



TRAINERS' TRAINING ON REPLICATION OF EXEMPLARY PRACTICES IN PHILIPPINE LOCAL GOVERNMENT UNITS



TRAINERS' TRAINING ON REPLICATION OF EXEMPLARY PRACTICES IN PHILIPPINE LOCAL GOVERNMENT UNITS

● ● TABLE OF CONTENTS

Remarks from the Galing Pook Foundation

Preface to the Material

List of Acronyms

Module Session Guides

Module 1: Appreciating and Understanding Replication

Session 1: Understanding Replication

Session 2: Appreciating Replication

Module 2: Reviewing the Training Process and the Role of a Trainer

Module 3: Developing the High Performing LGU Replication Team: Establishing Its Vision, Mission, Norms, Mechanisms and Other Related Replication Support Requirements

Module 4: Identifying, Choosing, Prioritizing And Documenting Exemplary Practices For Replication

Module 5: Building Collaborative Relationships With Source/Host LGUs Towards Creating Partnerships For Replication

Module 6: Operationalizing the Peer-To-Peer Learning Approach

Module 7: Simulating the Conduct of an actual Training for Replication

Module 8: Expressing Insights And Learnings; Expressing Commitments Towards Effecting Successful Replication Experiences

ANNEX

Index to List of Powerpoint Slides (in CD Packet)

- Powerpoint Slide File A- For the OPENING CEREMONIES and TRAINING INTRODUCTORY ACTIVITY
- Powerpoint Slide File B: Module 1: Module 1: Appreciating and Understanding Replication
- Powerpoint Slide File C: Reviewing the Training Process and the Role of a Trainer
- Powerpoint Slide File D: Module 3: Developing the High Performing LGU
- Replication Team: Establishing Its Vision, Mission, Norms , Mechanisms and Other Related Replication Support Requirements
- Powerpoint Slide File E: Module 4: Identifying, Choosing, Prioritizing And Documenting Exemplary Practices For Replication
- Powerpoint Slide File F: Module 5: Building Collaborative Relationships With Source/Host LGUs Towards Creating Partnerships For Replication
- Powerpoint Slide File G: Module 6: Operationalizing the Peer-To-Peer Learning Approach
- Powerpoint Slide File H: Module 7: Simulating the Conduct of an actual Training for Replication
- Powerpoint Slide File I: Module 8: Expressing Insights And Learnings; Expressing Commitments Towards Effecting Successful Replication Experiences

Index to Handouts Files (in CD Packet)

- Opening Program Handout: Training Objectives, Schedules, Coverage
- Opening Program Bingo Card
- Module 4:Reference Document on Documenting Exemplary Practices
- Module4: Framework and Criteria for Identifying LGU Exemplary Practices
- Module 5: Sagip Lamon Bay Project Documentation
- Module 6: Steps to take in Conducting a Workshop within the Replication Framework
- Module 6: Peer to Peer Learning Workshop
- Module 6: The Facilitator's Guide to Conducting the Peer to Peer Learning Workshop
- Module 6: The replication Workplan Template
- Module 7: Validating and Implementing the Workplan

References

● ● OPENING CEREMONIES AND TRAINING INTRODUCTORY ACTIVITY

Time allotment: 2 hours; 8:00AM -10:00 AM, Day 1

● ● Session 1: Opening Ceremonies

8:00AM -9:00 AM

Detailed Guide for the conduct of the Opening Ceremonies

1. **National Anthem and Opening Prayer:** The Facilitator or any assigned staff invites everyone to stand up for the National Anthem and Opening Prayer
2. **Welcome Greetings:** Facilitator gives a brief formal greeting to everyone.
3. **Introduction of Participants and Staff :** Facilitator briefly introduces everyone by name and organizational affiliation or asks them individually to do so as a way of enabling the Welcome Remarks speaker to contextualize his message and appreciate his audience.
4. **Welcome Remarks :** The pertinent official invited gives a message that provides motivation and inspiration to the participants. The message should also cite the importance of the undertaking to the LGU and briefly share examples of replication efforts if any.
5. **Presentation of the Training Program Objectives:** The Facilitator, using the power point or acetate presentation material, presents the Training Program Objectives as follows: Use as Presentation material, Powerpoint Slide A "Opening Session Training Objectives" in CD Pocket. Distribute appropriate number of copies of Handout.

TRAINING PROGRAM OBJECTIVES

The Training of Trainers on Replication of Exemplary Practices (REP) seeks to pursue the following General and Specific Objectives:

General Objective : To enable DILG Replication Trainers to understand and effectively impart the principles, tools and techniques of Replication of Exemplary Practices to SLGU personnel

Specific Objectives

1. To strengthen basic trainer skills of LGU Replication trainers
2. To develop appreciation on the importance of replication of exemplary LGU practices;
3. To develop appropriate knowledge, skills and attitudes about replicating exemplary LGU practices and how to properly impart these to LGU personnel

●● OPENING CEREMONIES AND TRAINING ●● INTRODUCTORY ACTIVITY

6. The Facilitator calls on the Closing Remarks speaker.

7. The Facilitator thanks the Speakers and guests and declares the Opening ceremonies closed. A short break may be called by the Facilitator to allow the speakers and guests to leave before proceeding to the Training introductory activities proper.

●● **Session 2: Training Introductory Activities**

9:15-10:00 AM, Day 1

Session Flow

1. Introduction of Participants. Introduce the following “ Bingo” activity as a way of allowing the participants to get to know each other better :

I. Issue the Bingo sheet to all the participants Use Handout No. 2 for this Activity. Read o ut aloud the instructions in the Bingo sheet. Give the participants 10-20 minutes, depending on their number

II.(about 10-15 minutes for 20 participants) to complete the activity.

III. Process the activity as follows:

1)Ask the winner to repeat the names of people he or she met through the exercise

2)Ask for volunteers to describe any of the following as a way of processing information generated from the exercise :

- the common jobs/type of work of different groups of participants
- where most of the participants reside
- who are single/who are married/who are still searching for partners in life

III.Close the activity by saying that as trainers, they can also do the same introductory activity for their participants or other similar activities that will allow them to get to know each other in a fun way. Emphasize that it is important to have a good climate of fun and knowing about each other at the start of a training program to give the participants motivation to learn and participate in the different modules.

Note also the following:

- That the approach to the Training Program will be as they have experienced in the Introductory activity; that is, the training is going to use Experiential Learning as an approach where a combination of activities, processing of learning and lecturettes will be given as a way of allowing for the understanding and internalization of concepts, principles, practices etc. being imparted.
- That Experiential Learning as an approach to teaching about Replication of Exemplary LGU Practices provides a good context for learning.
- That Replication deals with ways of approaching developmental concerns that have been actually experienced by other LGUs and therefore are real life situations being imparted as evidences of “learning by doing” .

● ● OPENING CEREMONIES AND TRAINING ● ● INTRODUCTORY ACTIVITY

2. Proceed to elaborate about the Training Program by explaining the Schedule of activities as well as the content coverage, methodology and expected outputs of each module as follows:

TRAINING SCHEDULE

Time	Day 1	Day 2	Day 3
8 :00-10:00	Opening Program and Program Overview	Module 4: Identifying, Choosing, Prioritizing And Documenting Exemplary Practices For Replication	Module 6: Conducting The Peer-To-Peer Learning Workshop Among Host And Replicating LGUs (contd)
10:00-10:15	Break	Break	Break
10:15-12:00	Module 1: Appreciating and Understanding Replication Session 1: Understanding Replication Session 2: Appreciating Replication	Module 5: Building Collaborative Relationships With Source/Host LGUs Towards Creating Partnerships For Replication	Module 7: Simulating the Conduct of an actual Training for Replication
11:00- 12:00			
12:00-1:00	Lunch Break	Lunch Break	Lunch Break
1:00-3:00	Module 2: Reviewing the Training Process and the Role of a Trainer	Module 6: Operationalizing the Peer-To-Peer Learning Approach	Module 7: Simulating the Conduct of an actual Training for Replication (cont'd)
3:00-3:15	Break	Break	Break
3:15-5:00	Module 3: Developing the High Performing LGU Replication Team: Establishing Its Vision, Mission, Norms , Mechanisms And Other Related Replication Support Requirements	Module 6: Conducting The Peer-To-Peer Learning Workshop Among Host And Replicating LGUs	Module 8: Expressing Insights And Learnings; Expressing Commitments Towards Effecting Successful Replication Experiences
5:00- 6:00			Closing Program

● ● OPENING CEREMONIES AND TRAINING ● ● INTRODUCTORY ACTIVITY

TRAINING CONTENT COVERAGE, METHODOLOGY AND EXPECTED OUTPUTS.

The Facilitator explains this using the following Table: Distribute appropriate number of copies of Handout on Training Program Objectives, Schedule and Coverage and go through the document with the participants.

<i>Content Coverage</i>	<i>Methodology</i>	<i>Expected Outputs/Outcomes</i>
Module 1: Understanding and Appreciating Replication	In general, may consist of lecture-discussion, sharing of examples, group activities	Participants able to express key terms and concepts in their own words
Session 1: Understanding Replication A. Definition of Key Terms B. Guiding Principles of Replication Session 2: Appreciating the Need for Replication A . Examples of Exemplary Practices and their impact B. Why is there a need to replicate exemplary practices C. What can be gained from Replication or hosting the replication of an exemplary practice?	Facilitator presents key point on the topic through powerpoint or acetate presentation material	Participants able to distinguish concepts on replication and share these among themselves Participants able to express their own appreciation of the needs for conducting replication programs.
Module 2: Reviewing the Training Process and the Role of a Trainer	Participants go through exercises/activities to elicit key points about the training process and important roles of a trainer, as applied to training participants on Replication Facilitator presents key point on the topic through powerpoint or acetate presentation material	Participants able to identify the key steps in conducting a training programs and important principles to remember in living out roles as trainers
Module 3: Developing The High Performing LGU Replication Team: Establishing Its Vision, Mission, Norms , Mechanisms And Other Related Replication Support Requirements	Participants go through a simulated teambuilding activity and process learnings on the key steps in developing high performing LGU replication teams Facilitator presents key point on the topic through powerpoint or acetate presentation material	Participants realize the importance of building groups who will undertake replication activities, as purposive teams; participants possessing basic knowledge on the key steps and principles of building teams

● ● OPENING CEREMONIES AND TRAINING
● ● INTRODUCTORY ACTIVITY

Module 4: Identifying, Choosing, Prioritizing And Documenting Exemplary Practices For Replication	<p>Participants go through exercises/activities to simulate identification of exemplary practices.</p> <p>Facilitator presents key point on the topic through powerpoint or acetate presentation material.</p>	<p>Participants, by themselves are able to identify characteristics of exemplary practices and recognize the basic skills and processes needed to do this effectively.</p> <p>Participants learn the key principles in identifying, choosing, prioritizing And documenting exemplary practices for replication.</p>
Module 5: Building Collaborative Relationships With Source/Host LGUs Towards Creating Partnerships For Replication	<p>Participants go through exercises/activities to discuss points about building collaborative relationships with source/host LGUs towards creating partnerships for replication</p> <p>Facilitator presents key point on the topic through powerpoint or acetate presentation material.</p>	<p>Participants develop their own norms as well as learn established principles in building collaborative relationships with source/host LGUs for Replication partnerships</p>
Module 6: Operationalizing Conducting the Peer-To-Peer Learning Workshop Among Host And Replicating LGUs	<p>Participants simulate the steps in conducting the Peer-To-Peer Learning Workshop among Host And Replicating LGUs</p> <p>Facilitator presents key point on the topic through powerpoint or acetate presentation material</p>	<p>Participants, by themselves are able to identify steps in conducting the Peer-To-Peer Learning Workshop and recognize the basic skills, processes and requirements needed to do this effectively.</p>

●● OPENING CEREMONIES AND TRAINING ●● INTRODUCTORY ACTIVITY

Module 7: Simulating the Conduct of an actual Training for Replication	<p>Facilitator leads the participants in simulating portions or aspects of the Replication Training based on the Manual modules</p> <p>Lessons and insights are generated on the conduct of the Replication training based on the simulation experience</p>	Participants able to share lessons and insights on the actual conduct of lessons, affirm what they already know as well as identify areas for improvement and further learning/understanding
Module 8: Expressing Insights and Learnings; Expressing Commitments Towards Effecting Successful	Participants express own insights and learnings as well as commitments towards	Insights, Learnings and Commitments of participants towards

Venue Requirements: A suitable room spacious enough to accommodate target number of participants and guests, with good audio facilities, well lighted, with airconditioning or with comfortable natural or other ventilation.

Materials Needed:

Logistics: Microphone with stand, lectern, big wall or projection screen for overhead projection, computer and LCD for computer based presentation or overhead projector (OHP) for OHP based projection, Acetates or Powerpoint Materials, Posters or pictures of awarded LGU programs for posting/display

Substantive materials: Powerpoint/Acetate Material/Handout on Program Overview (See Annex A for copy of Handout)

Other Notes: It would catch immediate interest of participants if posters with pictures of noteworthy LGU programs are exhibited in the venue as motivations for learning replication.



:: MODULE 1: APPRECIATING AND UNDERSTANDING REPLICATION

:: Session 1. Understanding Replication

Time Allotment: 45 mins. Day 1, 10:15-11:00 AM

Session Objectives:

To enable participants to understand and articulate basic concepts and principles of replication

Resources Needed:

- For the Input session presentation : Powerpoint File B on Module 1
- Handouts on the Module

Session Coverage:

Session Flow

1. Use Powerpoint File No. 2 for this session.
2. Give a Session “Teaser” as follows: (Note: Manage this session to be completed in 20 minutes)
 - a. Show the “Image” (slide no. 2) Ask the participants what they see in the image. Elicit various answers from the group. [Note: The “Image” portrays both an old man as well as a kissing couple]
 - b. Ask participants to reflect on their experience: Ask these questions:
 - Did all of you see the same image at the same time?
 - Why would you be seeing the same image in different ways?
 - c. Process the experience as follows:

Note that different people will have differing perceptions – whether these be about things, images, situations or concepts. That’s why it is important to establish standard definitions of concepts that have gained a certain level of acceptability and application. This session will thus set the parameters for a common understanding of the basic definitions and principles of concepts related to Replication of Exemplary Practices in local government units.



3. Discuss the following

1. Basic and Related Terms

Note that it is important to know about the following terms when studying about Replication:

Replication

It is a project implementation process that involves learning from, and sharing with others, practices that are proven to be effective solutions to common and similar problems. It is systematically undertaken and supports a learning LGU's needs by way of a model LGU transferring experiences to the former to reduce the time and effort it takes to imbibe.

It contributes to the sustainable well-being of citizens and advancement of local government with the least possible cost and effort because it allows for past successful experiences to just be transferred to others.

Replication may be with respect to a whole Program, components of a Program or merely its approach.

Replication Program

It is undertaking replication within an overall Program. The Program involves setting up a structure and managing a process that includes the following:

- (a) organizing the various activities and processes,
- (b) fund sourcing
- (c) identifying Exemplary practices that will be offered for replication
- (d) determining the modalities of the program
- (e) providing systematic support and a mechanism to local governments before, during and after the replication process,
- (f) monitoring progress, and
- (g) ensuring adherence to program principles, processes and strategies as well as the proper use of the replication tools.

Kaakbay

It is a pilot replication program implemented by the League of Municipalities of the Philippines (LMP), the League of Cities of the Philippines (LCP), the Department of the Interior and Local Government (DILG) and supported by the Philippines-Canada Local Government Support Program (LGSP). It introduces peer-to-peer coaching and learning as a capacity development methodology to replicate exemplary practices in local governance.

Kaakbay developed the LEARNING FROM PEERS FOR GOOD GOVERNANCE – a guidebook for establishing a Program for Replicating Exemplary practices in local governance. It also developed Practical Tools for Local Government in Sharing Good Practices including 1) Guidelines for Documenting the Exemplary Practices; 2) Generic Agenda and Facilitators Guide for the Peer to Peer Workshop 3) Replication Workplan Template.

It is taken from the Filipino term meaning “arm-in arm”.



Peer-to-Peer

It is a capacity development approach involving a Learning relationship among counterparts of the same professional sector. In the Kaakbay and other replication programs, Peers are local government officials learning from other local government units.

Replicable Exemplary Practice (EP)

This is a mechanism, process, simple technology or method that has been proven to be an effective, efficient and relevant way of dealing with addressing a particular issue/challenge of local governance common among local government units and that can be easily replicated by them in a short period of time, ranging from 6 to 18 months. Replicable Exemplary practices are good “common sense” as opposed to capital intensive projects.

Exemplary practices may support local government management, resource generation, administration or service delivery and may have different levels of complexity

Local Government: A sub-national government unit, e.g. a city or municipality.

Host LGU : The local government whose exemplary practice has been selected for replication and will participate in the replication process as host to the replicating LGUs.

Replicating LGU/Replicator : The local government unit replicating the identified exemplary practice.

II. Identification of Three Key Tools in Replication

The following have been established by the Kaakbay Program as the three key replication tools: Each of these tools are further elaborated in the succeeding Module Guides. LGUs undertaking replication on their own are asked to look into getting external assistance (such as getting a technical consultant) in facilitating the process and using the three tools. For organization/managing a replication program, you will need to facilitate and manage this process in support of your host and replicating LGUs.

- A. Documenting the exemplary practice (by host LGUs and/or their facilitator -support institution) using Tool 1 (Guidelines for Documenting the Exemplary Practice)
- B. Conducting the Peer-to-Peer Learning Workshop, using Tool 2 (Generic Agenda and Facilitator’s Guide)
- C. Developing and Implementing a Replication Workplan (by the replicating LGU) using Tool 3 (Replication Workplan Template)



III. KEY PRINCIPLES OF REPLICATION

Share the following key principles of Replication:

- Don't reinvent the wheel
- Implementing simple and organized methodologies to replicate existing good practices
- Seeing is believing
- Learning from peers is often better than formal training
- Replicating is innovating
- Its all about "processs"
- Replication can reduce cost and efforts
- Replication is more than Lakbay Aral (exposure, planning and implementation)
- Importance is on following the process and implementing the workplan to completion within the planned time frame
- The model LGU is a partner in the replication process until process has been completely replicated (kaakbay relationship)
- LGUs are likely to complete the replication process if they are taking part in the "program"

4. Start concluding the session by asking the participants if any of them have heard of or know directly about a replication experience. Ask those who positively responded to share what they know. After the short discussion (around 5 mins.) and/or if no one volunteers, distribute as Handout a documentation of a Replication project. See Annex Handout on QUEZON Project entitled " Sagip Lamon Bay Project" Ask the participants to read and then identify the elements just studied from the case as follows:

- A. Title of the Replication Program
- B. The LGUs concerned: the Host;
- C. Important Information on the Case Project:
 - Issues being addressed by the practice
 - Objectives of the Project
 - Key Implementation steps
 - Results

Features of Replication evident in the case: The Exemplary practice/s replicated (Note: The participants can have 20 minutes reading time. After this, the Facilitator may just ask the questions one after the other and solicit responses)

5. End the session by telling participants you hope they gained sufficient motivation to teach about replication to others as trainers from the example of a replication experience they read. Note that further details shall be given in the succeeding sessions. Stress to them their important role as trainers in enabling LGUs to have the confidence and motivation to multiply the benefits of good projects through replication. Tell them that in this way, they will have strategic roles in spreading good practices and therefore, spreading well being among our people through the benefits derived from good practices.



Session 2. Appreciating the Need for Replication

Time allotment: 1 hour: Day 1, 11:00-12:00 AM

Session Objectives:

To facilitate participants' appreciation of the need for conducting replication, thus providing them motivation to conduct training on replication among LGU personnel

Session Flow

1. Show Powerpoint SLIDE No. ____ to introduce this session
2. Show Powerpoint presentation on Galing Pook Awards rites and awardees Use as Presentation material, Powerpoint file entitled "Galing Pook Awards" in the CD Pocket.
3. Ask participants what they felt in seeing the powerpoint pictures on Galing Pook . List down the feelings shared on the board.. Tell participants that the session will discuss why LGUs should be implementing Replication as part of their programs.
5. Show the powerpoint presentation on "Why Replicate"

Discuss, in accordance with the power point slides, the following:

- I. The following summarizes the key reasons that have been given for undertaking Replication Programs on outstanding or exemplary practices of other LGUs: I.E.

Replication :

- Represents a growing trend in local governance towards replication and the exchange of knowledge on good practices .
- Provides the 'missing link' in knowledge production and sharing.
- Uses a common sense approach to learning and capacity-development.
- Adopts an approach that is cost-effective.
- Promotes inter-local government cooperation.
- Provides support to local governments undertaking replication.
- Offers recognized governance programs as an additional incentive to LGUs.
- Ensures sustainability and impact.
- Uses a tried and tested methodology.



Specifically, explain the following:

1. There has been a growing trend in local governance towards replication as well as production and exchange of knowledge. Philippine LGUs should take maximum advantage of this trend.

Replication has been pioneered by such organizations as the Federation of Canadian Municipalities (FCM) and the Association of Netherlands Municipalities. There have also been small initiatives at peer-to-peer learning. Replication among cities and municipalities are increasingly being supported by such international organizations as the United Nations Development Programme (UNDP), Habitat, the United States Agency for International Development (USAID) and the World Bank.

Undertaking a replication program for local government in the same country puts IT on the cutting edge of such a trend.

2. Replication provides the 'missing link' in knowledge production and sharing.

Many replication efforts are still being done on a small scale, such as between two or three cities, implemented on an ad-hoc, piecemeal basis. Often, efforts are also done off-the-cuff, with few guidelines and without the benefit of programmatic support or structured monitoring and evaluation.

These noted efforts are not enriched by previous experience and fail to build a solid base on which future initiatives can take off. The processes used and the lessons gained remain in the minds of those involved, if at all, instead of being documented and made available to others. A program that can help organize and structure the exchange of knowledge and learning can help ensure that learning takes place at an optimal degree.

3. Replication uses a common sense approach to learning and capacity-development.

A replication program embodies a common-sense principle: do not re-invent the wheel. With local governments operating in the same legal and regulatory frameworks and often facing similar challenges in finding better and more effective ways of delivering services and organizing themselves, a program on replicating successful practices ensures that individual local government units will not have to go through the same process, only to arrive at the same answer.



4. Replication adopts an approach that is cost-effective.

Using approaches already tested by others offers a chance to eliminate the unnecessary steps and mistakes that may have been done while implementing the practice the first time. This is because good and innovative practices are often perfected through trial and error, driven by informal leadership and creativity. A champion has a good idea and is able to mobilize people to implement it. At this experimental stage, however, the development of an innovative idea takes time and may involve unnecessary steps. Nevertheless, through this informal process, the idea evolves into a practice that addresses a perceived problem resulting in greater effectiveness and/or efficiency in local government operations. Replication will do away with the errors made the first time as it distills the lessons from the first experience.

Thus, replication of the innovative practice can be done with greater precision; it is therefore faster and to-the-point, generally more cost-effective than starting from scratch. From a national policy or program point of view, the dissemination of good practices through replication programs offers an option for reducing capacity-development and human resources development costs. More local governments can be reached with fewer resources. It also offers a way to promote and mainstream local cost-effective practices, thereby reducing national expenditure required to support inefficiencies in the system.

5. Replication promotes inter-local government cooperation.

A replication program is an empowering and participatory method of capacity development for local governments. Local governments that have successfully replicated good practices are encouraged to appreciate other approaches and share their accomplishments with others, ensuring a continuous and ever-widening circle of learning. The inter-local government cooperation established through these relationships often results in creating avenues for sharing a wide range of ideas and preoccupations.

6. Replication provides support to local governments undertaking replication.

The Kaakbay experience demonstrated that replicating local governance practices is more effective when undertaken within a larger program for the following reasons:

- Local government units often need technical, financial and other forms of support in undertaking replication. A program provides such a support system.
- Local government units also gain from having an external partner that can ensure regular monitoring and evaluation of progress made in the replication process. This often provides for an incentive to meet deadlines and tends to build effectiveness in the implementation.
- A program can provide a structure/mechanism for managing relations between and among local governments, help stave off potential conflict or negative dynamics and ensure supportive modes of coordination.



7. Replication offers recognized governance programs as an additional incentive to LGUs.

A replication program organized by a recognized and respected entity is an added incentive for local government units. Being part of a bigger program helps to “make official” an endeavor as good, and gives everyone involved a sense of being part of something bigger than their own locality. Also, when the idea of replicating a practice is supported and promoted by legitimate organizations, it helps local decision makers and stakeholders (legislative council, the executive branch, community representatives) reach consensus and leave their differences behind.

8. Replication ensures sustainability and impact.

Most importantly, a program for replication ensures greater sustainability and impact. Capacities of local governments, as well as those of the organizations managing such programs are continuously enhanced. This ensures that the gains made last longer and can impact on a larger number of local governments and communities.

9. Replication uses a tried and tested methodology.

Undertaking replication within a program framework also allows the optimal use of a tried and tested replication process with simple, proactive tools. The experience of the Kaakbay replication program in the Philippines made it possible to refine such tools and methodologies, which are now available for general use by institutions working with local government.

BENEFITS TO REPLICATING LGUs

- a. Offers tested and proven solutions to a problem your LGU is facing.
 - Because your LGU will only consider replication of a specific project that can provide solutions to the problems you are facing
- b. It is an innovative and effective way your LGU capacities
 - Innovative peer-to-peer learning
 - Benefits are experience first hand
 - Highly personal and participatory learning leads to greater ownership and foster greater success
- c. It is cost effective
 - Established processes and timelines reduces efforts
 - Mistakes in the implementation can be avoided
 - A support network of experienced and knowledgeable people can be utilized



d. It is participatory and empowering

- Generally the whole LGU takes part; its an institutional development effort
- Executive and legislative commitment: provides opportunity for dialogue
- Often involves several stakeholders; staff, community groups, private sectors, other level of government, etc
- Team development

e. It improves governance

- LGUs gain knowledge and skills
- Greater exposure to a variety of experiences beyond own locality
- Improved capacities lead to better services, higher revenues, efficient administration and constituents well being

BENEFITS TO MODEL LGUs

a. It will enhance reputation and prestige

- Sharing increases the visibility of the LGU nationally and possibly internationally
- LGU is recognized for good governance
- Prestige and reputation can enhance LGU promotion efforts for attracting local business investment

b. It is potential source of income

- Showcasing exemplary practices and coaching others can be a service provided at reasonable fee
- Income generated can be used to promote other exemplary practices

c. It provides professional development opportunities for staff

- Officials and personnel often develop new skills while teaching others
- Business improvement methodologies are a natural resultant

II. Value of Peer to Peer Replication

Peer to peer replication has been found important because of:

- Share tested solutions to local government issues and problems
- Adopt an innovative way of building LGU capacities
- It's a participatory and institutional method of capacity development
- Cost effective way of improving governance and service delivery
- Small groups of LGUs working together



II. Value of Peer to Peer Replication

Peer to peer replication has been found important because of:

- Share tested solutions to local government issues and problems
- Adopt an innovative way of building LGU capacities
- It's a participatory and institutional method of capacity development
- Cost effective way of improving governance and service delivery
- Small groups of LGUs working together

III. Ask participants at this point who among them have participated in or know about the DILG Lakbay Aral program. Cite the following distinction between Lakbay Aral and Replication:

Lakbay Aral	Replication
1. Semi structured learning experience of the project and programs that are being implemented	1. Well structured learning/sharing experience
2. conducted mostly in one day only	2. It takes 6-18 months in conducting the replication following well-structured replication processes/stages
3. Involves a brief orientation on the program and quick project site visitation	3. Involves a thorough presentation of the program/project; site visitation with actual demonstration, reflection, and replication work planning; forging partnership between and among the model and replicating LGUs
4. Program/project presentation in most cases does not involve the presence of the LCE; mostly the technical staff	4. The LCE is in the forefront of the training and plays a very critical role in the successful conduct of the replication process
5. Participants to the orientation are usually in big groups and of different interest	5. Participants are limited to 4-5 per replicating LGU; and is according to good practice requirements
6. There is no build-up partnership/institutional cooperation between the model LGU, interested replicating LGU and DILG	6. building capacities for the model LGU and building relations between the model LGU and replicating LGUs is being conducting during the pre-replication stage or process

●● **MODULE 2: REVIEWING THE TRAINING PROCESS AND THE ROLE OF A TRAINER**

Time allotment: 2 hours; 1:00-3:00 PM

Session Objectives:

To review basic concepts and approaches on the conduct of training programs for application in the Training for Replication.

Resources Needed:

For the Input session presentation : Powerpoint File C on Module 2

Handouts per the powerpoint file (print powerpoint file as handouts)

Reference Materials for Study:

Session Coverage:

Session Flow

1. Introduce the session by way of the following conducting the “Exercise On The Training Process” as indicated in the available Powerpoint material and giving the following instructions.
 - A. As a group, answer the question: What are the best practices (or better operating processes) of highly effective trainers you have encountered.
 - B. Brainstorm on those training practices done (1) BEFORE, (2) DURING and (3) AFTER the conduct/ delivery of the training program. after brainstorming, Discuss to clarify these best training practices.
 - C. Choose a chairperson, facilitator, and recorder during this 20-minute meeting. Manage your time well. Print your outputs on meta-strips.
 - D. As a new group, clarify and classify further these given practices in training according to (1) technical practices, (2) administrative practices, (3) interpersonal relationships practices, (4) personal performance practices.
 - E. State other practices to make the collection of practices significantly comprehensive and coherent.



- F. Choose a chairperson, facilitator, and recorder during this 20-minute exercise. Manage your time well. Print your outputs on newsprints.
 - G. Choose an enthusiastic, energetic and engaging presenter.
 - H. Present effectively a clear and clean output for five minutes.
 - I. Consolidate and polish all outputs presented using the form given.
2. Enable the participants to present their outputs accordingly.
 3. Close the exercise by saying that the outputs they have rendered are reflective of actual experiences that are worth remembering and putting into practice .
 4. Lead them to the presentation on further Tips for enhancing their roles as trainers. as follows:
 - I. General Checklist
 - II. The Basic Ingredients For The Start, Middle And End Processes of A Training Program
 - III. Some Important Trainor Skills
 - IV. Appreciating How Adults Learn
 - V. Tips For Motivating Learners
 - VI. A General Guide To Designing An Active Training Program.
 - VII. Reviewing Your Trainor Tasks



- ● **MODULE 3: DEVELOPING THE HIGH PERFORMING LGU REPLICATION TEAM:**
- ● **ESTABLISHING ITS VISION, MISSION, NORMS , MECHANISMS AND OTHER RELATED REPLICATION SUPPORT REQUIREMENTS**

MODULE 3: DEVELOPING THE HIGH PERFORMING LGU REPLICATION TEAM: ESTABLISHING ITS VISION, MISSION, NORMS , MECHANISMS AND OTHER RELATED REPLICATION SUPPORT REQUIREMENTS

Time allotment: 2 hours: Day 2, 10:00- 12:00 AM

Session Objectives:

To enable the trainers to experience a quick teambuilding activity that can be echoed to LGU trainers for them to apply to LGU replication teams

Resources Needed:

For the Input session presentation : Powerpoint File C on Module 2

Handouts (print powerpoint file as handouts)

Reference Materials for Study:

Session Coverage:

Session Flow

1. Introduce the session by saying that the success of the LGU replication teams hinge on their being able to effectively work together as a team. Proceed to lead the participants into a teambuilding session in order for them to both experience as well as learn the principles and approaches of teambuilding as follows:
2. Introduce the importance of developing the Replication Team of the LGU into a High Performing Team in order to maximize its resources, the results it can generate and most importantly, the translation of its contributions for the maximum benefit of the target LGU community. Use the Powerpoint slide File entitled " Creating High Performing LGU Replication Teams" to explain the different concepts behind creating high performing teams as follows:
 - I. Part 1: The Principles behind developing High Performing Teams"

Show and explain the principles as contained in the Powerpoint slides.
 - II. Part 2: Developing the Team Vision, Mission, Goals, Values and Norms:

Show the Powerpoint Slides one after the other in the order of the Activity sequence described below:

● ● **MODULE 3: DEVELOPING THE HIGH PERFORMING LGU REPLICATION TEAM:**
 ● ● **ESTABLISHING ITS VISION, MISSION, NORMS , MECHANISMS AND OTHER**
RELATED REPLICATION SUPPORT REQUIREMENTS

Tell participants that it is especially important to teach Replication teams to organize themselves purposively. A strategic way of doing this is to establish their Vision, Mission, Goals, Values and Norms in relation to working on replication Projects. Lead them through an exercise to do this as follows:

A. Introduce the development of a Vision statement as provided for in the powerpoint file and lead them to a Visioning experience as follows:

STEP 1: Development of a Vision Statement

- 1) Show and repeat the explanation on the Vision Statement in the powerpoint file.
- 2) Lead participants to develop the Vision statement for an LGU Replication team as follows:
 - a) Divide the group into subgroups of 4-5 people. Ask each group to describe in words the answer to this question:
 - b) LGU BagongBayan has implemented a Roadside Tree Planting Replication Program from Host LGU Mabait. The Program was implemented in BagongBayan's Main Road. People in the community are praising the replication program as a major successful replication effort of LGU BagongBayan.
 - c) What are the people saying about the Replication Team? what are they saying about the following: How the Replication Program was conducted? What have been the results of the Replication Program? How have the Host LGU and the Replication team involved in the Program worked together? What has been the actual result seen in the Main Road roadsides of Bagong Bayan?
 - d) Put the answers to these questions in descriptive words to be placed in newsprint for presentation to the rest of the participants..
 - e) After all the subgroups have finished, ask them to present their outputs for about 3 minutes each. Have all the outputs posted on the Board as they are presented.
 - f) After the completion of the presentation by all the subgroups, identify common elements in the presented answers to each question and highlight these.
 - g) Summarize the common elements you identified and confirm these with the group. Say that these features consist of the representation of the Vision of the Ideal / Desired Future of the LKGU Replication Team and represents their Vision statement.

● ● **MODULE 3: DEVELOPING THE HIGH PERFORMING LGU REPLICATION TEAM:
● ● ESTABLISHING ITS VISION, MISSION, NORMS , MECHANISMS AND OTHER
RELATED REPLICATION SUPPORT REQUIREMENTS**

Ask for 3 volunteers from among the Group, especially those who have experiences of writing reports or literary material. Assign the summary description to this group to transform the outputs into a Vision Statement for the LGU Replication team by way of completing the following statement:

By the end of 5 years, BagongBayan LGU replication team is

(state the summarized description of the LGU replication team). LGU Mabait and LGU BagongBayan Replication team

(describe the relationship and the way they worked together). LGU BagongBayan Roadside is

(describe the results of the Program)

Have the finalized Vision Statement prepared by the Group of 3 as the rest of the other outputs are being prepared. Have the Group recite and share the Vision statement to the whole group before the rest of the outputs are presented.

STEP 2: Development of MISSION STATEMENT, GOALS, VALUES, and NORMS statements for the Replication Team

1. Given the Agreements on the Vision Statement, divide the Group into 4 to develop the Replication Team MISSION STATEMENT, GOALS, NORMS AND VALUES.
2. Show Slides describing MISSION STATEMENT, GOALS, NORMS AND VALUES.
3. Assign each Subgroup to work on one output each to produce the following according to the definitions given in the slides (Note that each of these refer to the Bagong Bayan Replication team). The subgroups may have 30 minutes each to work on these.
 - MISSION STATEMENT
 - GOALS
 - NORMS
 - VALUES
4. After the subgroup work, have each present their outputs for comments by everyone. Facilitate the discussions by noting the following:
 - Whether each formulation is in accordance with the definitions provided and are meaningfully representative of the Replication team
 - Whether the formulations are linked with each other: The Mission Statement, if fulfilled will lead to the realization of the Vision; the Goals translate the Mission ; the Norms are external behavioral manifestations of the Values
5. Give the subgroups time to finalize their outputs based on the comments given
6. Have the small group that wrote the Vision statement also finalize the prose write-up of the rest of the outputs and post the finalized outputs around the room.

● ● **MODULE 4: IDENTIFYING, CHOOSING, PRIORITIZING AND DOCUMENTING EXEMPLARY PRACTICES FOR REPLICATION**

Time allotment: 2 hours: 3:15-5:00 PM

Session Objectives:

To enable LGU trainers to understand the principles and approaches in Identifying, Choosing, Prioritizing and Documenting Exemplary LGU Practices for Replication

Resources Needed:

For the Input session presentation show the Powerpoint File D on Module 3 give the corresponding handouts from print version of powerpoint file.

Session Coverage:

Session Flow

1. Conduct an Exercise to introduce the Session as follows:

- I. Form the group into sub groups of 3-4 people each. Give each group a copy of the Galing Pook Magazine "Innovations" See copy of the Galing Pook Magazine in the Handouts set
- II. Tell the sub-groups they will be given 20 minutes each for this Exercise. The instructions are as follows:
 - 1) Each group shall review the Galing Pook awardees that are featured in the Magazine.
 - 2) They must choose one awarded Program that they want to replicate from among the Programs.
 - 3) After making their choice, they must document and later on share to the rest of the participants, the process they underwent in making their choice. Specifically, ask them to share as follows:
 - The key steps they went through in making their choice of the awarded program they want to replicate
 - What factors / circumstances helped them / facilitated in their process of choosing
 - What factors/circumstances hindered them in their process of choosing

MODULE 4: IDENTIFYING, CHOOSING, PRIORITIZING AND DOCUMENTING EXEMPLARY PRACTICES FOR REPLICATION

III. Ask the respective groups to identify a representative/reporter to make a 3 minute presentation of their Exercise outputs. As the respective group representatives/ reporters are sharing, list on the Board or on newsprint/manila paper, their respective responses to each of the Exercise Questions (For common responses, just place a symbol denoting how many subgroups similarly identified this response)

IV. Process the whole experience by summarizing the results of the exercise according to the sharing made by saying that according to them the following are:

1. the Steps in choosing Exemplary practices or a Galing Pook Awardee program
2. the Helping Factors/Circumstances that facilitated their process of choosing
3. the Hindering Factors that presented difficulties in making their choices

2. Provide the Session Input as follows:

- I. Say that based on studies and consultations of the Kaakbay Program as well as other LGU programs, the key information we need to share about Exemplary practices are as follows:

(Note: In the process of your discussion, point out the elements/factors in your discussion that have been shared in the Group exercise as a way of affirming the participants' inputs)

A. Identifying, Choosing and Prioritizing Exemplary Practices (EPs) for Replication

The summary of the Key tasks involved in identifying Exemplary practices are as follows:

1. Developing a mechanism for identifying relevant EPs (Knowledge Management Unit)
2. Developing a framework and criteria for identifying exemplary practices
3. Conducting the search to identify EPs
4. Building relations with host LGUs

Specifically, the following are involved in each of these tasks:

1. Develop a mechanism for identifying relevant EPs (Knowledge Management Unit)

An ongoing program for replicating and disseminating EPs requires a continuous process for identifying relevant practices for the improvement of governance. The choice of exemplary practices to be promoted for dissemination in a given context is likely to be rooted in strategic orientations of your organization. Thus, a knowledge-management unit needs to be established to manage the selection of EPs and link them to your strategic orientations.

Key issues to be taken into account here are:

- The unit should be comprised of members of your organization with policy-related or strategic responsibilities. The work of this unit involves analysis and a deep understanding of the local government environment and its capacity development needs.



- Members of such a unit need to be in a position to link the identification of EPs with the strategic orientations of the respective organizations involved.
- Depending on the magnitude of your program, a data base could be developed as a tool to manage EPs. Such a database would require regular updating thereby identifying new practices to be promoted as well as removing ones that are no longer relevant.

2. Develop a framework and criteria for identifying exemplary practices

This includes identifying the following:

a. Categories of EPs you would like to offer for replication.

You may choose to limit your selection to practices that address specific orientations, goals and objectives of your organization, namely: poverty reduction, waste management, resource mobilization, urban development, government administration.

Establishing categories will help focus the identification of EPs and will also facilitate documentation and packaging of the same. The categorization may also point to specific conditions or contextual characteristics important to its replication. A practice related to coastline rehabilitation for example would only be proposed to coastal towns; a practice related to developing industrial activity would be suitable for cities with potential industrial growth.

b. Geographical scope of the selection

You may choose to select EPs from across the country, within certain regions, or within your area of work or jurisdiction to facilitate program implementation.

c. Degree of difficulty entailed in replicating the EPs

Some EPs are easier to replicate than others. There may be practices that can be replicated within one or two months and will require few or no additional resources at all to replicate, such as streamlining the issuance of business permits. Others may require substantial resources to replicate, and may entail promoting changes in attitudes and behavior of local government personnel and community residents such as a comprehensive community based waste reduction program. Categorizing EPs in terms of degrees of difficulty to replicating them is important.

d. Timeframe for replication

Related to establishing limits to the degree of difficulty in replicating EPs, it is also critical to establish a timeframe for replication. How long will it take local governments to replicate the selected EPs? Six months? A year? Two years? Setting up a timeframe will help you manage and monitor the replication process as well as help the host and replicating LGUs manage their time and activities.

Based on the lessons of the Kaakbay experience, it is best that you limit your choice of exemplary practices to those that would take no more than one year to replicate. Practices that require more than a year to replicate may entail greater difficulties to manage: local government units may lose momentum or enthusiasm in the process and monitoring may be less effective given the longer period.

MODULE 4: IDENTIFYING, CHOOSING, PRIORITIZING AND DOCUMENTING EXEMPLARY PRACTICES FOR REPLICATION

e. Generic Exemplary Practices (EPs)

Selected EPs should also be generic enough so that replicating LGUs can modify and adapt them to their own situation. EPs that are too context-specific or require too many preconditions or are subject to a lot of external factors may be difficult to replicate.

f. Cost-effectiveness

One of the principles of replication is that it should require the least effort and amount of resources. Thus, selected EPs should have proven their cost-effectiveness in terms of achieving their objectives vis-à-vis the amount of resources that went into the practice.

g. Number of EPs to be offered

You will also need to determine how many EPs you would like to offer for replication, based on the amount of resources you have in documenting and packaging them, and in terms of managing the replication process.

h. Potential involvement of the LGU having experienced the EP

Lastly, if your replication program involves engaging the host in sharing its experience, a critical consideration is the level of institutional commitment a local government having initiated the exemplary practice is willing to give to the program.

i. highly replicable practice.

Document practices that are most likely to be replicated by many LGUs because of its relevance to the development issues that the replicating LGUs would want to address (e.g. solid waste management vs. Managing a tertiary port)

Lessons from the Kaakbay experience:

Identifying Exemplary Practices of LGUs

Kaakbay developed a framework for identifying exemplary practices in local governance. The framework and criteria focused on the following considerations:

Necessary Criteria

- LGU-initiated. The exemplary practice has been/can be initiated by a LGU at the city or municipal level. The initiative should be sustainable and not dependent for its success, implementation or resources on any other program/project or agency. This being the case, the initiative should demonstrate LGU ownership and is socially accepted by its targeted beneficiaries.
- Simple and implementable in a short time frame (a maximum of 18 months). The initiative is easily replicable and can progress to the “application stage” in a relatively short timeframe.
- Proven and effective solutions to the problems encountered. The exemplary practice has operationally demonstrated and proven to be an effective response to the identified needs of its target beneficiaries. It also means that the initiative has significantly contributed to improving the social and material conditions of the beneficiaries.

● ● MODULE 4: IDENTIFYING, CHOOSING, PRIORITIZING AND ● ● DOCUMENTING EXEMPLARY PRACTICES FOR REPLICATION

- Demonstrated level of sustainability. The following indicators may help determine the level of sustainability of the initiative: 1) it has been in place for a considerable period of time; 2) it survived the entry of a new administration; 3) it has become a permanent program or structure in the LGU; 4) the community as well as executive and legislative bodies are involved in / supportive of it; and 5) related legislation is in place in the LGU.
- Least possible cost and effort to replicate. The exemplary practice does not require huge amounts of resources or funding to replicate and is easy to implement. It's a "common sense idea" as opposed to a capital-intensive project. It also means the exemplary practice was able to mobilize and maximize the use of indigenous resources.

Desirable Criteria

- Practices which are conducive to achieve results addressing the Millennium Development Goals (MDGs)
- Eradicate extreme poverty and hunger
- Achieve universal primary education
- Promote gender quality
- Reduce child mortality
- Potential for multiplier effect or further replication. The practice addresses a problem or situation encountered in many LGUs. The success of the practice demonstrated in a few LGUs may incite other LGUs to adopt the same practice.
- Documented exemplary practice. In order to reduce overall program costs, preference will be given initiatives that have existing documentation of the benefits, key milestones, success and hindering factors, results, key stakeholders, processes and mechanisms.

"Host" LGUs

While the exemplary practice or initiative may manifest the foregoing features or criteria, the city or municipal LGUs who have experienced the exemplary practice and will serve as host in the replication process, should likewise have the following characteristics:

- The will and interest (LCE and SB/SP support) to take part in an institutional sharing process (develop partnership)
- The presence of resource people with the ability to contribute/ articulate their experience
- Readiness to start as soon as possible so that the initiatives are completed or are underway soonest.
- Existing documentation of the exemplary practice preferred See Kaakbay Framework and Criteria for Identifying EPs
- Σ • Willingness to act as a "kaagapay" (big brother – small brother relationship) to the replicating LGUs throughout the process
- Can bind together with the replicating LGU in a collaborative agreement to pursue the replication process
- committed to help other LGUs understand how they implemented their good practices
- Host the conduct of the inception workshop and be responsible for 1) logistical preparation 2) mobilizing experts and stakeholders involved in the good practice 3) preparing presentation materials and documents for the workshop

MODULE 4: IDENTIFYING, CHOOSING, PRIORITIZING AND DOCUMENTING EXEMPLARY PRACTICES FOR REPLICATION

- Willingness to follow the chronological order of presentation and activities using the generic agenda (must be emphasized since this was designed for easy understanding of the whole process)
- Be available to respond to the request of the replicating LGUs throughout the replication process such as responding to the need for:
 1. technical information (by telephone, email, etc)
 2. invitation to the mayor, staff, or other resource persons to get their experience
 3. other delegation from replicating LGUs wanting to visit the model LGU
 4. assessment

3. Conducting the Search to Identify EPs

Once you have formulated your framework, you can begin the search for exemplary practices.

a. Beginning the search for EPs

- Issue a general call for EPs.
- Tap into networks such as leagues or associations of local governments or government agencies to get recommendations for potential EPs.
- Conduct research on existing literature on exemplary practices or get lists from institutions that provide support to local governments or grant awards and recognition to LGUs with exemplary practices.
- Produce and disseminate a brief concept paper that contains the following – basic information about the program, the criteria for identifying EPs, and ways of contacting your organization/s for LGUs wanting to offer their good practices for replication.
- If a comprehensive local government performance measurement system exists where you are establishing your program, assess the feasibility of identifying good practices related to high performing LGUs in specific service areas. This approach may require additional research and processes to make the link between the indicators of high performance and the practices associated to those high performance levels in the LGU operations.

b. Screening and initial documentation

Part of the screening is to validate if the listed award winning exemplary practice has been sustained. It is possible that the practice was awarded two or three years ago but was not sustained after a few years after receiving the award.

After compiling an initial list of potential EPs from recommendations and/or the results of your research, designate teams or individuals that will undertake the screening of potential EPs on your list. These can be region-based teams/individuals. They may consider visiting the local governments under consideration and conduct validation, review of existing data, and initial interview with the mayor and people involved in the project and do initial documentation of potential EPs. For this, you need to develop a template for documentation that will provide you with the essential information you will need in assessing each EP.

MODULE 4: IDENTIFYING, CHOOSING, PRIORITIZING AND DOCUMENTING EXEMPLARY PRACTICES FOR REPLICATION

After documenting basic information on the EPs, screen the list you have made based on your criteria and make a final list of your identified EPs.

Lessons from the Kaakbay experience:

Kaakbay implementors developed a template that was used to document potential EPs. The information obtained was then used for screening and selecting the EPs to be included in the program. See Kaakbay Template for Identifying and Initial Documentation of EPs in Annex on Reference Materials

- c. Packaging information about EPs for dissemination to potential replicators
- Once you have finalized your list of identified EPs, package the information about the EPs for dissemination to potential replicators. You can do this by producing animated audio-visual presentations (in powerpoint CD formats, for example), brochures or pamphlets (See Appendix C for sample Kaakbay brochures). The EP package should include most of the information that potential replicators will need:

- To determine if a specific EP represents a solution to a challenge or problem in their own LGU
- If the characteristics of the LGU that implemented it apply to their LGU
- In deciding if they can benefit from replicating such a practice and
- If they have the capacity and prevailing conditions for replication
- what issue/problem (or condition) did the LGU wanted to address when they implemented this replicable practice in the first place?
- what were the key results or benefits resulting from that practice?
- what category of LGUs would want to replicate this practice?
- what are the objectives of the replicable practice?
- what are the key implementation steps?
- Who are the main stakeholders who need to be involved?
- What is the intended timeframe of the replicable practice

To document and disseminate information on the exemplary practices offered for replication, Kaakbay used the same template it developed to initially document and screen its EPs. A lesson learned by the program was that additional efforts may have been made to "market" the EPs to other LGUs.

B. Documenting Exemplary Practices

Discuss this portion as follows

Documenting the Exemplary Practice using Tool 1: Guidelines to Documenting Your Exemplary Practice (GDEP)

a. *Who will use the tool?*

Tool 1 is used by the Host LGU and/or their facilitator/support institution in documenting (putting on paper) their exemplary practice to make pertinent information about the implementation of the practice available to the replicating LGU.



b. Objective:

Documenting the practice to be replicated serves the following purpose: Make available essential information about the practice and present it in a way that will facilitate its use by the replicating LGU in developing its work plan and implementing its replication project

c. Output: The Reference Document

The output of Tool1 will be a Reference Document that will be shared with the replicating LGU/s and will serve as reference in undertaking the next two steps of the replication process preparations (i.e. Peer-to-Peer Learning Workshop and Replication project Work plan, tools 2 & 3).

The Reference Document will contain the following information:

- Objectives of host LGU in implementing the practice
- Conditions in the LGU/locality prior to implementing the practice (Rationale)
- Key Steps in implementing the practice
- Resources used in implementing the practice
- Results/Impact to the LGU/community of implementing the practice
- Analysis: Lessons learned and Insights gained in implementing the practice
- Samples of the specific forms, plans, tools, etc used by the host LGU in implementing its project

The Reference Document will help replicating LGUs understand the practice they are about to replicate, and provide them with a ready template to modify in developing their own replication project. The Guidelines and their output, the Reference Document, will thus provide the needed anchors for structured learning and implementation to take place.

d. How to use Tool 1

The team or individual designated by the host LGU will take charge of documenting the exemplary practice. This will include data gathering (review of documents and interviews) to get the information required under the Guidelines and writing up 3-20 the Reference Document. If no one in the organization has time to put a Reference Document together, you may need to involve a writer or external persons (from a local university, for example) to do it for you using Tool 1 as their guide.

e. Pointers in Documenting your Exemplary Practice

From the perspective of replication, the “Key Implementation Steps “ are likely the most important part of the guidelines. These steps constitute the actual implementation process of the initial project and will be adopted/modified by the replicating LGUs. Documenting the implementation steps may require a meeting with the key implementers of the practice in the host LGU. It requires that the facilitator or writer exercises judgment and helps the implementers of the initial practice “take a step back” and objectively analyze their implementation process.



One of the principles of replication as an approach to innovation in the LGU is to implement a solution to a common problem at the least possible cost and effort. This implies that the replicating LGU may implement the project implemented in the host LGU more effectively, likely in a shorter timeframe, and avoiding the mistakes made by the host LGU in the first place. The writer of the Reference Document may therefore use his or her judgment to simplify the replication process by avoiding some steps implemented by the host but that may have proven unnecessary in retrospect. In modifying any step undertaken by the host however, the writer must be sure it will lead to the same results. Similarly, the writer may choose to identify a step that the host may have omitted but that is common sense and appears beneficial to the successful implementation of the project. For example, it may be good to recommend the formation of a small project implementation team at the beginning of the project even though the host may not have had one. Such changes would usually require a discussion with the host LGU representatives so that they can agree on the value of the suggested change to the implementation process.

Documenting an exemplary practice requires time and a series of interactions with the individuals having implemented the project in the first place. Several meetings may be required to properly document an exemplary practice.

Since different sections of the guidelines correspond to specific sessions of the Peer to-Peer Learning Workshop, it is important to divide the information as suggested in the guidelines i.e. separate the rationale, objectives, implementation steps, results, etc. Most people involved in the process, especially hosts having previously shared their experience with others in their own manner, may not understand the importance of dividing the information in the way the guidelines are suggesting it. The rationale for this is to make the tool more didactic and easily understood by others.

Since local government people tend to be practical, generally need to get the job done quickly and seldom have time to read lengthy papers, the reference document should be short, focused on implementation and written in a simple manner. Adding visual elements and pictures is important.

It must be emphasized to the writer the importance of following the guidelines in documentation (tool # 1) since there is a link linked to tools # 2 and #3..

Link of Tool # 2 to Tool # 1

The flow of the respective sessions of the peer to peer Learning Workshop Generic Agenda generally follows that of the Reference Document. The various sessions in the peer to peer Learning Workshop various aspects of the exemplary practice in an organized manner. Thus, if tool # 1 was properly used and followed, the host LGU will have a good Reference document that can be used as the basis for their presentation of their exemplary practice in the various sessions of the peer to peer Learning Workshop.

● ● **MODULE 5: BUILDING COLLABORATIVE RELATIONSHIPS WITH SOURCE/HOST LGUS TOWARDS CREATING PARTNERSHIPS FOR REPLICATION**

Time allotment: 2 hours: Day 2, 8:00- 10:00 AM

Session Objectives:

To develop principles and review practices in building collaborative relationships with Source/Host LGUs towards creating partnerships for Replication

Resources Needed:

For the Input session presentation : Powerpoint File F and handouts per the powerpoint file.

Reference Materials for Study:

Session Coverage:

Session Flow

1. Give the following short introductory session: (Note: Manage this portion to be completed in 20 minutes)
 - I. Ask the participants to recall their personal experiences in any of the following: Think of any situation with a friend, a co-office worker, a sibling, a spouse that has to do with working together or doing things together: How do they plan together; how do they deal with differences in opinions/in styles etc.; what makes their relationship work positively? What makes their relationship difficult ?
 - II. List answers given by the participants on the board. Categorize the answers given as you list: (You can do this by immediately listing each answer separately in different columns)
 - How do they plan together;
 - How do they deal with differences in opinions/in styles etc
 - What makes their relationship work positively?
 - What makes their relationship difficult

Note the answers commonly cited by different people.
 - III. Process the sharing by saying that relationships, whether formal or informal, personal or professional, if these are to be productive relationships, should be governed by certain norms commonly established by the parties in the relationship.
2. Say that in the important task of replicating exemplary practices, it is essential that the LGUs who are sharing exemplary practices on one hand, and those that are replicating these experiences on the other hand, are able to build mutually reinforcing relationships. They should have collaborative relationships that will be beneficial for both parties.

3. Discuss the key principles and approaches for developing collaborative relationships with LGUs as follows:

The task of relationship building with LGUs who will host the learning experience about exemplary practices to replicate essentially entails the following:

- a. the host LGU to agree and adopt the generic agenda tool # 2 in sharing information on their practices. (Note that some LGUs are hard to convince since they are used to the Lakbay Aral presentation and that nothing happens after the sharing) It must be remembered that the guidelines were prepared for easy learning. Not following the Generic Agenda may result to some difficulties when the replicating LGUs will prepare their replication workplan.)
- b. letting the institutional commitment of the host LGU to participate in the replication process
- c. Providing information on the benefits of taking part in the replication process as a host
- d. Clarifying roles and responsibilities of the host LGUs in the replication process
Roles and Responsibilities of host LGUs that need to be clarified with them include the following:
 - Collaborate in documenting their exemplary practice following the guidelines set by the program,
 - Cooperate in the preparation of the peer-to-peer learning workshop (mobilize champions, partners, beneficiaries; prepare presentations and field visits, etc),
 - Undertake the peer-to-peer learning workshop,
 - Establish modes of coordination and communication with the replicating LGUs;
 - Participate in the monitoring and evaluation activities.
- e. Putting together a support and incentive package for host LGUs
Forms of support can include technical assistance in undertaking specific tasks of host LGUs (e.g. documenting their practice, facilitating the peer-to-peer learning workshop), financial support (such as travel and accommodation expenses if needed), honoraria for the time spent taking part in the sharing process, and any other creative approach to providing incentives.

Kaakbay put together an information package that was disseminated to LGUs with exemplary practices to provide details on their roles and responsibilities in the program.



MODULE 6: OPERATIONALIZING THE PEER-TO-PEER LEARNING APPROACH

Time allotment: 6 hours: Day 2, 1:00-5:00 PM; Day 3: 8:00-10:00 AM

Session Objectives:

To impart the steps in operationalizing the Peer-To-Peer Learning Approach to the Replication trainers and enable them to teach these to LGU replication teams

Resources Needed:

For the Introductory Exercise

- 30 questions on lessons given from Modules 1-5, in "Filling the blank" format
- Small papers where 1 question each is written up
- 3 boxes to put the paper with questions in (equally divided per box or 10 sheets of rolled paper with 1 question ea each per box)
- Small table to put the boxes
- Newsprints numbered 1-10 to be used as answer sheets and posted on board in front of room

For the Input session presentation, use Powerpoint File G on Module 6 and distribute handout version of the powerpoint file

Reference Materials for Study:

- Chapter 3. Guidebook on Establishing a Program for Replicating Exemplary Practices for Local Government : Learning from Peers for Good Governance. Copyright 2004 Philippines-Canada Local Government Support Program (LGSP). The Philippines-Canada Local Government Support Program (LGSP) and Federation of the Canadian Municipalities (FCM).

Session Coverage:

1. Review of Modules 1-5
2. Phases, Tools of the Peer to Peer Learning Approach
3. Guide to the conduct of the Peer to Peer Learning Workshop

Session Flow

1. Render the Session Objectives and Overview Use as presentation material Powerpoint File G in the CD packet
2. Suggested Activity: Conduct a quick review of past learnings from Module 1-5 by undertaking a short "Filling the Blanks" Contest as follows:
 1. Before the session (Preferably before the actual conduct of the training program), prepare 30 questions divided into 10 questions each on 3 separate pieces of paper respectively, based on lessons given from Modules 1-5. Do this on a "Filling the blank" format.



- II. During the Session proper: Divide the participants into 3 groups and have them line up in front of the room.
 - III. Ask each of those in line to approach a table set up in front of the room which contains 3 boxes respectively with rolled small sheets of paper containing questions they have to answer. Each of the ten people take turns getting a short sheet of paper and writing their answers to the question on the paper they get. They write their answers on a newsprint posted on the board in front of their line. The group that finishes first and gets the most number of correct answers wins the contest.
3. Discuss the Peer-to-Peer Learning Approach as follows: Use as presentation material Module 6 - Powerpoint File G ; print the powerpoint file in handouts form and distribute.
- I. Key Phases of the Peer to Peer Learning Approach:
 - A. Pre-Replication
 - 1.1. Preparing for replication
 - 1.2. Building relations between host and replicating LGUs

The conduct of the Pre-replication phase assumes the project is already well documented. It has the following major activities:

1. Preparing for replication

To ensure the LGU readiness to undertake the process and increase its chances for success, an LGU needs to build some level of capacity in hosting or replicating a local government practice.

For Host LGUs this means the following:

- Ensure institutional support in hosting the replication of your exemplary practice by passing an executive order or a similar document declaring your intention to host other local governments in replicating a practice pioneered by your LGU.
- Allocate initial funds if required
- Prepare presentation materials ; get help of DILG office as needed
- Organize a team to assist the mayor in the conduct of the Inception Workshop
- Become familiar with the replication tools and process; and,
- Plan the replication activities and the conduct of the Peer-to-Peer Learning Workshop)

For Replicating LGUs this means:

- Get the approval of the City Council or a similar legislative body of your intention to undertake replication in the form of a Resolution or similar order
- Designate a core group of 3 to 5 members within the LGU to take the lead in the project. Ensure that team members have the needed competence and adequate authority to make decisions and undertake activities called for by the replication process. You can expand or change members as you go along to suit the changing needs of the process. (Note: ensure that the team members who attended the Inception Workshop will be the right people because they are the permanent members of the Team and do not encourage changes. The membership can be expanded if needed)



- Start considering the level of effort needed for replication (in terms of financial, human and other resources, time needed, etc) so that these can be planned and appropriated

2. Building relations/arrangements between host and replicating LGUs

This means initial communication and coordination between LGUs through email, telephone, fax, or letter. Initial communication would involve introducing the host and replicating team to each other, arranging for the conduct of the Peer-to-Peer Learning Workshop and clarifying questions and expectations. This can be facilitated through the DILG office or, the GOFAR team, if they are present or accessible in the area

3. Conducting the Peer-to-Peer Learning Workshop using Tool 2: The Facilitator's Guide and Generic Agenda

After documenting the exemplary practice, the host LGU needs to plan, prepare for and conduct the Peer-to-Peer Learning Workshop.

The Peer-to-Peer Learning Workshop objectives:

- Allow the host LGU to present and share their exemplary practice to the replicating LGUs
- Deepen the understanding and appreciation of replicating LGUs for the exemplary practice (through the host LGU presentations and seeing the practice for themselves)
- Provide a venue for replicating LGU/s to formulate a first draft of their replication workplan with the inputs from the host LGUs
- Forge partnership and commitment of host and replicating LGUs to the replication project (through the signing of a formal agreement, personal interaction, agreeing on modes/mechanisms for communication and coordination, and leveling off on roles and expectations)

The Peer-to-Peer Learning Workshop may be the first opportunity for host and replicating LGUs to meet and get to know each other. It should therefore be structured in a way that affords the greatest opportunity to build a solid foundation and take-off point for the replication process.

Tool 2 will guide the preparations and conduct of the Peer-to-Peer Learning Workshop. By providing an agenda and facilitator's guide, Tool 2 helps host and replicating LGUs undergo the activity by simplifying the procedure, setting clear tasks for both and ensuring that optimum results are achieved.

The designated teams of the Host LGU will use Tool 2 in preparing and conducting the Peer-to-Peer Learning Workshop. For this portion, see Module 6 Handout No. ____ in the Handouts CD on " Steps to Take for Tool #2 : Conducting the Workshop Within a Replication Program" and "Facilitator's Guide to Conducting the Peer to Peer Learning Workshop" for detailed directions, including the suggested Workshop flow .



THE PEER-TO-PEER LEARNING WORKSHOP GENERIC AGENDA

The Generic Agenda proposes a flow for the Peer-to-Peer Learning Workshop. It is recommended that the general chronological order of the presentations and activities be followed but the organizers of the workshop can adapt it to their specific situation with actual starting times for presentations, names of presenters, etc. The adapted or personalized version of the agenda can be distributed to the participants from the replicating LGUs.

The flow of the respective sessions of the Peer-to-Peer Learning Workshop Generic Agenda generally follows that of the Reference Document. The various sessions of the Peer-to-Peer Learning Workshop introduce various aspects of the exemplary practice in an organized manner. Thus, if Tool #1 (On The Documentation of Exemplary Practices) was properly used and followed, the host LGU will have a good Reference Document that can be used as basis for their presentation of their exemplary practice in the various sessions of the Peer-to peer Learning Workshop.

THE REPLICATION WORKPLAN

The LGUs use the Replication Workplan for purposes of actually translating the exemplary practice documentation and their other learnings, into an actual plan of action for conducting their replication activities. Guide the participants in preparing their replication workplan by distributing to them and going through the Replication Workplan template provided for as handout. Spend time to understand each item to be filled up in the in the handout. Do this for around 20-30 mins. Then distribute the sample filled up Replication Workplan as an actual reference.

Close the Session by emphasizing the importance of studying the various documents provided as Handouts in order for them as trainers to effectively communicate the needed information and especially the motivation and spirit of undertaking successful replication projects. Choose an applicable message among the sayings provided in the Powerpoint CD to close the session .

● ● **MODULE 7: SIMULATING THE CONDUCT OF AN ACTUAL TRAINING FOR REPLICATION**

Time allotment: 3 hours 45 mins. : Day 3, 10:15- 12:00 AM ; 1:00-3:00 PM

Session Objective:

- To simulate portions or aspects of the Replication Training based on the Manual modules
- To generate lessons and insights on the conduct of the Replication training for further enhancement of the trainers' competencies

Resources Needed:

- Meta-strips
- Laptop /Computer and LCD

For the Input session presentation, use Powerpoint File H and the handouts version of the powerpoint file .

Session Flow

1. Introduce the Session Objective and coverage
2. Divide the participants into 3-4 subgroups. Let each sub group choose a Module of the Manual to work on. Give them 30 minutes to study the module and do the following for an hour:
 - a. Summarize the pertinent session inputs of the Module
 - b. Choose and develop a 20 minute session they will deliver from the Module coverage using the various materials made available in the Trainers' packet and others they may further devise. They should be able to divide various needed roles for this purpose within the team accordingly.
3. After 2b. above, ask the groups to present their designed sessions before everybody.
4. Commence with the actual presentation of sessions.
5. After the last group presenter, ask the participants to individually write the following in meta strips:
 - What they observed to be good to noteworthy presented sessions and why (give 1-2 reasons)
 - What they observed to be sessions with difficulties, what are these and what appears to be the hindering aspects
6. Choose messages you want to share to close the workshop from the powerpoint messages file

●● **MODULE 8: EXPRESSING INSIGHTS AND LEARNINGS; EXPRESSING COMMITMENTS TOWARDS EFFECTING SUCCESSFUL REPLICATION EXPERIENCES**

Time allotment: 1 hour less : Day 3, 3:00-5:00 PM

Session Objectives:

To allow the participants to ventilate their respective impression on the conduct of the workshop given the powerpoint messages that have been shared.

Session Flow

1. View the Video on Replication Experiences found in the CD with the same title in the CD packet. Discuss the insights gained from the video sharing in terms of the following:
 - a) What factors support /help the successful conduct of a Replication project?
 - b) What factors hinder the successful conduct of a Replication project?
2. Conclude the session by asking the participants to get a bond paper each and place a commitment statement they wish to make given the various inputs they have received from DAY 1. Play a music or an inspirational song . Have the participant put their bond papers on their chest; go around the room and see the other's commitment statements .
3. Thank everyone. Choose a message from among the powerpoint sayings section to show as the workshop closure statement.



HANDDOUTS

● ● I. TRAINING PROGRAM OBJECTIVES

The Training of Trainers on Replication of Exemplary Practices (REP) seeks to pursue the following General and Specific Objectives:

General Objective : To enable DILG Replication Trainers to understand and effectively impart the principles, tools and techniques of Replication of Exemplary Practices to LGU personnel

Specific Objectives

1. To strengthen basic trainer skills of LGU Replication trainers
2. To develop appreciation on the importance of replication of exemplary LGU practices;
3. To develop appropriate knowledge, skills and attitudes about replicating exemplary LGU practices and how to properly impart these to LGU personnel



II. TRAINING SCHEDULE

Time	Day 1	Day 2	Day 3
8 :00-10:00	Opening Program and Program Overview	Module 4: Identifying, Choosing, Prioritizing And Documenting Exemplary Practices For Replication	Module 6: Conducting The Peer-To-Peer Learning Workshop Among Host And Replicating LGUs (contd)
10:00-10:15	Break	Break	Break
10:15-12:00	Module 1: Appreciating and Understanding Replication Session 1: Understanding Replication Session 2: Appreciating Replication	Module 5: Building Collaborative Relationships With Source/Host LGUs Towards Creating Partnerships For Replication	Module 7: Simulating the Conduct of an actual Training for Replication
10:15-11:00			
11:00- 12:00			
12:00-1:00	Lunch Break	Lunch Break	Lunch Break
1:00-3:00	Module 2: Reviewing the Training Process and the Role of a Trainer	Module 6: Operationalizing the Peer-To-Peer Learning Approach	Module 7: Simulating the Conduct of an actual Training for Replication
3:00-3:15	Break	Break	Break

• • OPENING PROGRAM HANDOUT
• • TRAINING OBJECTIVES & COVERAGE

3:15-5:00	Module 3: Developing the High Performing LGU Replication Team: Establishing Its Vision, Mission, Norms , Mechanisms And Other Related Replication Support Requirements	Module 6: Operationalizing the Peer-To-Peer Learning Approach	4:00-5:00 Module 8: Expressing Insights And Learnings; Expressing Commitments Towards Effecting Successful Replication Experiences
5:00- 6:00			Closing Program



III. TRAINING CONTENT COVERAGE, METHODOLOGY AND EXPECTED OUTPUTS.

<i>Content Coverage</i>	<i>Methodology</i>	<i>Expected Outputs' Outcomes</i>
Module 1: Understanding and Appreciating Replication	In general, may consist of lecture-discussion, sharing of examples, group activities	Participants able to express key terms and concepts in their own words
<p>Session 1: Understanding Replication</p> <p>A. Definition of Key Terms</p> <p>B. Guiding Principles of Replication</p> <p>Session 2: Appreciating the Need for Replication</p> <p>A. Examples of Exemplary Practices and their impact</p> <p>B. Why is there a need to replicate exemplary practices</p> <p>C. What can be gained from Replication or hosting the replication of an exemplary practice?</p>	Facilitator presents key point on the topic through powerpoint or acetate presentation material	<p>Participants able to distinguish concepts on replication and share these among themselves</p> <p>Participants able to express their own appreciation of the needs for conducting replication programs.</p>
Module 2: Reviewing the Training Process and the Role of a Trainer	<p>Participants go through exercises/activities to elicit key points about the training process and important roles of a trainer, as applied to training participants on Replication</p> <p>Facilitator presents key point on the topic through powerpoint or acetate presentation material</p>	Participants able to identify the key steps in conducting a training programs and important principles to remember in living out roles as trainers

• • OPENING PROGRAM HANDOUT
• • TRAINING OBJECTIVES & COVERAGE

<p>Module 3: Developing The High Performing LGU Replication Team: Establishing Its Vision, Mission, Norms , Mechanisms And Other Related Replication Support Requirements</p>	<p>Participants go through a simulated teambuilding activity and process learnings on the key steps in developing high performing LGU replication teams</p> <p>Facilitator presents key point on the topic through powerpoint or acetate presentation material</p>	<p>Participants realize the importance of building groups who will undertake replication activities, as purposive teams; participants possessing basic knowledge on the key steps and principles of building teams</p>
<p>Module 4: Identifying, Choosing, Prioritizing And Documenting Exemplary Practices For Replication</p>	<p>Participants go through exercises/activities to simulate identification of exemplary practices.</p> <p>Facilitator presents key point on the topic through powerpoint or acetate presentation material.</p>	<p>Participants, by themselves are able to identify characteristics of exemplary practices and recognize the basic skills and processes needed to do this effectively.</p> <p>Participants learn the key principles in identifying, choosing, prioritizing And documenting exemplary practices for replication.</p>

● ● OPENING PROGRAM HANDOUT
● ● TRAINING OBJECTIVES & COVERAGE

Module 4: Building Collaborative Relationships With Source/Host LGUs Towards Creating Partnerships For Replication	Participants go through exercises/activities to discuss points about building collaborative relationships with source/host LGUs towards creating partnerships for replication Facilitator presents key point on the topic through powerpoint or acetate presentation material.	Participants develop their own norms as well as learn established principles in building collaborative relationships with source/host LGUs for Replication partnerships
Module 5: Conducting the Peer-To-Peer Learning Workshop Among Host And Replicating LGUs	Participants simulate the steps in conducting the Peer-To-Peer Learning Workshop among Host And Replicating LGUs Facilitator presents key point on the topic through powerpoint or acetate presentation material	Participants, by themselves are able to identify steps in conducting the Peer-To-Peer Learning Workshop and recognize the basic skills, processes and requirements needed to do this effectively.
Module 6: Expressing Insights And Learning; Expressing Commitments Towards Effecting Successful Replication Experiences	Participants express own insights And learnings as well as commitments towards effecting successful Replication experiences in their LGUs through trainees they will capacitate	Insights , Learning and Commitments of participants towards effecting successful Replication Experiences

● ● **MODULE 4 HANDOUT FRAMEWORK AND CRITERIA FOR IDENTIFYING LGU EXEMPLARY PRACTICES**

● ● **INTRODUCTION**

The KAAKBAY Project was a pilot experience designed to develop simple, organized and structured methodologies for the replication of “best” or exemplary practices among local government units (LGUs) in the Philippines. Using a methodology based on a coaching approach among peers, the Project is a partnership between and among DILG, the League of Cities and the League of Municipalities of the Philippines. The project envisions institutional partnerships to be developed between one “host” LGU and several “recipient” LGUs for the replication of a specific practice. The key partners in each replication process are the LGUs having experienced the “exemplary practice” acting as host; the LGUs wanting to replicate an exemplary practice as recipient LGUs; national and local league representatives; representatives from the regional offices of DILG as well as the LGOOs associated with each municipal or city LGU.

● ● **REPLICATION DEFINED IDENTIFYING EXEMPLARY PRACTICES OF LGUS**

The Kaakbay Project is fully cognizant of the fact that LGUs, being nearest to the grassroots, are in the best position to identify their needs and the initiatives they want to replicate. The project is also aware that there have been truly deserving LGU practices that have been recognized over the years by several award-giving bodies, but whose replication in other LGUs have been few, short-lived or have never been tried. When following a supply-driven approach, the Kaakbay Project will suggest such initiatives as exemplary practices for replication by interested LGUs. In addition, the project may also allow LGUs to “demand” for recognized initiatives that respond to their specific needs. This latter approach would require a cluster of contiguous LGUs to determine their common needs so that the Kaakbay project may help identify an appropriate exemplary practice to be replicated within the project timeframe and logistical parameters.

In identifying exemplary practices of LGUs, preference (at least for the first phase of the project) will be on those initiatives that focus on issues that address poverty alleviation and resource mobilization. Considered among the priority thrusts of the national government, these issues are also among the felt needs of local communities and are being actively pursued by all the institutional partners of the Kaakbay Project namely, DILG, LCP, LMP and LGSP. Exemplary practices of LGUs to be considered for replication under the KAAKBAY Project are those initiatives that possess as many as possible of the following features or characteristics:

● ● MODULE 4 HANDOUT FRAMEWORK AND CRITERIA ● ● FOR IDENTIFYING LGU EXEMPLARY PRACTICES

- **Municipal or city LGU-initiated.** The exemplary practice should have been initiated by a LGU at the city or municipal level. The initiative should be sustainable and not dependent for its success, implementation or resources on any other program/project or agency. This being the case, the initiative should demonstrate LGU ownership and is socially accepted by its targeted beneficiaries.
- **Creative Use of LGC powers.** The exemplary practice should demonstrate the creative use of governmental and/or corporate powers provided to LGUs by the Local Government Code of 1991. In the area of resources mobilization for example, these include activities such as : enactment of tax ordinances/revenue codes; assessment and reclassification of real properties; land use planning and land reclassification; organizing community assemblies for tax information campaigns; establishing linkages with the private sector, NGOs and POs in generating resources service delivery, local development programs and projects; mobilizing community-based organizations and barangay officials in monitoring the cost-effectiveness of development program and projects as well as establishment of local economic enterprises; local credit financing; private sector participation in BOT/PT schemes, joint ventures, etc
- **Simple and implementable in one year.** The initiative is easily replicable and can progress to the “application stage” in a relatively short timeframe. This also means that the replication must start ASAP so that the initiatives are completed or are well underway before the next local elections.
- Proven and effective solutions to common or similar problems. The exemplary practice has operationally demonstrated and proven over a reasonable period to be an effective response to the identified needs of its target beneficiaries. It also means that the initiative has significantly contributed to improve the social and material conditions of the beneficiaries.
- Demonstrated level of sustainability. The following indicators may help determine the level of sustainability of the initiative: it has been in place for a considerable period of time; it survived the arrival of a new administration; it has become a permanent program or structure in the LGU; the community as well as executive and legislative bodies are involved in / supportive of it; related legislation is in place in the LGU.
- Least possible cost and effort to replicate. The exemplary practice will not require huge amounts of resources or funding to replicate and is easy to implement. It’s a “common sense idea” as opposed to a capital-intensive project. It also means the exemplary practice was able to mobilize and maximize the use of indigenous resources.
- Potential for multiplier effect or further replication. The processes and approaches of the exemplary practice have the potential to address other needs or deliver services beyond those originally targeted or intended. This also means that the initiative manifests a relatively high potential for success achievement. The success of the practice demonstrated in a few LGUs may incite other LGUs to adopt the same practice.

● ● MODULE 4 HANDOUT FRAMEWORK AND CRITERIA ● ● FOR IDENTIFYING LGU EXEMPLARY PRACTICES

- **Documented exemplary practice.** Conceding other features of the exemplary practices to be equal, preference will be given initiatives that have existing documentation of the benefits, key milestone, success and hindering factors, results, key stakeholders, processes and mechanisms.

While the exemplary practice or initiative may manifest the foregoing features or criteria, the city or municipal LGUs who have experienced the exemplary practice, and will serve as host in the replication process, should likewise have:

- The will and interest (LCE and SB/SP support) to take part in an institutional sharing process
- The presence of resource people with the ability to contribute/ articulate their experience
- Readiness to start ASAP so that the initiatives are completed or are underway before the 2004 local elections
- Existing documentation of the exemplary practice preferred

Recognizing that playing host to other LGUs could be arduous and difficult, the Kaakbay project is proposing a methodology that will minimize the level of effort required from the host LGU. As the initiator of the exemplary practice, the host LGU/LCE will have the opportunity to “showcase” its good work and success, which may prove to be an effective promotional vehicle as we approach local election time. The sharing process will increase the LGU’s local and national visibility and can serve as a learning opportunity for staff to develop their skill and capacities (teaching to others offers the opportunity to take a different look at what we already know). Participating in the Kaakbay Replication Cluster can also serve as a continuous learning process that could further enhance a LGU’s service delivery mechanism. The opportunity to host other LGUs may eventually lead to more development partnerships and a chance at collectively addressing needs and concerns that may seem gargantuan or insurmountable if a LGU were to address them by itself.

The Reference Document for Documenting Exemplary Practices: A Description

Preparing the Reference Document may be inter-related with the preparation of the Peer-to-Peer Learning Workshop. Since the sections of the Reference Document correspond to presentations members of the host LGU will need to do during the Peerto-Peer Learning Workshop, it may be easier to ask them to prepare their respective presentations and the writer can then integrate this information in the respective sections of the Reference Document.

● ● THE REFERENCE DOCUMENT FOR DOCUMENTING EXEMPLARY PRACTICES: : A DESCRIPTION

● ● INTRODUCTION

I. Background

These guidelines are aimed at helping the Local Government Unit that is hosting the replication project (Host LGU) put together a Reference Document that will describe the Exemplary Practice. The Reference Document will serve as the main project description to help replicating LGUs understand the various aspects of the Exemplary Practice and how it was implemented. If you look closely, The Reference Document has several sections which correspond to various sections of other tools proposed for use in this Guidebook that will help replicating LGUs through the replication process: namely: the Peer-to-Peer Learning Workshop (Tool 2) and Replication Workplan (Tool 3). To ensure full and effective use of these tools, it is recommended that these Guidelines be strictly followed to facilitate the completion of the next two tools.

At the same time, the Reference Document should contribute to the production, dissemination and promotion of information about exemplary practices in local governance. It should be written so it can be used again and again as a reference and an information source.

Objectives of the Reference Document

The Reference Document should:

- Provide simple information about each step of implementing the Exemplary Practice to facilitate the Replicating LGUs' development of a workplan
 - Provide a common reference/outline for the various stakeholders involved in the project
 - Contribute to promoting innovative approaches of local government management and service delivery among peers and stakeholders of the local government sector
- The writer must develop the Reference Document in consultation with the team involved in the actual project implementation. If the host LGU does not have a writer it can find outside resources to develop the LGU involvement is essential.

Total Length of Document

The document should be short, to the point and simply written so it is easy to understand, particularly by LGU personnel who do not have time to go through elaborate documents.

Ideally it will be 8 to 10 pages. Additional materials relevant to the replication process such as training materials, sample MOAs, technical specifications, etc. can be provided as appendices to the Reference Document.

You can add visuals (photographs, maps, charts and graphs) to help tell the story, as they are powerful aids in helping the replicating LGUs get a fuller understanding of the project. For example, if there are no photographs already available, make time to take new ones to complete the Reference Document.

II. Proposed Parts and Content of the Reference Document

1. Title

The title should reflect the major theme of the project and be short and to the point. It should also include the name of the LGU

2. Summary (300 words or 1.2 page)

This section should give a general overview of the project/initiative.

- Describe the project and the area/LGU where it was implemented.
- Explain the strategy and methodology used, and the various stakeholders involved in the process.
- Note the major accomplishments and point out the global impact on the LGU and the community.

3. Project Description (300 words or 1.2 page)

This section should state the reason or the purpose for the project

- Describe the situation before starting the project - Point out the main problems, the consequences and the attempts to deal with them, as a rationale for the project
- Present the purpose and priorities of the project, for instance:
 - Satisfying basic human needs
 - Involving women in the development process
 - Supporting good governance, and so on
- Present the project objectives

4. Project History (150 words or 1.4 page)

- Describe how the project was initiated; who championed it.
- Explain the process for setting goals and determining the strategy and methodology (how, by whom)
- Indicate over which period the project was implemented

5. Project Results (300 words or 1.2 page; include photos to show some of the results)

This section should have a catchy title that highlights the main accomplishments

- Describe to what extent the purpose and objectives were met
- Outline the indicators used to evaluate the results
- Identify the effects of the project in certain key areas? For instance:
 - Relations between the LGU and the community
 - Improvement of institutional capacity in the LGU and among the project stakeholders
 - Significance of the outputs for the citizens
 - Change in decision-making processes
 - Change in the use and distribution of human, technical and financial resources
- Insert some participants' comments on the impact of the project

6. Key Implementation Steps (up to 2,400 words or 4 pages; use photos to illustrate some of the key steps)

This section of the Reference Document is particularly important to help other LGUs appreciate the chronological chain of events in the implementation of the project. It requires that the writer/s analyze the sequence of activities in the implementation of the project and present each step with its respective outputs and resources. This is best done through a consultation with the project implementation team. LGUs wanting to replicate the practice will refer to this section to determine their own implementation plan for the replication of the practice.

Describe the main implementation steps / milestones in chronological order and provide a detailed breakdown of the output; individuals / stakeholders involved; resources required; and tools, procedures, systems which need to be in place for each key implementation step. A typical LGU project may have 5 to 8 main implementation steps and each of these steps can be broken down in more detail with a few sub steps or activities relating it.

To sum up:

Present the main Implementation Stages / Milestones in chronological order. Each key implementation stage should be detailed with related sub steps and activities.

For each main step and/or sub step, the following should be presented:

- Main output: committee created; Training activity; Small infrastructure / equipment put in place ; Education campaign to the citizens; etc
- What procedures, tools, techniques, systems or structures need to be in place: examples: an Executive order; committee TOR or procedures; specific forms to collect information about citizens; a specific computer program; training modules and materials; the reconfiguration of office space; etc
- Who needs to be involved and why (LGU staff, volunteers, institutional partners, etc): (a)describe the involvement of other institutional partners, organizations, and the community.; (b)What was their respective role? How is it complementary to the LGU's contribution to the project?
- What budget is required and when: estimate or provide actual costs for each component, which requires a specific budget allocation.
- Other resources required (facilities, equipment, meeting halls, etc)
- Lessons learned, What worked / What didn't: Throughout the implementation of the project, the implementers may have learned from errors and successes. These lessons learned become valuable information for other LGUs wanting to replicate the exemplary practice. For example:
 - (a) Some critical pre-requisites needing to be in place
 - (b) What should be the ideal timing of a specific activity? (for example, scheduling activities with the agricultural community after the harvest season; establishing new procedures about business permits in relation with the LGU licensing cycle)
 - (c) Ensuring community or political support

7. *Analysis and Lessons Learned (1200 words or 2 pages)*

This section should have a catchy title

- Identify specific opportunities and limitations, and solutions applied
- Put an emphasis on sustainability factors:
 - Cultural: respect and consideration for attitudes, behaviours and traditions
 - Social and economic: involvement of and benefit to both women and men, inclusion of and benefit to cultural minorities or economically disadvantaged groups
 - Environmental: reduced dependence on non-renewable resources (air, water, soil, energy, and so on); change in methods of production and consumption
 - Financial: use of available resources; contributions by various stakeholders; terms for repayment of loans; etc
- Explain the importance and significance of the project/activities relative to the context it was implemented in:
 - Example 1 - Support for a consultation process in a municipality/country with traditionally little co-operation between the elected representatives and the population
 - Example 2 - Improvement to the recovery of taxes with the use of automated data in a context where there is little computerization
- Describe any general lessons learned about the whole project and their influence on subsequent planning.
 - Were these lessons used later to change policies/strategies/plans, and so on
 - What aspects should be changed, avoided? What pitfalls should be prepared for and avoided?
- Describe the exemplary value of this activity, and the elements that make it so.
- Indicate what type or class of LGU would most benefit from this project? What specific conditions or target group can benefit from such a project?
- Describe which are the generic aspects/components of the project (easily transposable to other contexts) and which ones might require more adaptation to the specific conditions of another LGU/context
- Where relevant, identify what is the core activity or component and which components may or may not be implemented in another LGU (for example, the composting component of a comprehensive waste management project may be more important to some LGUs than others because of the specific amounts of organic waste generated in their communities)
- If the project was implemented over a long period of time, provide an indication of the minimum amount of time required to replicate it.
- Identify any known cases of successful replication of this practice by other LGUs so far

8. *Use of photos / Illustrations*

Do not forget to use photos (at least 3) and available illustrations to illustrate the process and the accomplishments (e.g. photos of training sessions, community participation, illustration used in advocacy campaign, equipment provided, renewed infrastructures, etc.). Photos can be included in the Implementation Steps section or the Results section.

⌘ **MODULE 5 HANDOUT: SAGIP LAMON BAY PROJECT**

Background

Lamon Bay is the main source of marine products in the towns of Plaridel, Lopez, Gumaca, Alabat, Perez, and Quezon, among others. Fisher folks in these towns are greatly bothered by the fast deterioration and depletion of fish in Lamon Bay.

Thirty-four out of 41 towns in Quezon province are considered coastal, and a research study revealed that fishing grounds in the province such as Lamon Bay, Ragay Gulf, and Tayabas Bay are now “overfished”.

According to Atty. Oscar Santos, former Quezon congressman and incumbent chairman of Tanggol Kalikasan, Quezon province in 1995 earned P4.8 billion in fish catch that reached 219 metric tons. In 1999, the volume of fish catch went down to 143 metric tons. It further sank to 116 metric tons in 2001. Atty. Santos also cited the fast disappearance of mangrove areas in the province. From 14,940 hectares in 1969, the area has shrunk to just 923 hectares today.

Experts say that a hectare of mangroves can provide about 12.5 tons of marine resources such as faunal fishes, crustaceans, mollusks, and shells. Thus, the loss of mangroves in Quezon has resulted in the loss of 175,212 metric tons of marine resources annually.

The dwindling fish and marine life in Quezon is attributed to illegal fishing; use of destructive fishing methods such as dynamites, cyanide, bulibuli, and fine fish net; non-stop cutting of mangroves; and destruction of corals. Also, the destruction of forests causes erosion and siltation, that make the soil cover the rivers and lakes resulting to deterioration of corals and seabed.

In March 14, 2003, the Sagip Lamon Bay Project was launched to address the pressing concerns of fishermen and community folks in Quezon. The project aims to improve the fish catch and marine life in Lamon Bay’s 17 coastal towns.

The Replication Project

Former Quezon Congressman Oscar Santos and incumbent chairman of Tanggol Kalikasan has been one of the champions in saving the Lamon Bay since the 1960s. Together with the fisher folk leaders of Lamon Bay, he has been in continuous pursuit to close the bay from fishing. In the 1960s, they were able to close the bay from big fishing operators for six months in a year. However, it did not succeed in the long run because of strong disagreement by the big fishing operators.

In the late 1980's, through FAO 165, the southern part of the bay was closed, the marine resources in this area multiplied again. After five years, however, big fishing boats thrived in the area with super lights and other destructive means of fishing. The Lamon Bay was devastated again and the fisher folks in Quezon had come to a point where there was no fish to catch.

In 1993, Atty. Santos went to Palompon Leyte and Looc Romblon where there were fish sanctuaries teeming with fish. He convinced some of the community leaders in Quezon to visit these places and see for themselves how the marine resources have multiplied through the fish sanctuary and coastal resource management practices. When they went back to Quezon, they raised fund to set up the same fish sanctuary in Guinhawa. In the next five years, the sanctuary has been a model in the area.

Reading materials and leaflets about fish resource management in Palompon and Looc were disseminated to the municipality officials and residents of Lamon Bay coastal towns. Atty. Santos, as part of the Galing Pook Foundation, has personally convinced the fisher folks to replicate the experiences of Guinhawa in fish resource management and setting up of fish sanctuary.

A series of study tours were also conducted for fisher folks in Quezon focusing on the best practice of Looc, Romblon on Coastal Resource Management.

Today, other towns in Quezon such as Calauag, Lopez, Gumaca, Plaridel, Atimonan, Mauban, Real, Polilio, Sariaya, Pagbilao, P. Burgos, and Pitogo; have started to build their own fish sanctuaries.

Other Project Activities

Serious enforcement of fishery laws

Each of the 17 coastal towns around Lamon Bay has an MFARMC or Municipal Fish and Aquatic Resources Management Council. This is a 15-member body composed of the Municipal Agricultural Officer (MAO), SB Chair for Agriculture, the Municipal Planning Development Officers (MPDO), fisherfolk leaders, representatives of the business sector, women, and youth. Its function is to recommend to the Sangguniang Bayan (SB) appropriate ordinances and help implement them on fisheries within the municipal waters.

Last year, the heads of the 17 MFARMCs and fisherfolk leaders converged in Lucena City and elected the officers of the IFARMC-the Integrated Fisheries and Aquatic Management Council. This body was organized to promote better coordination and cooperation among the 17 coastal towns of Lamon Bay.

Unified Municipal Fishery Ordinance

The 17 Integrated MFARMCs are currently pushing for the Unified Municipal Fishery Ordinance. Its purpose is to have a Municipal Fishery Ordinance that is common to all the 17 towns. Draft of the unified ordinance is passed upon by the SBs of the coastal towns. Public hearings are conducted in each town; and the SBs would review the draft ordinance with modifications made after the hearings before final adoption.

Each of the MFARMCs of the 17 towns holds regular meetings where the fishery problems of each town are discussed, plans are made, activities are scheduled, and results are monitored.

Project partnerships among NGOs

NGOs with fishery programs in the Lamon Bay area have also teamed up. For instance, Tanggol Kalikasan is involved mainly in law enforcement and training of police officers, bantay dagat, and fisher folk leaders. Patnubay, on the other hand, is involved in organizing and extending assistance during meetings with the Sangguniang Bayan, dialogues with fisher folk and their leaders, giving modest assistance to fisher folks, and planning dialogues with DA and BFAR officials. ISO (Ateneo) is involved in similar concerns but is focused in the northern Lamon Bay towns.

● ● **MODULE 6 HANDOUT**

Tool 2: Peer-to-Peer Learning Workshop Facilitator's Guide

● ● **A. PEER-TO-PEER LEARNING WORKSHOP GENERIC AGENDA**

(This form is a simply a short version of the longer Peer-to-peer Learning Workshop Facilitator's Guide, with the Notes to Facilitation taken out)

● ● **PART 1: INTRODUCTION**

(Note: The allocation of minutes for the first 3 parts is optional and depends on the pacing established for the workshop)

Opening Ceremony (15 min)

Presentation of Participants (10 min)

Participants' Expectations (20 min)

Workshop Overview (10 min)

Overview of the Exemplary Practice (20 min)

By the Mayor of the Host LGU

Fellowship Activity (evening)

Facilitator to be identified

● ● **PART 2 – APPRECIATION OF THE EXEMPLARY PRACTICE: SEEING IS BELIEVING**

"Exemplary Practice Title" : What is it? (60 min)

By the Project Manager

Seeing the Practice in Operation (half day)

Guided by the Project Manager with presentations by stakeholders

Participants' Reflections on the Exemplary Practice (60 min)

Facilitator

● ● **MODULE 6 HANDOUT: Tool 2: Peer-to-Peer Learning**
● ● **Workshop Facilitator's Guide**

ANALYZING THE EXEMPLARY PRACTICE

Rationale and Purpose of the Exemplary Practice (20 min)

By the main Project Manager (City/Municipal Manager / Department Head)

Key Implementation Steps and Related Resources (1 hr 30 min)

By the main Project Manager (City/Municipal Manager / Department Head)

● ● **PART 3: IMPLEMENTING THE PRACTICE IN THE RECIPIENT LGUs**

Managing the project in your LGU (45 min)

Writing the workplan (120 min)

Working as a Cluster – Memorandum of Agreement (45 min)

Next Steps (45 min)

Conclusion of the Workshop

● ● **PART 1: INTRODUCTION**

Opening Ceremony (15 min)

Presentation of Participants (10 min)

- Host
- Recipients
- Kaakbay Team

Participants' Expectations (20 min)

Process to be determined by the Facilitator

Workshop Overview (15 min)

- Objectives
- Sequence of the sessions
- Support materials available
- Outputs

The Inception workshop is divided 3 distinct parts:

Part 1: Introduction

Part 2: Appreciating the Exemplary Practice: Seeing and Analyzing

Part 3: Implementing the practice in the Recipient LGUs

Recipient LGU Participants:

For each Exemplary Practice, a discussion should be held with the Host LGU project implementers to determine which participants should attend the Inception Workshop. Since the replication of an Exemplary Practice is a LGU organizational process, the host LGU is the best to suggest which positions in the LGU should attend the workshop: i.e. the Mayor, the concerned department head, a Barangay Captain, a technician, etc.

Overview of the Exemplary Practice (20 min)

By the Mayor or prominent leader of the Host LGU

- Inspirational Presentation by the Mayor of the Host LGU
- Main Achievements
- Benefits/Results

Notes to the Presenter:

OVERVIEW OF THE EXEMPLARY PRACTICE

This presentation is to provide an overview of the Exemplary practice keeping in mind that the practice will be presented in detail during the next days.

●● MODULE 6 HANDOUT: Tool 2: Peer-to-Peer Learning ●● Workshop Facilitator's Guide

The presentation should provide the Chief Executive's or a prominent leader's perspective. It is meant as a primer to get the participants excited about the project. It should last about 20 minutes and cover:

- How the LGU decided to implement this project? Whose idea was it? (history of the project)
- Who was the instigator? Who was the champion of this project?
- How important was this project for the LGU
- What were the main achievements
- Most important results and benefits of the project to the Citizens

Fellowship Activity (evening)

Facilitator to determine how to conduct this session

- Activity for participants to get to know each other
- Building the cluster collaborative relationship
- Possible activity: humorous presentation of each LGU to the other members of the cluster.

●● PART 2 – APPRECIATION OF THE EXEMPLARY PRACTICE: SEEING IS BELIEVING

"Exemplary Practice Title": What is it? (60 min)

By the Project Manager

- More detailed presentation of the EP as an introduction to the site visits
- Implementers, Stakeholders and Beneficiaries
- How was it implemented
- General level of effort
- Introduction to the specific sites/groups to be visited

Notes to the Presenter:

"EXEMPLARY PRACTICE TITLE": WHAT WAS IT?

This presentation provides the participants with a basic understanding of the practice prior to the site visits. It should provide the information participants need to maximize their appreciation during the site visits. The level of detail of this presentation should take into account what was presented by the Mayor the previous day. Depending on the project's focus, it could present the basic concept of the practice, and should emphasize the main implementers, stakeholders and beneficiaries.

What were the key benefits to:

- The specific target group
- The LGU as a whole (revenues saved, providing a much needed new service to the citizens, better relations with citizens, etc.)
- The LGU staff

● ● **MODULE 6 HANDOUT: Tool 2: Peer-to-Peer Learning**

● ● **Workshop Facilitator's Guide**

It should last about 30 minutes and allow for a question period.

The presentation should cover:

- The basic concept of the project/practice; what are the most important aspects the practice; why this project?
- What was the general/relative level of effort of the LGU to implement this project?
- Who are the implementers and main stakeholders; Who were the key LGU staff to take part in the implementation
- Beneficiaries: Which target group was the project intended for (a specific Barangay, segment of the LGU's citizens, the city staff, etc.

Seeing the Practice in Operation (half day)

Guided by the Project Manager with presentations by stakeholders and beneficiaries

- Visits to the implementation sites:
 - Observation of the EP in action (the Host schedules an activity for the group where pertinent)
 - Inter-action with project implementers & stakeholders
 - LGU Department-s involved
 - Partner organizations collaborating in the implementation (Barangays, NGOs, etc)
 - Facilities & Equipment in place or contributing to the project
 - Visible results/benefits of the project
- Inter-action with the Beneficiaries:
 - Perspectives from different groups of beneficiaries (the LGU itself, citizens, staff, Barangay officials)
 - Main results to them
 - Interviews with beneficiaries

Notes to the Presenters:

BENEFITS OF THE EXEMPLARY PRACTICE

Citizen / Community Group:

- As a citizen, how do you benefit from this initiative of the LGU?
(Better service, better access to the service, better information from the LGU, safer/cleaner community?, etc)
- What was your situation before the existence of this service by the LGU? How is your situation now? What changed?
- Why is this service important to you? How significant is it for you and your family?
- If you were involved in the implementation of the project, how did that happen? What was your contribution? How did the LGU relate with you during the implementation?
- If your LGU was to implement this project again, what would you recommend they change? What could they do better?

● ● MODULE 6 HANDOUT: Tool 2: Peer-to-Peer Learning ● ● Workshop Facilitator's Guide

Stakeholders / Institutional Partners:

- Why did your organization get involved in the project?
- What was the specific role of your organization in the project?
- What was your relationship with the LGU? Did you have a protocol agreement or MOA with the LGU outlining the respective roles and responsibilities of your respective organizations?
- What were the benefits of the project for your organization?
- From your perspective, what were the most important benefits to the citizens?

LGU Employees:

- What do you see as the most important benefits to the citizens?
- Why is this project important for the LGU? How different is the LGUs approach in this area compared to how it was before?
- How has your work changed as a result of this initiative? Are you saving time? How is the LGU more efficient in this area?
- What new knowledge, skills and aptitudes have you learned from this initiative?
- Are you relating to citizens in a different way?
- What would you recommend your LGU to do differently if it was to implement this project again?

Participants' Reflections on the Exemplary Practice (60 min)

Facilitator

This session allows the facilitator to do a diagnosis of the participants' appreciation and understanding of the Exemplary Practice so far. It also allows the participant to revise and process the observations from the visits.

- Participants share their understanding of the EP following the site visits
- Host resource people help the group clarify what they saw and heard from various presentations during the day
- Facilitators summarize the key points and lessons learned during the visits

ANALYZING THE EXEMPLARY PRACTICE

Rationale and Purpose of the Exemplary Practice (20 min)

By the main Project Manager (City/Municipal Manager / Department Head)

This session aims at helping the participants analyze and understand the situation before and after the Exemplary Practice was implemented. From this session, the participants will be able to **formulate the Goal, Objectives and Expected Results** of their Replication project in their own context.

● ● MODULE 6 HANDOUT: Tool 2: Peer-to-Peer Learning ● ● Workshop Facilitator's Guide

This session covers:

- Prevailing conditions before the Project
- Situation after the project was implemented / when the practice is in place
What changed?
- Short term and long term results/impact

After the presentation, 10 to 15 minutes should be given to the participants so they can compare how the rationale and purpose of the Exemplary Practice in the Host LGU is comparable to the context of their own LGU. The participant thereby starts thinking about how the project can be implemented in his/her LGU.

Key Implementation Steps and Related Resources (1 hr 30 min)

By the main Project Manager (City/Municipal Manager / Department Head)

The session should cover:

- Main Implementation Stages / Milestones in chronological order
- Each key implementation stage should be detailed with related sub steps and activities, resources, etc This session is particularly important to help the participants appreciate the chronological chain of events in the implementation of the project. It requires from the Host LGU to analyze the sequence of activities in the implementation of their project and present each step with its respective outputs, and resources. The session prepares the participant for developing his/her Implementation Plan in the workplan document. After each key step, the facilitator should provide time for the participant to determine how those implementation steps are relevant to the recipient LGU context. The following guide questions could be asked:
- Would those implementation steps and activities be appropriate for the recipient LGU?
- If not, what should be changed?
- What specific procedures, systems and tools need to be developed?
- Who are the people (LGU staff, community representatives, Partner organizations) you need to involve in your LGU?

Notes to the Presenters:

KEY IMPLEMENTATION STEPS AND RELATED RESOURCES

The session should cover:

- Main Implementation Stages / Milestones in chronological order
- Each key implementation stage should be detailed with related sub steps and activities
For each main step and sub step, the following should be presented:
- Main output
 - Committee created; Training activity; Small infrastructure / equipment to put in place; Education campaign to the citizens; etc
- What procedures, tools, techniques, systems or structures need to be in place
 - Examples: an Executive order; committee TOR or procedures; specific forms to collect information about citizens; a specific computer program; training modules and materials; setting up agricultural technology for demonstration purposes; the reconfiguration of office space; etc

● ● **MODULE 6 HANDOUT: Tool 2: Peer-to-Peer Learning**

● ● **Workshop Facilitator's Guide**

- Who needs to be involved / Why? (LGU staff, volunteers, institutional partners, etc)
 - Describe the involvement of other institutional partners, organisations, the community.
 - What was their respective role? How is it complementary to the LGU's contribution to the project?
- What budget is required and when?
 - Estimate or provide actual costs for each component which required a specific budget allocation.
- Other resources required (facilities, equipment, meeting halls, etc)
- Enabling Measures, What worked / What didn't

Throughout the implementation of the project, the implementers may have learned from errors and successes. These lessons learned become valuable information for other LGUs wanting to replicate the exemplary practice. For example:

- Some critical pre-requisites needing to be in place
- What should be the ideal timing of a specific activity? (for example, scheduling activities with the agricultural community after the harvest season; establishing new procedures about business permits in relation with the LGU licensing cycle)
- Ensuring community or political support

● ● **PART 3: IMPLEMENTING THE PRACTICE IN THE RECIPIENT LGUS**

Managing the project in your LGU (30 min)

- Core Management Team
- Contact Person
- The 4 capacity development and project implementation stages
- Implementing the project within the timeframe
- Workplan: main implementation guide
- Introduction to the Workplan Template
- Technical Assistance by the Kaakbay project team
- Monitoring and Reporting

Writing the Workplan (120 min)

In this session the participants start writing the draft workplan for implementing the replication of Exemplary Practice in their LGU. The Facilitator presents the Project Workplan Template.

- Adapting the Exemplary Practice to your LGU's Situation
- Drafting the Work plan:
 - Goal, Objectives and Expected Results
 - Implementation plan:
- Main steps in Chronological order
- Human Resources
- Financial and in-kind resources
 - Coordination, monitoring and Evaluation
 - Budget

● ● MODULE 6 HANDOUT: Tool 2: Peer-to-Peer Learning ● ● Workshop Facilitator's Guide

Working as a Cluster – Memorandum of Agreement (45 min)

In this session, the presenter talks about the potential sharing and support opportunities offered by working as part of a cluster of LGUs. A template MOA can be introduced and signed by the cluster members.

- Support system among peers (including modalities of requests to Host LGU expertise)
- Common time frame & activities
- Sharing of resources
- Deriving lessons learned about replication

Next Steps (45 min)

- Mobilizing the core management team & other stakeholders
- Validating the Work plan and securing support by the SB
- Finalizing the work plan
- Getting feedback on the workplan from the host LGU
- Mid-project Workshop
 - Dates
 - Which Recipient LGU?
- Communications to, and support

Conclusion of the Workshop

Steps to Take for Tool #2 : Conducting the Workshop Within a Replication Program
Under a program, the management team will undertake the following tasks:

- organize the activity and ensure logistical arrangements
- assist the host LGU in preparing their presentation ensure participation of host and replicating LGU teams
- help facilitate the workshop

Option: Forming Replication Clusters

To facilitate the conduct of the activity and the replication process in general, you can opt to group LGUs into replication clusters. Each cluster can consist of one host LGU and 3 or more LGUs that are replicating the same practice.

For individual LGUs Hosting Replication Outside a program

The host LGUs will undertake the following tasks:

- organize the activity and ensure logistical arrangements
- coordinate the invitations and ensure the participation of relevant representatives to the workshop
- prepare the presentations needed in various parts of the Peer-to-Peer Learning Workshop (see Tool #2) on the exemplary practice;
- assign presenters within the host LGU for each presentation
- facilitate the Peer-to-Peer Learning Workshop

● ● **MODULE 6 HANDOUT: VALIDATING AND IMPLEMENTING THE WORKPLAN**

Option: Assigning a Facilitator

As host to the replicating LGU, the host LGU will organize the conduct of the Peer-to-Peer Learning Workshop and appoint an overall facilitator. The host LGU can choose to appoint someone from the local government staff to act as facilitator or, if necessary, obtain the services of an external facilitator to help conduct the Peer-to-Peer Learning Workshop. The host LGU can decide to get the services of an external/professional facilitator to help them facilitate the Peer-to-Peer Learning Workshop. Selected members of the host and replicating LGUs will then participate in the Peer-to-Peer Learning Workshop.

The actual conduct of the Peer-to-Peer Learning Workshop will be the output of using the facilitator's guide. The Replication Workplan will also be an output of the replicating LGU during the workshop (Tool 3).

POST-PEER-TO-PEER LEARNING WORKSHOP ACTIVITIES:

VALIDATING AND IMPLEMENTING THE WORKPLAN

The workplan can then serve as the overall project implementation guide, as it sets the mechanisms, processes and activities for the project.

It facilitates and allows LGUs to:

- Identify the situation prior to the replication process
- Define specific needs for the project and objectives
- Determine the key steps and activities to undertake
- Identify the required resources
- Set key areas to monitor during project implementation

The draft workplan produced by the replicating LGU team that participated in the Peer to-Peer Learning Workshop will need refinement and approval from stakeholders and relevant authorities. Further consultation of various stakeholders, verification of available resources, additional budget information, further adaptation to the specific conditions of the replicating LGU will be necessary. The delegation that took part in the Peer-to-Peer Learning Workshop can take the lead in consulting other colleagues, stakeholders and decision makers, adapt and build consensus on the project workplan and finally having it approved by the appropriate authorities, executive and legislative. Once the workplan is refined and approved, the LGU is finally ready to replicate its choice exemplary practice as outlined in their workplan.

MONITORING AND EVALUATION

1. Rudiments on LGU M & E of a Replication Program

Monitoring and evaluation is an important part of the replication process. Monitoring serves to measure the extent to which the workplan is being implemented, what difficulties are encountered as you go along, what measures can be taken to address these difficulties, what additional steps are needed or can be skipped. Evaluation helps gauge how successfully an LGU has replicated the practice based on the objectives set at the start and what lessons can be derived from the experience.

In the replication process, there are four key concerns to monitor and evaluate:

- Understanding and use of the three replication tools
- Effectiveness or appropriateness of the implementation steps outlined in the Replication Workplan
- The ability of the LGU to implement the replication process
- The results achieved and lessons learned

2. Putting a Monitoring System in Place

Replication Tool #3 recommends the making of a short monitoring report at the end of each implementation step to record progress made with regard to the workplan and timeframe, difficulties and delays, and what measures were undertaken or planned to address these challenges.

Replicating LGUs can do at least one or two evaluation activities (e.g. an evaluation workshop) for a 6- to 18- month replication period to assess your accomplishments vis-à-vis your objectives and the lessons learned by your LGU in the process, using an assessment tool that you can develop or adapt from the one presented here.

The important thing to remember here is whether you decide on monthly monitoring reports and one or two evaluation activities (using an assessment tool) or other alternatives, you need to put in place a monitoring and evaluation system (with assessment tools, procedures and timetable) that you will undertake throughout the replication process.

For LGUs undertaking replication outside a program, monitoring and evaluation will be in the form of self-assessment by replicating LGUs, perhaps with some degree of advice from the host LGUs. In case of replication within a program, the program implementing team can facilitate the work of developing the assessment tools and the conduct of assessment activities. While replicating LGUs would be most concerned with monitoring and evaluating their replication process, host LGUs can also take part in M & E activities, to provide lessons learned in hosting replicating projects and giving inputs/advice to replicating LGUs

● ● MODULE 6 HANDOUT: VALIDATING AND IMPLEMENTING THE WORKPLAN

Monitoring and Evaluation Tool for Local Governments to assess the Replication Process and Outcomes

This is a pool of guide questions that can be used by the replicating LGUs the replication process they implemented. It can be accomplished by replicating LGUs on their own or with the help of an external facilitator. Under a replication program, the program implementing team can organize and facilitate the assessment activities.

I. Choosing An Exemplary Practice to Replicate to Address Needs in your LGU

- Did the practice your LGU is now replicating provide a solution to the challenge your LGU was /is facing?
- How relevant is/was the exemplary practice in addressing the challenge your LGU was facing?
- Did the executive (Mayor) and legislative council in your LGU support the idea of replicating the exemplary practice before you started the project? Did this contribute to the success of the project?

II. Accomplishments/Gains

- What were the major gains/accomplishments/breakthroughs in your LGU as a result of implementing this project, both expected and unexpected?
- What has been the importance (level of effort/results) of this replication project relative to other activities of your LGU?

III. Difficulties/Issues

- How far did your LGU go in replicating the exemplary practice? What components/steps were implemented? Were not implemented? Why? Will your LGU continue with the steps that were not implemented?
- What difficulties were encountered by your LGU in replicating the exemplary practice? In using the tools? At each implementation step?
- What measures were taken to address such difficulties?
- How successful were these measures in overcoming the difficulties?
- What recommendations would you have in case of future replication projects (or as you continue with the replication process) to avoid these same difficulties from recurring?

IV. Factors that Facilitated / Hindered the Replication (generic to any practice)

- What are the factors that facilitated the replication of the exemplary practice in your LGU?
- What are the factors that hindered the replication of the exemplary practice in your LGU?
- What recommendations would you make to LGUs wanting to replicate an exemplary practice initially implemented by another LGU?

V. Lessons Learned

- What lessons has your LGU (or individual members) learned in implementing this replication project?
- How closely did you follow/use the replication tools? What deviations from/innovations in the methodology and tools did you undertake and why?

VI. Sustainability

- What structures/procedures/tools/systems has your LGU put in place to apply the exemplary practice?
- How rooted are these structures/procedures/tools/systems in your LGU's operation? Are there legislative measures/ordinances to support these?
- What are the chances that these structures/procedures/tools/systems remain as regular functions of the LGU?
- Are the key project implementors (departments/units, partner agencies, community representatives) likely to remain in place as implementors/ supporters of the project in the future? Please identify.
- What needs to be done (at executive, legislative, community levels) to ensure continuity of the new practice/budget/project finalization before and after the elections?
- From your LGU's perspective, has this replication project been a success? Why? Why not?
- Do you believe the exemplary practice proposed to your LGU was appropriate for rapid and effective replication? Why so?
- Upon the termination of the project, what additional support (i.e. technical assistance, coaching, on-going inputs from host, other incentives, etc.) from external sources would your LGU require to ensure your replication project's completion/continuity?

How Kaakbay did it: Towards Sustaining Efforts

Perceived in an LGU capacity development perspective, the replication process amongst LGUs should go through four main development stages to enhance their chances of sustaining the effort.

The Four Stages of Capacity Building in Replicating LGUs

Stage 1: Consensus Building

This involves building consensus within the local government unit to make an institutional commitment to replicate a practice. This includes building a consensus that a specific practice has been identified as a solution or answer to a concrete challenge/issue faced by the LGU and that replicating this practice is how they choose to address this challenge/issue. There should also be a general understanding of and commitment to the level of effort required to complete replication (financial and human resources, community participation, etc) as well as to following the steps in the replication process within the timeframe specified.

● ● MODULE 6 HANDOUT: VALIDATING AND IMPLEMENTING THE WORKPLAN

Stage 2: Capacity Enhancement

This stage entails that the LGU achieves the necessary know-how to replicate the identified practice. This capacity is gained through the Peer-to-Peer Learning Workshop where the replicating LGU undertakes an exposure visit to the host LGU, to better understand and appreciate the practice it is planning to replicate and also begin the process of thinking about how to apply the practice in their own context and developing a workplan to replicate it.

Stage 3: Application

This is where you test your LGU's capacity by actually implementing the workplan you have developed. This involves following the step-by-step procedure you have mapped out, including mobilizing people and other resources, making changes when necessary and monitoring your progress and evaluating if the practice you have replicated has actually met its objectives and improved governance in your locality.

Stage 4: Institutionalization

After you have successfully implemented your workplan and seen for yourself the definite benefits of the practice you have replicated, you need to take necessary measures to institutionalize the practice, making it a permanent function of the LGU by enacting appropriate ordinances, informing and mobilizing citizens, ensuring institutional commitment through institutional funding and support, ensuring that it lives beyond the terms of the current administration.

SUMMING UP

In summing up, we need to emphasize that managing the replication process requires four critical tasks:

1. Ensure a supportive environment and the needed institutional support for replication, in terms of making available human, technical and financial resources for the program.
2. Clarify roles and expectations of both host and replicating LGUs, to avoid potential conflicts, misunderstandings and delays.
3. Manage relations and dynamics between host and replicating LGUs by ensuring constant and open communication through well-set coordination mechanisms.
4. Establish a monitoring system to ensure the success of your replication initiative.