PART 1

## Part 2: Action

### Step 1. Strategically rank the organisational readiness areas

 1 hour

1. **By yourself, rank all the organisational readiness areas in Part 1 based on what you think your team should focus on.**

1=most important to focus on; 9=least important to focus on. Each team member should take notes in a separate document.

2. **In your team, discuss your individual rankings and select four organisational readiness priority areas.**

At least ONE must be an inward-facing area and at least ONE must be an outward-facing area.

#### Some general tips:

*It is important that you pause here and take the necessary time to listen to each other's reasoning about your individual ranking of the organisational readiness priority areas.*

### Final team ranking

Organisational readiness area	Inward- or outward-facing	Current level of organisational readiness. 1-4 as assessed above	Was it easy or difficult to get agreement?	Comments on ranking process
1	Inward Outward		Easy Difficult	
2	Inward Outward		Easy Difficult	
3	Inward Outward		Easy Difficult	
4	Inward Outward		Easy Difficult	

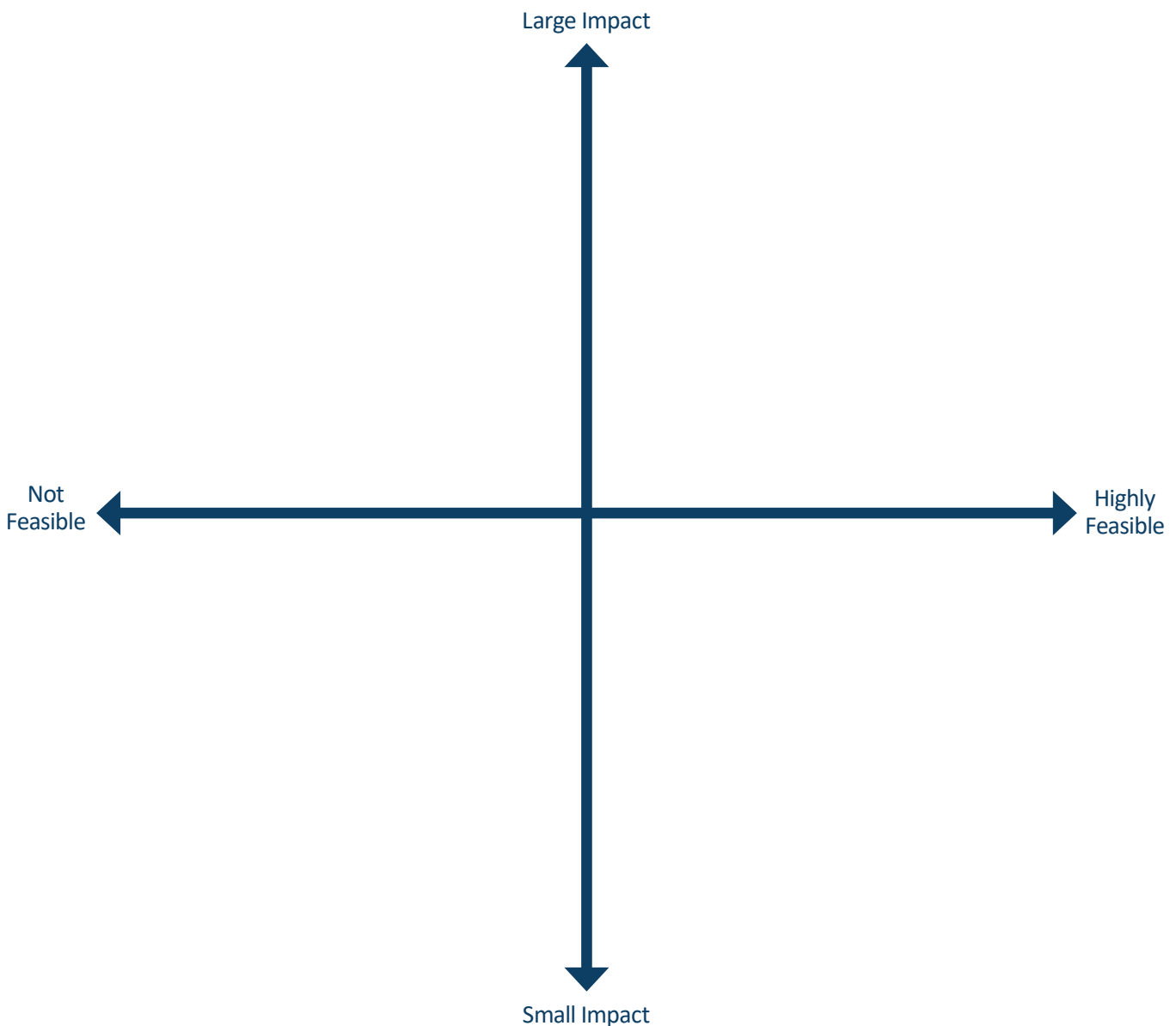
## Step 2. Select your final priority organisational readiness areas

 1 hour

1. **Still working as a group, discuss and come to a collective agreement about where to place your top 4 organisational priority areas in the visual below.** The visual is made up of two axes. The horizontal axis allows you to identify how feasible you think it will be to mobilise resources to address each prioritised area. This includes your current budget and personnel resources as well as resources that could be mobilised from civil society partners. The vertical axis allows you to indicate how much of a positive impact you expect each prioritised area to have on rights-holders, if this prioritised area is fully addressed.

### Some general tips:

*In choosing your organizational readiness areas, we encourage you to be ambitious but realistic.*





## Step 3. Establish an action plan for year 1 2 hours

1. Establish one action plan for each objective/area. Note that the action plan is for the first year only! In the report of each project year, you will be asked to submit an action plan for next project year.



**MILESTONE: 5**

### Action Plan



## Action Plan

↓  
Indicator:

↓  
Indicator:

↓  
Indicator:

Indicator:

**Step 4:**  
How will you know if this expected outcome has been achieved?

Risk associated with activity:    Risk associated with activity:    Risk associated with activity:    Risk associated with activity:

**Reflection:**  
Are there any risks associated with activity?

*Think about how you will mitigate these risks.*

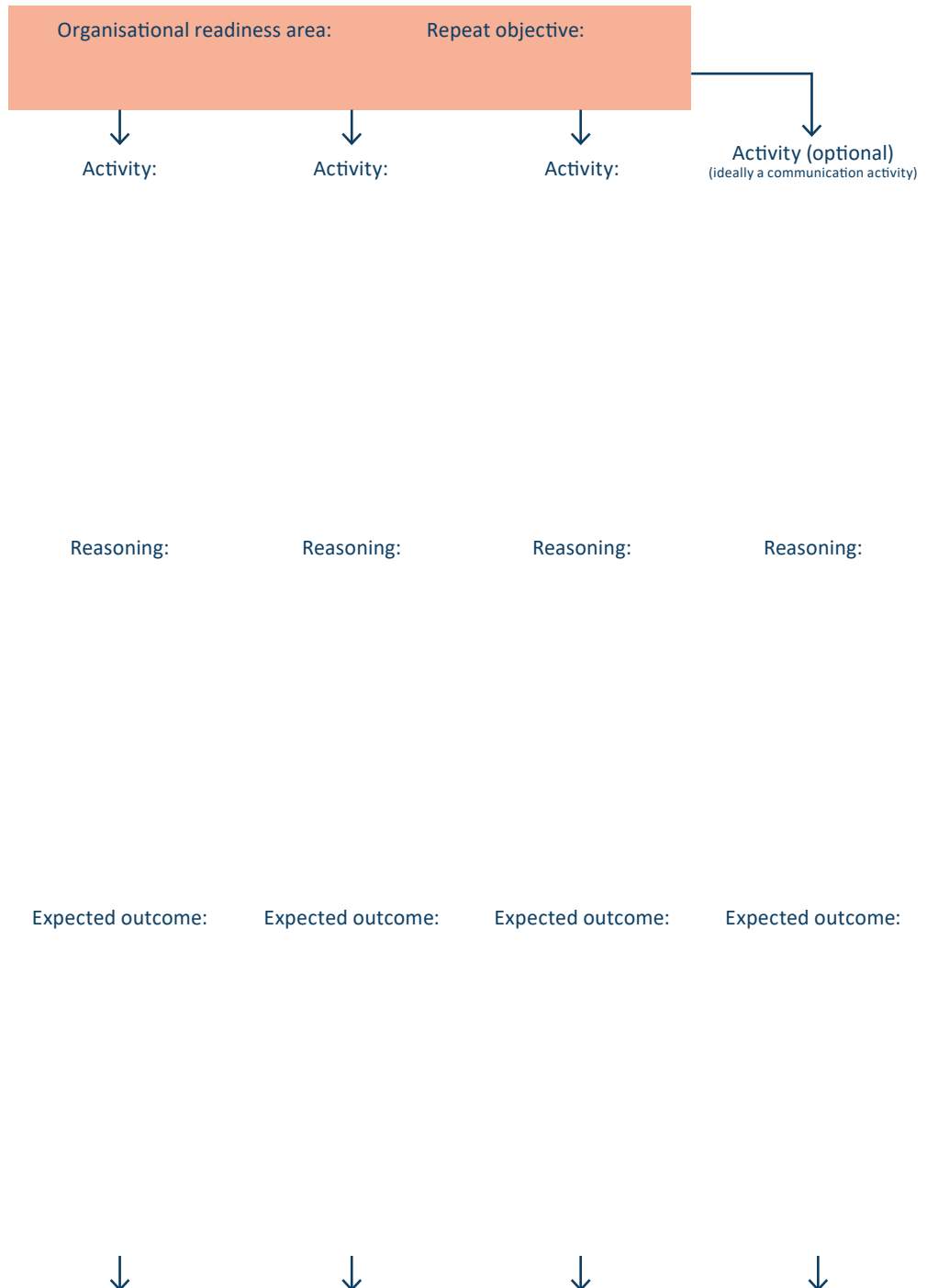
How can your partner support this activity? Will it be conducted together?

**Reflection:**  
How can the partnership support this activity

# Action Plan

1. Establish one action plan for each objective/area. Note that the action plan is for the first year only! In the report of each project year, you will be asked to submit an action plan for next project year.

## Action Plan



**Step 1:**  
What activities will you undertake?

**Step 2:**  
Why have you chosen these activities?

**Step 3:**  
What does success look like?

## Action Plan

↓  
Indicator:

↓  
Indicator:

↓  
Indicator:

Indicator:

**Step 4:**  
How will you know if this expected outcome has been achieved?

Risk associated with activity:    Risk associated with activity:    Risk associated with activity:    Risk associated with activity:

**Reflection:**  
Are there any risks associated with activity?

*Think about how you will mitigate these risks.*

How can your partner support this activity? Will it be conducted together?

**Reflection:**  
How can the partnership support this activity

## Step 4. Establish a peer learning plan for year 1

This part should be conducted together with your partner since it is your common plan. The purpose of peer learning in ICLD municipal partnerships is capacity building according to your objectives through transfer of knowledge, skills and experience between local governments, mainly through international visits.

These visits are at the heart of your partnership and should be well planned and contain elements that encourage peer learning, friendly benchmarking to inspire change, or other forms of peer support such as mentoring, site/study visits, peer visits, peer assessments and work shadowing. (You can read more about these methods in the [ICLD’s guide to peer learning](#).)



**MILESTONE: 6**

### When planning international visits remember to:

- Identify what you expect to learn from each other, for example by looking at respective organisation’s problem and objectives, as well as strengths and weaknesses in organizational readiness for the problem.
- Be clear about the methods you will adopt and how you will engage with each other in the learning process.
- Always pay attention to political and logistical challenges.
- Set time aside to allow yourself to reflect on what you are learning.
- Ensure that the learning gains of individuals are communicated back home in your organisation.

ICLD funding covers the cost of international visits for both the Steering Group and the Project Group. Please provide us with an overview of the first 2 visits you plan on conducting by filling in the table below. Note that the peer learning plan is for the first year only! In the report after each year, you will be asked to submit a peer learning plan for next year.

YEAR 1	Peer learning activity 1	Peer learning activity 2
Project group	Hosting partner:	Hosting partner:
	Learning goals:	Learning goals:
	Peer learning methods:	Peer learning methods:
Steering group	Hosting partner:	Hosting partner:
	Learning goals:	Learning goals:
	Peer learning methods:	Peer learning methods:

## Step 5. Form your project and steering groups

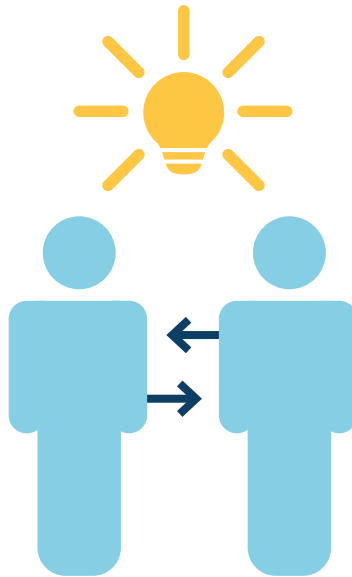
 1 hour

*What skills and qualities, as well as responsibilities/authority to make decisions do you need to have access to through the members of your project group and steering group to effectively implement your project?*



*Use the note pages in the end of this publication*

**List the team members in the Project team and Steering group templates available on ICLD website.**



## Project planning workbook peer assessment

During one of your first international visits, present the results of your completed workbook to your partner in a half-day workshop.

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### For the non-Swedish local government:

Describe the challenge your partner is undertaking as you understand it.  
What did you learn from your partner's project plan? What was most interesting?  
Did anything surprise you?  
Any suggestions for improvement (for example, regarding how the problem is defined and scoped or the project goals)?

### (OPTIONAL) For the Swedish local government:

Describe the challenge your partner is undertaking as you understand it.  
What did you learn from your partner's project plan? What was most interesting?  
Did anything surprise you?  
Any suggestions for improvement (of the problem definition or goals)?

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**Notes:**