GLES
BYGDS
VERKET

Cross-Cultural Analysis for Learning

Handbook

Lars Larsson

March 2009

HÖGSKOLAN DALARNA

Cesam
Stiftelsen Centrum för samhällsarbete och mobilisering

svenska nätverket för LEADER+

Våg21 LEADER+

LANDSBYGDS NÄTVERKET

Innehåll

1 The story behind the CCAL

The Irish development agency, Ballyhoura Development, wanted at some point during the early 2000's to relate their rural development experience to those in other European countries. However, the cross-national transfer of knowledge from local development strategies proved difficult given the disparate European local development contexts and the absence of an established gateway through which lessons could be shared. Striving to address this deficit the Irish group of development actors initiated a network building venture. They chose to build on existing relationships that had been formed through the EU Leader programme for rural development. Since the year 2005 the network has grown organically to comprise five national teams – Ireland, The Netherlands, Sweden, Finland and Germany. People from Estonia, Hungary and Great Britain have also shown interest in the growing network and its activities. The network is the *European Network of Local Development Teams* (ENLDT).

The ENLDT is a knowledge-building and shared learning project involving key actors in local development in the participating countries. The composition of the teams is not based around the national level, even though national organisations might be represented. Rather the teams are based in a local area, often a Leader area. The teams consist of different development stakeholders with interests in the local area – local development practitioners and activists, elected public representatives, officers and researchers. The central concept inspiring the network is the need to build up a corpus of practical knowledge, underpinned by a theoretical understanding, about local development processes in Europe. This information will lead to improved practice in local development, greater cross-national transferability of strategies and practices, and ultimately to more effective policy directions.

The main method to fulfil these ambitions is the *Cross-Cultural Analysis for Learning* (CCAL), an instrument being developed and tested during ENLDT-meetings. In this handbook the CCAL is presented as a method for structured and in-depth learning from local development practices and projects in other cultures or contexts. It has been developed within a rural development context, but it is intended for use in any local development sector where groups from two or more cultures want to learn from each other in a structured way.

A large number of development actors have participated in developing and processing the contents and workings of this method, mainly at six different ENLDT network meetings. Apart from the national teams mentioned above, people from Wales and Denmark participated during earlier stages of the ENLDT process.

The Swedish team was given the responsibility for developing and formalising the CCAL, which resulted in this handbook. Karina Veinhede, managing director, and Egil Boräng, member of the local action group, both represent the Leader area Våg 21. Hans-Olof Stålgren represents the Swedish Leader Network, Annika Lidgren the National Rural Development Agency in Sweden, and Per Hector is Senior Advisor at CESAM, a local democracy development organisation. Lars Larsson is a researcher at Dalarna University and also the author of the handbook, but the entire team has participated in the development of the method and its formulation into this handbook. The National Rural Development Agency funded the production of this specific handbook, all organisations mentioned above has in a wider sense contributed to the process resulting in this handbook.

In January 2009 a smaller meeting was organised in Sweden. The aim was to test and analyze the CCAL method before publishing the handbook. The Swedish Rural Network funded the meeting. Apart from the Swedish team, Pat Gibbons from University College Dublin in Ireland, Petra Derkzen from Wageningen University in The Netherlands, Erland Eklund from Åbo Akademi in Finland, Cecilia Waldenström from The Swedish University of Agricultural Sciences in Sweden and Tony Fuller from University of Guelph in Canada participated.

The CCAL method has developed from a real need to know, and through interaction between groups from different countries, between people with different experiences, ambitions and professional skills and also between practice and research. Hopefully it will be of use for learning in other development situations as well!

2 Introduction to CCAL

Local development takes place all over the world. Local actors work in partnerships to promote and pursue development, and generally they have good knowledge about local circumstances. But for the major part of these development actors, *in-depth learning from others* is limited. There are a growing number of publications where “good examples” are presented, as a way of promoting learning from others. These are sometimes complemented by study visits where different development activities are presented and discussed. Both methods often lack the in-depth analysis that can enhance learning from others. The method presented here offers a way to analyse development projects or activities in a *structured manner*.

“Others” is in this case people and groups working in other places, regions, countries, contexts and/or cultures. The general idea in this handbook is that development groups have different contextual preconditions for working, and that these are important to learn from as well as from actual projects. To make a wide distinction of this otherness, the word “culture” is chosen in this method handbook. Therefore, the *Cross-Cultural Analysis for Learning* (CCAL) specifically aims at structured knowledge building and shared learning among development actors from different cultures. It is achieved by a structured analysis of one or a few projects to understand how they function internally (what, how, who and what for) and in relation to their contexts. Everyone partaking in the exercise is part of conducting the analysis.

The CCAL is oriented towards practitioners, who initiate and/or participate in the process. They have practical knowledge from local, regional or national development, they can provide information on specific projects to analyse, and they are the main benefactors from the CCAL. Researchers will also participate in the analysis. Their contribution can be to provide information on rural development, theories, methods etc. which are of use for the practitioners and the CCAL process.

Those who participate – project managers, development agents and researchers – will:

- *build knowledge* – local development actors, development agents and researchers work together to establish, present and discuss information on different aspects of local development practices,
- *share learning* – through working together in systematically analysing projects, useful knowledge is identified. This collective identification of knowledge, which in itself is individual, creates in-depth understanding of development dynamics, and
- *transfer lessons learned* – each person participating in the CCAL process will establish a number of “lessons learned” to put into practice in their own development agenda.

The CCAL exercise strives towards making knowledge and learning explicit. An additional benefit for those projects being analyzed is therefore the immediate feedback they will receive from the visiting groups, based on their expert knowledge on doing and understanding development. In that respect, CCAL is more than a traditional study visit. Further, what makes CCAL different from other methods for learning is the cross-cultural aspect. It is specifically established and developed for learning from different contexts and projects in different cultures. The CCAL is therefore designed for at least two teams or groups from two or more countries.

The series of activities to work through during the CCAL exercise are presented in a chronological order. These activities are grouped into three phases – pre-visit, exchange visit (hosting team and visiting team(s)) and post-visit.

Pre-visit	**Exchange visit**	**Post-visit**
Identifying priority issues	Establishment of cross-cultural groups	Lessons learned-analysis
Selection of project(s) for analysis	Introducing PMI	Actions for transfer of knowledge
Compilation and dissemination of background material	Oral presentation of context	Learning over time
Familiarise with background material	Personal reflection on first impressions	
	In-depth oral presentation of project	
	First impressions group wise	
	Project site visit	
	Processing second impressions	
	Presentation preparation	
	Findings and feedback	
	Transferable findings	
	Presentation preparation	
	Lessons learned	

Each step is presented describing the logic behind and supposed outcome of each part of the exercise. In Appendix 1 each step of the exercise is described with hands on instructions presented as a *Do-How Manual*. The manual is intended for use by the hosting team during preparations of exchange visit and project analysis. During the exchange visit the manual is intended for use by the facilitator in structuring the ways of working.

The three different phases in the CCAL exercise are somewhat different in terms of activities and outcomes. Where the pre-visit phase focuses on knowledge building and starting the process of shared learning, the exchange visit mainly contributes to the shared learning. Towards the end of the exchange visit and into the post-visit phase, the shared learning will turn to focussing on what to bring home. It is not possible or even desirable to identify any clear cut limits between the three aspects of the exercise in terms of knowledge.

3 General instructions for the CCAL exercise

The handbook is based around the assumption that at least two groups from different cultures come together for the CCAL exercise. It can also be used for a larger number of groups. It is also possible to use the CCAL for analysis of projects from different parts of the same country, even though it might be more difficult to distinguish contextual matters.

When working through the CCAL exercise it is recommended to keep the suggested sequence of steps. They are ordered in such a way that the latter steps use information provided or processed during previous steps. Of course, the relevance and scope of each step needs to be assessed and perhaps adjusted by those arranging the exercise.

3.1 Time

To work through the CCAL exercise is to balance between time available, quality in participation and learning. Time constraints are of course always at hand, but in this exercise it is important to allow for enough time for each step to develop. Providing information on CCAL in advance to those participating will help avoiding getting involved in too much detail in each of the steps during the exercise. Rather than presenting and finding out general preconditions, discussions can focus on details and clarifications.

The CCAL will help to identify knowledge and build learning, both being time consuming processes. To make sure that the learning is based on active participation and hence of good quality, time available needs to be used wisely. Provide a time schedule for the analysis and make sure that those giving presentations or being involved in the analysis are aware of it. During the exchange visit, steps 3, 5-8, 10-11 and 13, will need more time. For further guidance, see the *Do-How Manual* in Appendix 1.

Ideally one working day should be used for analysing one project during the exchange visit. That will give enough time to work through the steps during exchange visit, and also for reflections and discussions to develop during each step. If further projects are to be studied extra days need to be set aside. If more than one project is analysed the presentation of relevant context (step 3 during the exchange visit), might not need to be repeated.

3.2 Working groups

Even though there are some plenary sessions during the exercise, the majority of discussions and learning take place in smaller groups. Allowing for breadth in views on the project being analysed would suggest larger groups. However, if each group member will have the opportunity to share their thoughts, the groups should not be too large. Since this is a learning exercise everybody is expected to participate actively, thereby enhancing individual as well as group learning, which provides further argument for smaller groups. Added to this is the fact that most likely some of the participants will not use their mother tongue. It is therefore suggested that the groups should be no larger than five or six people.

Two different group constellations will be used during the exercise. Initially and for the greater part of the exercise, groups will be cross-cultural. Participants from the hosting and visiting teams should be divided as evenly as possible into a suitable number of groups. They will bring their culturally specific knowledge and experience into group discussions and learning. During the latter part of the exchange visit, participants regroup into "national" teams to focus on what learning to bring back home. It is a way of summarizing discussions and bringing knowledge into development practices, the ultimate aim of the CCAL exercise.

3.3 Language

Information, presentations and discussions should ideally be provided and performed in a working language that is suitable for each of the participants. If not possible, some kind of translating service needs to be established.

All participants should also be aware of the cross-cultural aspect of the analysis, meaning that some or many will use a second or third language. Therefore any information provided need to use a clear and communicative language.

3.4 Resourcing the CCAL exercise

Participating groups and those representing the projects being analysed are the core resources, but there are a number of other resources that are necessary for the exercise.

One is a facilitator being responsible for the overall processing during the CCAL exercise. This includes making sure that everything is physically in place, that the different steps during the exercise are thoroughly worked through – not least in keeping track of time use, and making sure that at the end of the day learning has taken place. It is probably useful if the facilitator has some previous experience from relevant development issues and/or facilitation. The facilitator can be professional and hired for the CCAL exercise, but the handbook is written to make it possible for a lay person to guide the process.

The venue where the exercise takes place needs to have capacity to allow for plenary sessions as well as providing for group sessions where the groups can work without disturbing each other. The seating arrangements will ideally allow for groups sitting together, sharing work space also during plenary sessions. "Cinema seating" should be avoided.

The participants in the exercise will need pens and large sheets of paper, preferably flipchart size, as well as regular paper sheets and perhaps post it-notes. Alternatively or complementary, the participants could have access to overhead projector or computer connected to a projector and with printing facilities.

3.5 Templates

At the end of this handbook a number of appendices can be found. They provide templates for different steps in the analysis. The templates have been used for analysis within the rural development field, and need to be adjusted to adhere to specificities in other development fields.

If the templates are too extensive, then adjust them to be relevant for the CCAL to come. Use clear and communicative language and make sure not to make the information provided too extensive. It is more important that all participants actually read and understand the information than providing extensive and detailed descriptions.

As mentioned above, the first appendix is a *Do-How Manual*, mainly of use for the facilitator and the hosting team. In the manual hands-on instructions for working through the exercise can be found.

4 Pre-Visit

The following steps need to be undertaken before teams meet physically; a preparatory phase which is very important to enhance the quality in the exercise. Preparations shall be undertaken well in advance of actual visit and learning exchange. The aim of this preparatory phase is to identify the reasons and expectations for the analysis, and to develop a general understanding of contextual matters relating to the project to be analysed. If done properly, the project analysis itself will focus on the actual project rather than background and contextual matters.

4.1 Identifying priority issues

Once the decision has been made to partake in a CCAL, those planning for the analysis should start in identifying a (few) priority issue(s). A priority issue is the guiding question, the "why and what?" of the entire analysis. It should be as precise as possible and at the same time be of interest for all participating teams. Those participating in the analysis have to be aware of their own priorities and development needs. Awareness of priority issue(s) and development needs should also include those projects to be analysed.

The formulation of the priority issue, as well as the search for other teams and projects to involve in the analysis will differ from one situation to another. Important to note, though, is the need for including all parties in the formulation of a priority issue.

4.2 Choosing project(s) for analysis

The selection of project for analysis might be apparent given the priority issue, but reasons for choosing still need to be made clear. The hosting team and the visiting team(s) together identify suitable projects to study. The choice of projects has to be based on a number of criteria, ensuring that the projects can provide learning. Criteria to use might be:

- *Projects with contents or processes near relevant issues for learning are of greater interest.*
- *Projects have to have shown willingness to develop and learn*. This is due to them needing to invest time in the CCAL and also to be prepared to receive input from the visiting groups and thereby learn.
- *Projects that show or clearly opt for sustainability, ie. have long term ambitions.*
- *The projects have to be fairly large* to be worthwhile studying. The size can be measured through the amount of money attracted to the project, the number of (relevant) activities, the number of people involved etc. In larger projects it will be more relevant to study internal processes, their effects on the local society, sustainability etc.

The choice of projects to analyse should be done in dialogue with project managers. They should be duly informed about and committed to the CCAL method and its ways of working. It has to be stressed that the CCAL is not just another study visit; it is a structured learning exercise where *those analysed are part of the process*. The more aware the projects are of their own development needs or priorities, the greater the use of the participation in the CCAL.

4.3 Compilation and dissemination of background material

Once the project for study have been chosen, the production and/or provision of background and contextual material should take place. Ranging from the national to the local level, some kind of written information is needed to present a general understanding of contexts relevant for visiting groups (see Appendix 2-4 for templates). Also, some initial and basic information on the actual project is needed (Appendix 5).

Distribution of this information should be done well in advance of exchange visit, perhaps also suggesting relevant websites or similar where further information can be found. Make sure that the information provided is not too lengthy and that it is written in a communicative way.

4.4 Familiarise with background material

The visiting teams should thoroughly familiarise with background material from hosting team and prepare for project analysis through identifying important questions to raise and discuss. The visiting teams should meet – physically or virtually – before the exchange visit to establish a common understanding of the project(s) to be studied, of the context and what kind of questions that are the most important to find answers to (relate to priority issues, see example of checklist in Appendix 6). The meeting should provide or indicate answers to many questions before exchange visit, especially concerning the context. If the context is known, the exchange visit will allow for a greater focus on analyzing the actual project itself.

5 Exchange Visit

During the exchange visit the national teams meet. Ideally the meeting facilities should not be situated to far from the site(s) where the projects to be analysed are situated. It is also during the exchange visit that the majority of shared learning takes place.

To make understanding and learning possible it is important that the hosting team and those giving presentations adhere to the structure presented below. They should also strive towards using a clear and concise session language. The facilitator is responsible for the overall managing of the exercise.

5.1 Establishment of cross-cultural groups

Initially, the establishment of cross-cultural groups, including appointing group co-ordinators is necessary. This can be done in a number of ways, but the main aim is to create groups as mixed as possible. If the participants have chosen to analyse the project along given priority issues, the group setup could follow those issues. These groups will work together during the major part of the project analysis. If more than one project is analysed, new groups might be established for the following project analyses.

The group co-ordinator does not necessarily have to be group chairman or secretary, but is responsible for the group sessions to be of maximum use.

5.2 Introducing PMI

The PMI-method is used for structuring (first) impressions during, in this case, presentations on background and project. The “P” represents a *Plus* (+), the “M” represents a *Minus* (-) and the “I” something *Interesting* (! or ?). Since each participant establishes and expresses a spontaneous opinion or analysis of the project, everyone makes contributions for active participation in group discussions. Therefore, the PMI is useful for initiating learning as well as establishing a dialogue within the groups.

In the CCAL the method is used as follows. After presentations each group member produces a list on 1-3 plusses from the presentations, but also 1-3 minuses. On top of that at least one interesting piece of information is also noted[1]. *Plus* are positive findings and also notable positive angles, possibilities and things to be deepened and developed. *Minus* is negative factors, failures, but also threats and problems within and outside the project. *Interesting* is information of specific character, innovative or in other ways surprising. It is also what was not clear from the presentations and information that trigger curiosity. In Appendix 8 “PMI Sheets” are provided to copy and use.

While each participant notes impressions from presentations it is recommended that the facilitator ensure silence. If not, the time for formulating impressions might get lost, and the value of the PMI might be reduced. It is also important that participants write a full sentence or two, rather than just note a keyword or buzzword. What is noted during the PMI will be of use later in the CCAL, and keywords carry little meaning in themselves.

---

[1] *If few groups participate in the CCAL exercise, the number of PMI-findings can be somewhat increased.*

If some group members identify a large number of PMI, they should reduce to the three most rewarding observations.

Remember, this is *not* an exercise to measure the performance of the analysed project. The PMI is used for structuring impressions from presentations, and for guiding further discussions in the analysis.

5.3 Oral presentation of context

The first step in the actual analysis is an updated oral presentation of the socio-economic context. Preferably it spans from the general/national (structures, systems, politics, economy etc.) to the local (specificities such as language, culture, religion, organisation of local development, relevant actors etc.)[2], based on the pre-visit information. This session allows for expanding on contextual and background matters, as well as for repetition. It will also allow for questions and clarifications from the groups.

The presentation should be done by someone with good knowledge of the subject. It might be someone from project, hosting team or someone especially invited.

5.4 Personal reflection on first impressions

During and after the presentation on context, each participant makes notes following the PMI-principle. After the previous and before the next presentation it is recommended that a few silent moments are set aside for personal reflection on the information given. At this stage, no information is shared among the participants.

5.5 In-depth oral presentation of project

Next presentation is an in-depth presentation of the project to be analysed. Following the initial information provided during the pre-visit phase the project manager(s) or similar develops the project description, updates any outdated information and answer questions from the groups.

5.6 First impressions group wise

Immediately after the presentation, again a few silent moments are set aside for personal reflection and for continuing making notes in the PMI-list. Then the cross-cultural groups gather and start analysing the project according to the priority issues. This session is to get a first impression group response using the PMI.

The members of the group present their PMI-lists to each other. They discuss the different personal PMI's and agree on a common list of issues and questions that they would like to know more about (preferably following priority issues). This common list of PMI's and further questions will be useful in guiding discussions during the project site visit that follows.

The group co-ordinator ensures that group lists are produced.

---

[2] *For reference, see Appendix 2-4.*

5.7 Project site visit

After reading the background material during the pre-visit phase, and after listening to the two presentations on context and project, it is time for a project site visit. Experiencing the place(s) where the project is implemented will enhance learning. It will give an opportunity for follow-up questions and a more detailed understanding of the actual project and its immediate context.

Those who provided the oral presentations on context and project can make connections between presentations and what are at hand on the project site. They should also be prepared to answers further questions.

When visiting the project site, the cross-cultural groups should try to stay together. Their task is to make sure that any questions or thoughts that emanated during the PMI-sessions are answered to or commented upon. The group co-ordinator makes sure that relevant information is recorded for the next step.

5.8 Processing second impressions

After the site visit, a second meeting in the same cross-cultural groups follows. This should take place where similar meeting arrangements as before the site visit are available.

During this session reflections and personal learning from the project site visit is processed. This is mainly done through comparing added information from site visit with the outcome from the PMI exercise. At this point all information provided so far should be available, including material from the pre-visit phase. Using all available information the individual PMI's are added and then reduced to a list where the 2-3 most valuable findings are identified.[3] These findings should not be categorised along the PMI-principle. If the group has five members and each one produces an individual list of PMI's with seven findings, these 35 findings shall now be reduced to just a few. The reduction can be made on comparing similarities as well as differences in individual lists of PMI-findings. Another way to reduce the number of findings could be using relevance as the guiding criteria. That can be done through each group member grading the findings after relevance for the project or perhaps the priority issue. In either way, the findings should be relevant for the project studied as well as for learning within each group. Again, avoid using only keywords. Make a short and concise description of what is identified.

To be as useful as possible, the 2-3 most valuable findings identified by the groups, should also be discussed in greater depth, trying to put them in context, to make relevant comparisons, to reflect on activities undertaken or planned etc.

The discussions leading to this reduced list of findings are perhaps the most important part in the shared learning process. Each participant is expected to be part of this collective process in creating individual learning.

5.9 Presentation preparation

Following from discussions in the groups, enough preparation time is needed for production of clear and concise presentations of the group findings.

[3] *If few groups participate in the CCAL exercise, the number of PMI-findings can be somewhat increased.*

5.10 Findings and feedback

Here group findings and feedback from previous discussions are presented to all CCAL-participants. Each cross-cultural group presents its findings from the processing of second impressions. The presentations need to be structured to avoid for excessive information or too shallow or short presentations. Therefore, restricting the groups to identify, discuss and reflect upon and then present their 2-3 most important findings might be instrumental.

Presentations will give the project managers and the hosting team feedback from the project analysis. If possible, the findings should be typed on paper or on computer files for use in the next step. If not possible, the project management and hosting team need to take notes from the presentations. Typing the findings is also useful for immediate compilation of findings. Structured feedback is in this way available already at the end of the CCAL analysis.

This step needs to be structured to avoid excessive use of time by some, and very little by others.

5.11 Transferable findings

The next step is to regroup into national teams. The task is to identify transferable and non transferable qualities in the project. This should be done within the national teams since transferability has to be identified within a national context. At this stage it is useful to return to the issue of how context has influenced the project being analyzed. If checklists were produced during the pre-visit phase, step 4, they might also be used as reference for guiding the analysis of transferability.

The hosting team will work together with project management. Their task is to analyse the groups' findings from the previous session, trying to find ways to put the findings into practice. If these findings are easily identified and distributed, they produce valuable information also for the visiting teams, together with the background and contextual information.

The basic question for identifying transferable qualities in the project is: what would this project look like in your country? A template with suggestions for further questions is provided in Appendix 7.

5.12 Presentation preparation

After discussions on transferability sufficient preparation time is needed for production of clear and concise presentations of the team findings.

5.13 Lessons learned

Finally, those qualities (related to the priority issue(s)) that are suggested for transferability to each country are presented to the entire CCAL group. The discussions to follow from the presentations should suggest implications for local development practice. Here the cross-cultural, and ideally cross-professional, views add a variety of perspectives on what is useful knowledge.

6 Post-Visit

The post-visit phase is where the analysis is translated into practice. Hopefully, the CCAL exercise have produced a number of lessons learned that participants in the national teams can and want to use in their everyday practise, but also to make known in (professional) networks.

This part of the CCAL process is the most difficult to structure in a handbook, since the everyday practices that each participant returns to vary. The steps that are presented below indicate some important activities to consider, once the exchange visit is concluded. How to relate to these activities can be clarified through once again returning to the priority issue that guided the entire CCAL analysis. If the priority issue was precise and in accordance with actual development needs, the application of findings and learning will be easier.

6.1 Lessons learned-analysis

Either at the end of exchange visit or shortly afterwards, the national teams need to analyse and reflect upon the lessons learned and their potential use in development practices or policies. What was learned and how it is related to different contexts? This assessment should be done by the teams for identifying what is useful to implement from the findings, how to do it, and who will be responsible. The more this can be done during or near after the exchange visit the easier it will be to identify ways to use and make known the outcomes from the CCAL exercise.

Perhaps easiest is to use the findings from the exchange visit, but there are a number of different aspects of improved practices to be considered. It can be changes in processes for enhancing performance, working methods, new areas of activities, innovative ideas, connections to networks, new competencies to use or search for, changes in development plan etc.

6.2 Actions for transfer of knowledge

This step includes an analysis of possible target groups for transferring knowledge from the CCAL exercise; how can new knowledge be put into local development practices at home? Once actions from the previous step has started to be implemented, a next step is to make the transferred knowledge and the resulting change in practices known to politicians and policymakers, but also to evaluators, researchers and others. From a policy perspective it is very important that the transfer of knowledge takes place.

The outcome of these activities is an assessment of the degree to which teams apply their learning at local, regional and/or national levels. Therefore, networks that members of the national teams are involved in are very important to use.

6.3 Learning over time

The CCAL is due to its structure suited for recurring analysis of projects. If the teams make sure that the same kind of information is produced and recorded during each of the CCAL exercises, the information will support and cater for accumulated learning as well as providing researchers or evaluators with data to analyse. The question to consider is: will there be opportunities for further learning locally, nationally or internationally to enhance the development performance?

If the national teams choose to work together over a longer period of time, then procedures need to be developed to make sure that findings and lessons learned will be recorded.

7 Appendix 1 The Do-How Manual

The *Do-How Manual* is a summary of the practicalities needed to do a CCAL exercise. It is intended mainly for the hosting team during pre-visit preparations. During the exchange visit it might help structuring the analysis for the facilitator.

This handbook and manual is based on the assumption that one working day (8 hours) can be set aside for analysis of one project. After presenting each step during the exchange visit below, there is a note on time use. It is intended as a guide, indicating the relative time share to use for each step. It needs to be adjusted for the specific circumstances surrounding each CCAL exercise.

Experience from developing the CCAL indicates the important function of the project site visit. Whatever has been presented or discussed before, actually visiting and experiencing the project site will enhance understanding. Therefore enough time needs to be set aside for project site visit.

7.1 Pre-visit

The pre-visit phase starts once the decision to run a CCAL has been made. The hosting team will be responsible for arranging the exercise, but the visiting teams should be informed during preparations.

	Contents	Comments
1	Identify priority issue or main questions for focus during the exchange visit.	
2	Along with the chosen priority issue, choose project(s) for analysis.	
3	Hosting team might further develop the priority issue or main questions for focus through the CCAL. To be communicated with visiting team.	
4	Make sure to get to know the CCAL method. Clarify the intent and ambition with the CCAL for all participants.	
5	Pre-visit information should be provided by hosting team in a language suitable for participants. If applicable, use templates in appendices for contextual and background information (Appendix 2-5).	

6	Visiting teams familiarise with background material.	
7	Each visiting team establish a common understanding of project(s), contexts and their most urgent information needs and questions.	
8	Hosting team prepares for exchange visit. Resources such as speakers, facilitators, meeting facilities, logistics etc. are organized.	
9	Facilitator prepares the timetable together with hosting team for the exchange visit.	

7.2 Exchange visit

7.2.1 Establishment of cross-cultural groups

	Contents	Comments
1	Welcome and presentation of participants.	
2	Organize cross-cultural groups (to be prepared in advance).	
3	Make sure that every group is seated at a working space for plenary sessions, as well as knowing where to find a space for group sessions. Show where to find working materials.	
4	People from the hosting team are part of the cross-cultural groups, and possibly also project managers from project(s) to be analysed.	
5	These groups will work together until step 9, below.	
6	Groups should be equipped with necessary material, such as paper and pens.	

Time use: short, prepare as much as possible in advance.

7.2.2 Introducing PMI

	Contents	Comments
1	Facilitator introduces the PMI-method and its use during the CCAL analysis. For more information, see Handbook, exchange visit, step 2.	
2	In Appendix 8 there are "PMI sheets" to be found. They can be used during steps 3 to 8. Write short but informative sentences clarifying the contents of the reflections. Do not use keywords only. These notes are vital to the CCAL learning.	
3	Stress the importance of PMI for structuring reflections and making notes. The PMI is *not* about grading project performance.	
4	Further, stress the importance of actually maintaining silence during moments of individual reflection.	
5	During group sessions, encourage participation from all.	

Time use: short.

7.2.3 Oral presentation of context

	Contents	Comments
1	Presentation of context.	
2	Presentation should be done to promote understanding among the groups – it should be clear, concise and relevant.	
3	Questions from participants are accepted for clarifications. Avoid discussions and comments, as well as references to other projects and experiences. There will be time for that in group sessions.	

Time use: 6.25 per cent (30 minutes).

7.2.4 Personal reflection on first impressions

	Contents	Comments
1	Each person makes notes on personal PMI, no discussions in groups.	
2	Working material should be available at group working stations for the production of PMI-lists.	

Time use: short.

7.2.5 In-depth oral presentation of project

	Contents	Comments
1	Presentation of project.	
2	Presentation should be done to promote understanding among the groups – it should be clear, concise and relevant.	

Time use: 6.25 per cent (30 minutes).

7.2.6 First impressions group wise

	Contents	Comments
1	Each person continues individual PMI list.	
2	Group discussions starts through presenting, comparing and translating individual PMI-lists into a group list.	
3	From the summarized list, the groups should identify gaps in information and knowledge (preferably along priority issues) and specify questions that should be answered later in the exercise.	
4	Group lists would ideally be made available for each participant to bring to the project site visit that follows.	

Time use: 12.5 per cent (1 hour).

7.2.7 Project site visit

	Contents	Comments
1	The project managers and hosting team expands information on the project and its context.	
2	Those giving presentations on project and context should be present, responding to questions and discussions.	
3	Bring group lists to the project site visit. Added information and clarifications to the PMI-lists should be recorded by the groups.	

Time use: 25 per cent (2 hours).

7.2.8 Processing second impressions

	Contents	Comments
1	Groups gather at suitable working spaces.	
2	Groups discuss their previous findings and the information from the site visit.	
3	Groups identify the 2-3 most important findings from group PMI-list.	
4	Those giving presentations on project and context should if possible be present, responding to further questions and discussions.	
5	Background and working material should be available.	

Time use: 12.5 per cent (1 hour).

7.2.9 Presentation preparation

	Contents	Comments
1	Group co-ordinators make sure that the presentations of the 2-3 most important finding are produced.	
2	Working material – flip charts, overhead films, computers and computer projectors etc. – should be available.	
3	Ideally there should be one version of the findings for presentation in plenum, and a typed version for the records.	

Time use: short.

7.2.10 Findings summary and feedback

	Contents	Comments
1	All groups meet in plenum.	
2	Groups presents their findings using available resources.	
3	Discussions in plenum.	
4	If agreed, a text presenting the group findings is handed over to project managers and hosting team.	

Time use: 12.5 per cent (1 hour).

7.2.11 Transferable findings

	Contents	Comments
1	Regroup into national teams at suitable seating.	
2	Following template for discussion on transferability, Appendix 7, the national teams continues the project analysis. In this step it is also important to reflect on differences in context.	

3	Those giving presentations on project and context should be present to provide further information if needed.	
4	Background and working material should be available.	

Time use: 6.25 per cent (30 minutes).

7.2.12 Presentation preparation

	Contents	Comments
1	Group co-ordinators make sure that presentations of transferable findings are produced.	
2	Working material – flip charts, overhead films, computers and computer projectors etc. – should be available.	
3	Ideally there should be one version of the findings for presentation in plenum, and a typed version for the records.	

Time use: short.

7.2.13 Lessons learned

	Contents	Comments
1	All groups meet in plenum.	
2	Groups present their findings using available resources.	
3	Discussions in plenum.	
4	Make arrangements for taking notes from the discussions.	

Time use: 12.5 per cent (1 hour).

Note! The steps 10-13 might be organized as open seminars with invited key persons from the community, the authorities, boards and others.

7.3 Post-visit

As mentioned in the Handbook (post-visit, step 1-3), actions during post-visit phase are the most difficult to prescribe. The reason being that each team is back home and what happens there varies considerably. Still it is an important phase where the knowledge acquired will be put into use in the local development practices of all participants.

The recommendation for the groups as well as each individual is to analyze the three steps suggested in the handbook – lessons learned-analysis (what was learned and how it is related to different contexts?), actions for transfer of knowledge (how can new knowledge be put into local development practices at home?) and learning over time (will there be opportunities for further learning locally, nationally or internationally to enhance the development performance?).

If further facilitation is wanted, there are a number of action-oriented workshop methods to use. Perhaps other groups from the local area can be involved and thereby share learning and put their knowledge into practice.

8 Appendix 2 Country Paper Template

The following template can be used for structuring information on context at a general level. The template is rather extensive, so for use in CCAL it is probably necessary to identify the most relevant aspects from the template below. As with any information provided during the pre-visit phase, country papers should be used to inform contextual discussions during project analysis.

It is important that the background material is kept fairly short and substantial. If too much work is needed for producing the texts, they might not be produced at all. If they are too long or too difficult to understand, they might not be read by visiting teams. A recommendation is that a country paper might cover 4-6 pages. The case in the template is from rural development.

1. *Context – national and/or regional.* General description of the context of local development e.g. political system, development policies, central–local government relationships, state of the economy etc.
2. *Basic concepts and terminology.* How is local development understood on the national development agenda? How does it relate to rural development, regional development, or other concepts such as sustainable development?
3. *Models or approaches to local development.* Is it possible to characterize local development in terms of broad models that differ in their basic philosophy and approaches (e.g. public sector, non-governmental structures, private enterprise etc.)? Relationships between local government and local development? Has the EU had any influence in this context?
4. *Local development initiatives and practices.* Describe what has been happening on the ground over the last two decades. Are there any specific programmes and measures and:
   a. how have they been initiated? What was the impetus/rationale?
   b. give a picture of the main actors funding strategies, structures, processes, and administrative arrangements; and
   c. identify the main outcomes and impacts (including policy impacts).
5. *Other relevant issues.*
6. *Questions arising.* What lessons have been learned? What issues require further analysis/study? Is there now a distinctive model or local development framework in your country? Potential and limitations of local development?

9 Appendix 3 Local Area Paper Template

As with the country paper, the local area paper presents a contextual description of the area or areas where the projects being analyzed take place. Recommended length of text is 4-6 pages. If possible provide a map and/or pictures showing the relevant geographical area.

The case in the templates is from rural development and the EU Leader programme. Adjust contents to actual CCAL exercise.

1. *Geography* (nature and landscape, area, location in country, major places etc.)
2. *Infrastructure* (important traffic flows, public transport etc.)
3. *Demography* (number of inhabitants, division of people by ages, sex, education etc)
4. *Employment* (share of people working, division of people across sectors, unemployment rate etc.)
5. *Private sector:* Entrepreneurship (number of SME's, number of large firms, major industries, connections with other areas, economic growth, dependency of economy). Agriculture or other major industry such as tourism (characteristic of the sector, number of farms, kind of produce etc.)
6. *Public sector:* Services (hospitals, general practitioners, shops, schools etc in towns and villages)
7. *Non profit sector:* Cultural life (associations and engagement of inhabitants in cultural life, volunteer work, local politics. The way people organize, where people meet, festivals, churches etc.)
    a. 4-6: *Social economy* within and across sectors
8. *Other relevant issues.*
9. *SWOT analysis.* Strengths, weaknesses, opportunities and threats in the area.
10. *Priority issue:* I.e. is the local area description and the SWOT analysis resulting in any (added) themes or issues that the project analysis ought to focus?

10 Appendix 4 Local Area Organisation and Economy Template

This template intends to structure a short description on the organisational structures around the actual project being analysed during the CCAL. As with other templates it needs to be fairly short, recommended length are 2-3 pages.

Here the template is structured for a Local Action Group (LAG) within the EU Leader programme.

1. *Priority issue(s)* and objectives for LAG in development plan?
2. *How is the LAG (or its equivalent) organized?* Principles for choosing the specific organisation?
3. *How is the economy organised?* Who are founding and funding organisations?
4. *How is policy delivery organised*: I. e. what kind of working methods are used to achieve objectives?
5. *Other relevant issues.*
6. *SWOT analysis.*

11 Appendix 5 Project Template

The general structure for the template is from the Swedish Leader Network project database. The description of the project should be no longer than 2-3 pages.

1. *Name* of project, LAG, Leader area, country
2. *Project "owner"* – organisation, network or similar including contact information, duration of project
3. General *funding/budget description*
4. *Project description* – general problem/aim, brief history, contents and working procedures
5. *Objectives and indicators*
6. *Target groups*
7. Main *activities* so far
8. *Other relevant issues*

12 Appendix 6 Example of Checklist: Local Development Policy

Once the project analysis starts it might be helpful to have some kind of structure for keeping the priority issue(s) or themes in mind. A checklist, produced by visiting teams before starting the CCAL analysis (pre-visit, step 4), might help to organize the critical scrutiny. Once the national teams meet again at the end of the CCAL exercise (exchange visit, step 11) the checklist might support the discussion on transferability.

The following checklist is *one example*. It has been used for analyzing the role of the local development policy in relation to development activities within a project.

- How many levels of government are there? How do the levels of government relate to each other? What is the political significance of the levels?
- What kinds of politics nationally, how do they influence the local? Municipalities' politics in relation to grass roots development? Is associational life in opposition or in cooperation with local authority?
- How is local development organised at different political levels? Who is doing local development?
- Are there social movements in local development activism and what is their status?
- How is village organization organized? Associational life, how is it organized, how is it financed?
- Where is Leader situated financially, at the local or regional level?
- Where is Leader situated politically? Who is making political decisions?
- Who is participating in Leader LAG, board membership?
- Which kind of Leader projects?

13 Appendix 7 Identifying Transferable Qualities in Projects

1. The basic question for identifying transferable qualities in the project is: *what would this project look like in your country?*
2. Further, if the project took place in your country, *what kind of prerequisites would you already have and which would you lack?*
3. Among these prerequisites, *which would you be able to acquire through transfer of knowledge* (materials, ideas, skills etc.). Those that are possible to acquire or share are possible to transfer.
4. *Other relevant issues.*

14 Appendix 8
PMI Sheets

The following three pages might be copied and used during the PMI sessions.

PMI Notes: +

PMI Notes: –

PMI Notes: !

GLES
BYGDS
VERKET

NATIONAL RURAL DEVELOPMENT AGENCY