A TOOLKIT TO SUPPORT
regional and interregional learning

**A REPORT BY ILVO, CRPA
AND E35 FOUNDATION
FOR THE INTERREG EUROPE
PROJECT PROSPERA**

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Interreg Europe

European Union
European Regional
Development Fund

ILVO

CRPA

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E·35

ABOUT
THIS REPORT

This report was developed as part of the Interreg Europe project PROSPERA, PROmoting Sustainable development and regional attractiveness through PERi-urban Areas.

The authors would like to thank all PROSPERA partners for their contributions to this report.

MORE
INFORMATION?

See the project's website:
> **interregeurope.eu/prospera**

HOW TO CITE
THIS REPORT?

Pictures made by the PROSPERA partners

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SIMILAR BUT DIFFERENT

The challenge of interregional Learning

Interreg EU projects are rooted in the idea that different cities and regions within the European Union can learn from one another. Multiple European cities and regions are confronted with similar challenges and each of them search for sustainable solutions. Some cities and regions have developed good practices: methodologies, projects and initiatives which make a difference at the local level. EU projects build on the hypothesis that sharing experiences with good practices in one context leads to "easier and faster" adaptation of those good practices in other contexts. The path to interregional learning is, however, laden with pitfalls and problems such as the risk of getting lost in translation, or the lack of a mutual understanding of concepts. At the start of an interregional learning process, project partners have an idea of shared local challenges and shared ambitions, yet an in-depth understanding of the similarities and differences is often lacking. Proof of this statement are all situations where the question **'Is this similar in your local context? Does this resonate?'** is answered by **'similar but different'.**

So the challenge in interregional learning is to set-up the knowledge exchange between different cities and regions in an effective and efficient way. From a methodological perspective, the challenge is to develop tools that enhance the mutual understanding of challenges and ambitions, to support discussions on transferability and scalability of good practices, and to stimulate their adoption and implementation throughout Europe.

Likewise, interregional learning formed the base for the **PROSPERA** project, **PRO**moting **S**ustainable development and regional attractiveness through **PER**i-urban **A**reas. The research institutes ILVO (Flanders research institute for Agriculture, Fisheries and Food, Belgium) and CRPA (Research Centre on Animal Production, Italy) provided methodological support to the 5 participating small- and medium-sized cities: Aristoteli (GR), Debrecen (HU), Ghent (BE), Reggio Emilia (IT), and Varberg (SE). Each partner stepped into this project based on the idea of a local need as well as the ambition to better protect and promote natural heritage in peri-urban areas and to prevent biodiversity loss, land consumption, and further degradation of natural resources. Although this overall ambition was shared, buzzwords like 'biodiversity loss' and 'land degra-dation' impeded discussions on the differences and similarities among the different PROSPERA regions. Getting a grasp on local contexts while at the same time developing a common language on peri-urban areas proved to be essential to enhance the exchange of good practices.

This report contains the practical tools and tips and tricks that were developed to enhance regional and interregional learning in the PROSPERA project. Although each project is different and requires tailor-made methodological support, we are convinced that the tools described in this report provide an inspiration to make interregional learning successful and fun.
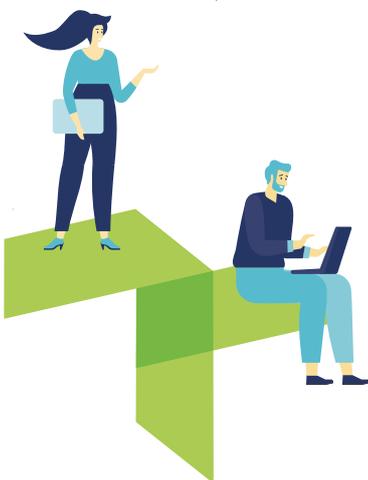
PROJECT FLOW

Learning through interaction – a deliberate project design

Any learning process is a step-by-step process. Whether it is learning to play chess or exchanging experiences in an interregional setting, a step-by-step approach provides support and comfort. From a methodological point of view, designing a project on interregional learning is about organising the different steps and developing tools that trigger new insights and teach new skills.

FIGURE 1 shows the project flow from the perspective of a regional partner (green line) and the different

REGIONAL ANALYSIS

EXCHANGE

PHASE 1
Definition of common challenges

PHASE 2
Matchmaking of good practices

FIGURE 1

INTERREGIONAL LEARNING

REGIONAL LEARNING

OTHER PARTNERS

INTERREGIONAL ROUNDTABLES

PARTNER 'X'

REGIONAL ROUNDTABLES

LOCAL STAKEHOLDERS

LEARNING TOOLKIT

A   B   C   F   G   I

x4

Priority target
PowerPoint shuffle
Bingo workshop
Field visti canvas
Dotmocracy
Workshop on balancing all field visits

settings during the learning process. It is an example of a learning process designed around a multi-stakeholder process, an example of learning through interaction.

On the one hand, each local partner met cities from other European regions – 5 regions, in the case of PROSPERA. These exchange moments are indicated in the figure as "Interregional Roundtables". On the other hand, each local partner in PROSPERA interacted with a local stakeholder group, often a requirement in Interreg Europe projects. These moments of interaction with the local stakeholder are referred to as "Regional Roundtables".

As in many European projects, the PROSPERA project consisted of three major stages: (1) 'Regional Analysis', (2) 'Ex-change of experiences' and (3) 'Action plan'. These three stages reflect the idea that a learning process should start from an in-depth understanding of the regional context. This common understanding is needed to then collect meaningful new idea during the different moments of exchange of experiences int he second stage of the project. And finally, to crystallise these new ideas in a local action plan to improve a local policy instrument.

What might differ from other projects is that these three stages were further subdivided into different steps, each supported by specific tools. In the next pages these specific tools are briefly described.

OF EXPERIENCE

ACTION PLAN

PHASE 3
Online field visits

PHASE 4
Learning synthesis

PHASE 5
Bilateral exchange

PHASE 6
Local action plan

x 4

J — Preparatory workshop

K — (Online) Presentation of the local good practices

L — Transferability canvas

M — Interregional roundtable

N — Transferability Assessment Support System (TASS)

O — Local action plan review canvas
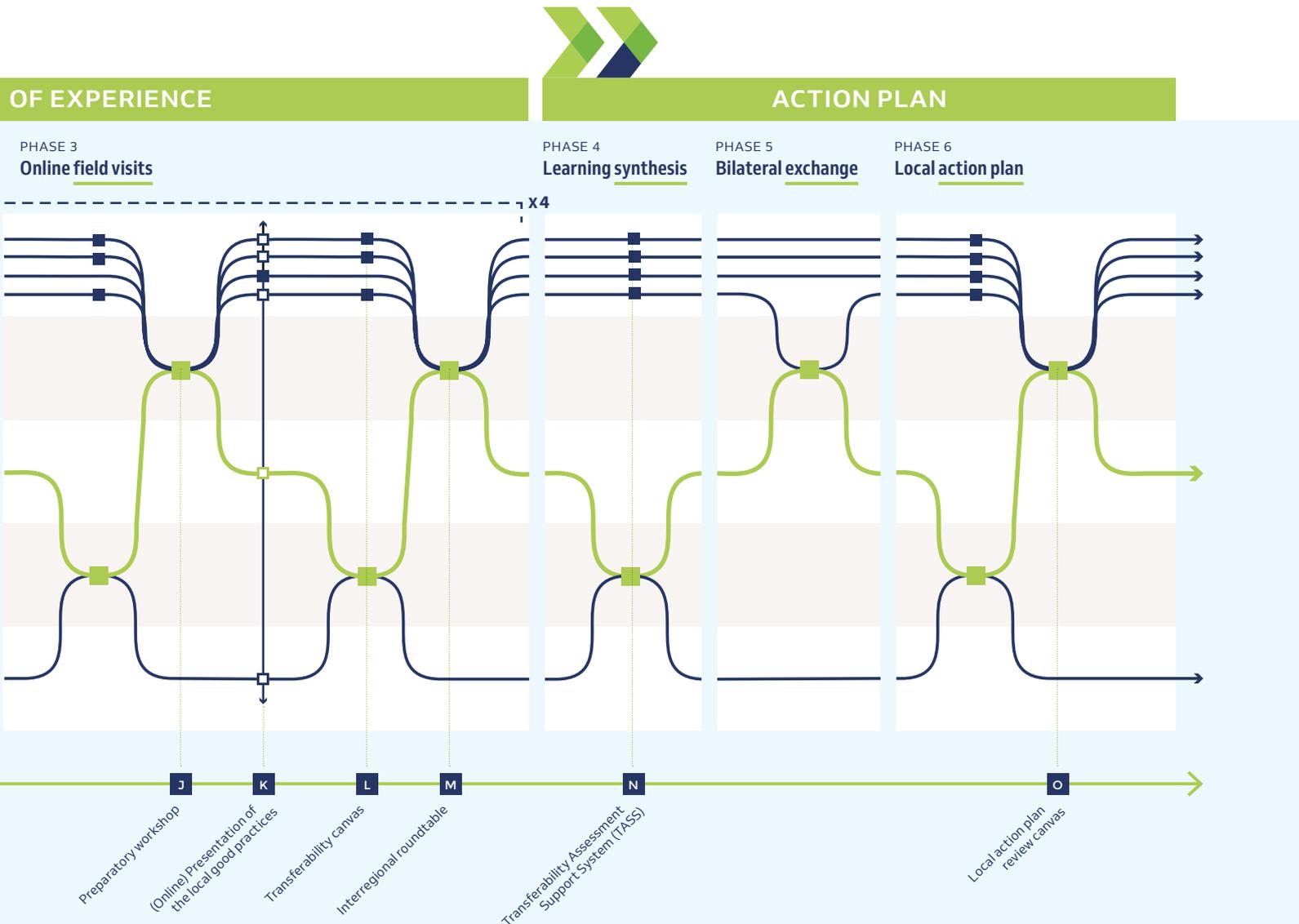
Field visit in Ghent
PROSPERA partners visiting the good
practice "Green Climate Axis" promoted
by the City of Ghent (BE)

PRACTICAL TOOLS

that make a difference

REGIONAL ANALYSIS

1 — DEFINITION OF COMMON CHALLENGES

A Priority target

B PowerPoint shuffle

C Bingo workshop

D Visual notes

E Policy levels diagram

EXCHANGE OF EXPERIENCE

2 — MATCHMAKING

F Field Visit canvas

G Dotmocracy

H A match-maker spreadsheet

I Workshop on balancing all field visits

3 — ONLINE FIELD VISITS

J Preparatory workshop

K (Online) Presentation of the local good practices
K.1 | Tips and tricks for field visit organisers
K.2 | Tips and tricks for presenters

L Transferability canvas

M Interregional roundtable

ACTION PLAN

N Transferability Assessment Support System (TASS)

O Local action plan review canvas

P After-project : timeline to reflect upon new challenges

REGIONAL ANALYSIS

A # Priority target

AIM

Pinpoint the key objectives of each partner in a project.

HOW DOES IT WORK?

Different topics, as identified in the project proposal or based on literature and/or prelimary discussions, are placed around a target. Next, each partner must attribute a total of 100 points on various topics and, as a consequence, he/she/they must make explicit choices: which topic is more important to me/us than the others?

TIPS

Make the scoring by each partner visual by using a priority target, which allows to see at a glance the differences in each partner's objectives.

REGIONAL ANALYSIS
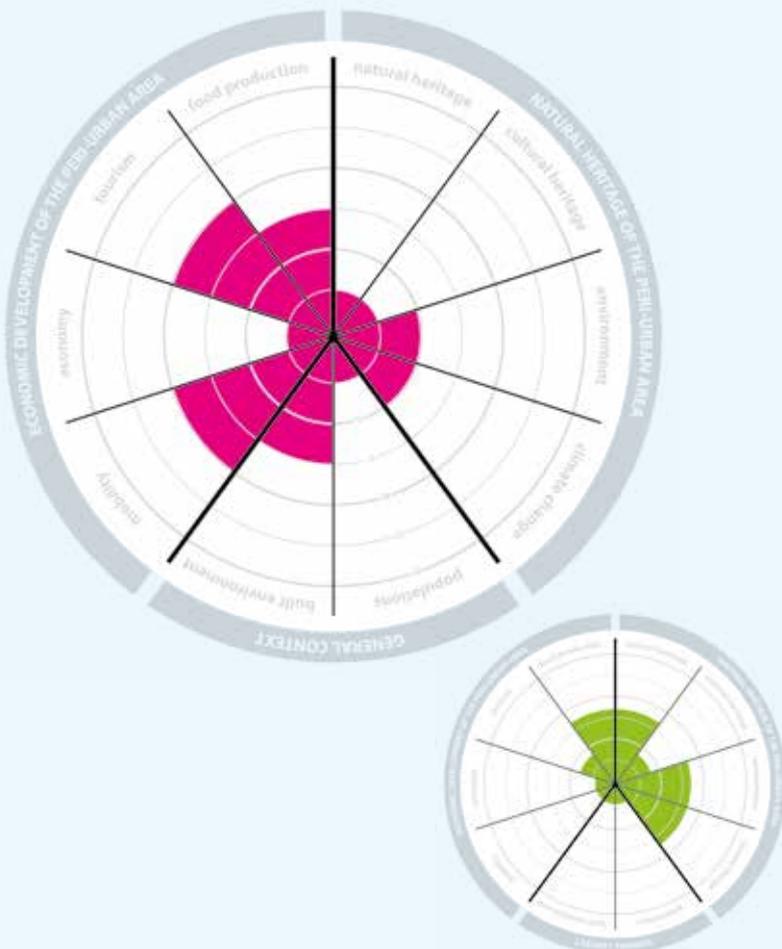
B # PowerPoint shuffle

AIM

Activate the audience during presentations and identify common issues.

HOW DOES IT WORK?

Avoid a consecutive series of long regional presentations, i.e. one partner after the other, as energy and concentration rapidly diminish. Instead, ask partners to fill in a presentation template in advance with clear thematic sections. And then rearrange all presentations into a single one with a thematic approach, rather than a regional one. The workshop now has a thematic sequence with all partners speaking on different themes/moments. Once all partners have presented their slide(s) on a particular topic, there is time for discussion and debate to identify similarities and differences.

TIPS

Reshuffle in such a way that each partner gets to start the mini-presentation on a topic at some point in the workshop.

Combine this tool with C.

REGIONAL ANALYSIS

C # Bingo workshop

AIM

Activate and invite the audience for a cross-case analysis to identify similarities and differences.

HOW DOES IT WORK?

Ask the audience, all partners from other regions, to shout 'Bingo!' whenever they are convinced that a given topic, which may be a challenge, strategy or practice, is similar in their local context. It is important that after a 'Bingo!', a short discussion always checks whether a topic is really shared.

TIPS

At the start of the workshop, the facilitator must repeatedly ask partners if there is a bingo to encourage them to speak up and to shout out 'Bingo!'. It can be very helpful if the facilitator has a good understanding of the topic so that he or she can ask specific guiding questions to reveal similarities or differences. Once the process is going well, the principal role of the facilitator is to take notes and to deepen the discussion on the common issue.

Combine this tool with B.

REGIONAL ANALYSIS

D Visual notes

AIM

To support the audience/participants with an attractive visual synthesis.

HOW DOES IT WORK?

Visual notes are taken during a meeting in order to develop a visual synthesis at the same time as the discussion.

TIPS

Divide the tasks. It is better to have an extra person to take the visual notes. Moderating, facilitating and taking notes at the same time is almost impossible. Also abandon high visual standards. Everyone has the basic skills to take visual notes, just muster the courage.

E Policy levels diagram

AIM

Avoid confusion in interregional discussions by clarifying the different levels of policy making.

HOW DOES IT WORK?

Comparing the institutional contexts in different European regions is complex and there is a high risk of misunderstanding. In the first place, confusion may arise from differences in language and terminology. For example, the Italian word "provincia" and the Dutch word "provincie" refer to different levels of government. Secondly, there are major differences in terms of state structure, e.g. a federal state versus a centralised state. A schematic representation of the different policy levels and their different names prevents confusion and misunderstanding.

TIPS

Make a first sketch of the diagram based on desktop research. Then circulate it among local partners to verify and improve the diagram. Ask project partners to place both themselves and the chosen policy instrument on the diagram. Related to the policy instrument in question, also ask them to distinguish between the levels of policy making and policy implementation.

**EXCHANGE
OF EXPERIENCE**
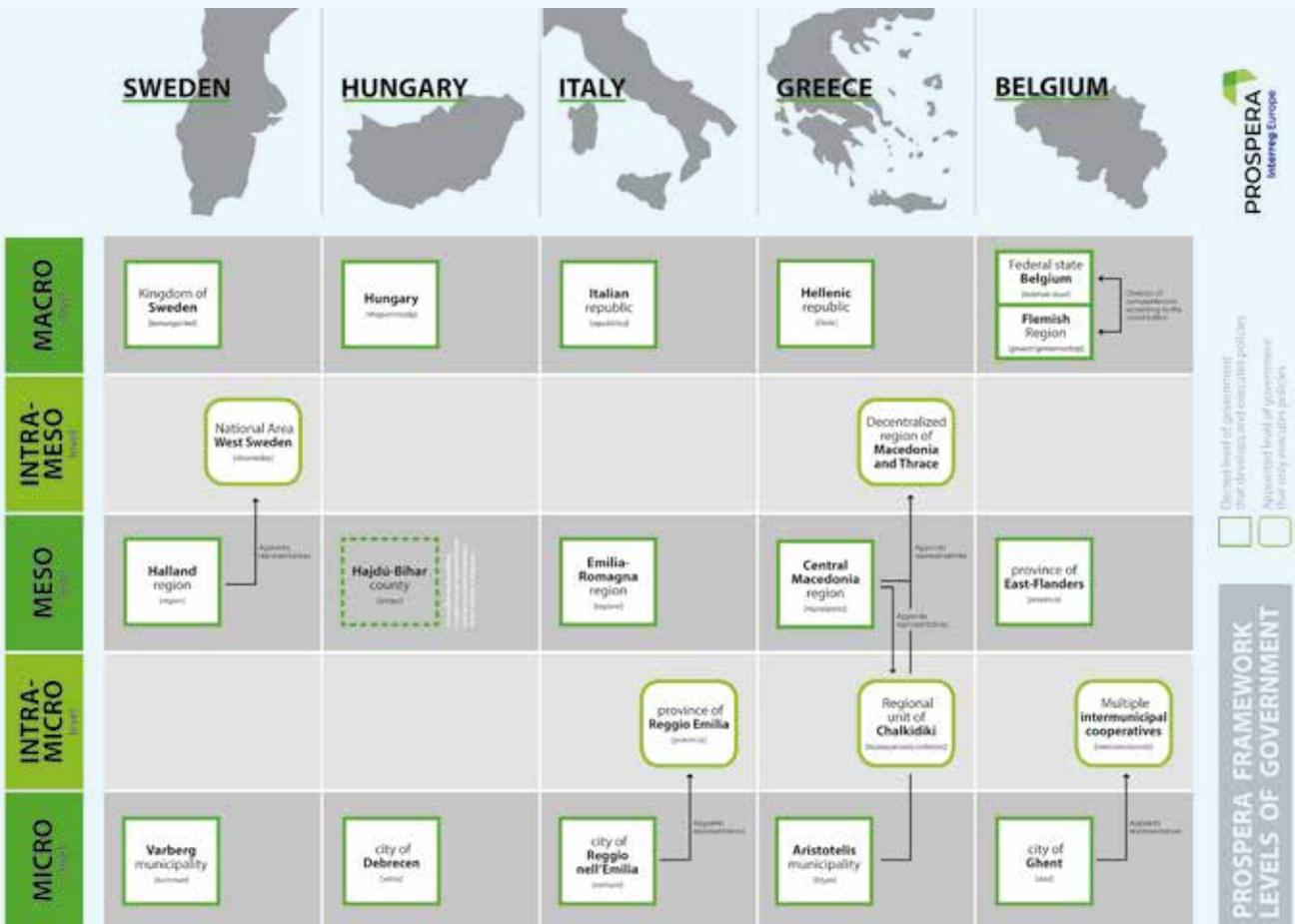
F # Field visit canvas

AIM

Create a match between the selected good practices of the hosting partner and the needs of the visiting partners.

HOW DOES IT WORK?

The Field Visit canvas structures the discussion on the programme of a field visit. In a first step, the hosting partner gives a short presentation of the local good practices they have in mind. A second step consists of a voting session (**SEE TOOL G**) in which all visiting partners can indicate their preference and interest: "We would like to visit…". An in-depth discussion then takes place to further clarify and identify visiting partners' interests. At this point all participants come to a common definition of the ingredients of the field visit. At the end of each workshop, a review is held to evaluate the field visit programme and to identify any possible problems within the consortium.

TIPS

Use the common language that has been developed in section 1 of the interregional learning. This allows visiting partners to quickly identify the topic/challenge that is addressed.

More in-depth information can be found in the report 'PROSPERA guideline for online field visits'

EXCHANGE OF EXPERIENCE

G Dotmocracy

Part of tool F

AIM

Balance the discussion and focus on topics of interest.

HOW DOES IT WORK?

Each participant gets a limited number of dots. During a break, participants are asked to indicate which topics they would like to discuss by placing a dot next to the topic. Start the discussion with the topics that have received the most dots.

TIPS

Use different colours of dots if you mix different groups and you want to be sure that the topics of each group are being discussed. Avoid that the loudest voices dominate the discussion.

EXCHANGE OF EXPERIENCE

H # A match-maker spreadsheet

AIM

A shared spreadsheet can standardise and simplify the correspondence between the local good practices and the thematic similarities (or differences) among regions. Thus all connections and the interregional BINGOS are shown at a glance.

HOW DOES IT WORK?

In the case of the PROSPERA, the guiding question to develop this spreadsheet was: To what extent do the selected good practices cover the previously defined common challenges (SEE BINGO WORKSHOP, SECTION C + QR LINK CC-REPORT)? So, a spreadsheet was used to collect evidence on the connection of the good practices with the earlier defined common challenges. The spreadsheet is composed of several sheets.

CC-REPORT

TIPS

The information that each partner has to provide in the sheet 2 should be taken from the template requested by the European programme.

SHEET 1 (created by the spreadsheet owner) lists the thematic commonalities between different regions. In the case of PROSPERA, the thematic commonalities were the previously identified **"common challenges"** (which all got a CC-code).

SHEET 2 (template to be filled in by each partner). For each Good Practice, the name, a short description and the specific common challenges (using a drop-down menu) needed to be inserted. As a first result, the spreadsheet automatically shows the matches with other cities/regions.

SHEET 3 gives an overview of the connection between the local good practices and the thematic correspondence of the regions. The table is automatically updated when partners change their input. The column headings indicate the name of the partners holding the good practices and the expected date of the study visit. By consulting this table, each partner can get a clear overview of which common challenges are addressed by which good practices.

EXCHANGE OF EXPERIENCE

I

Workshop on balancing all field visits

AIM

To balance the program of the different field visits.

HOW DOES IT WORK?

Once the workshops to define the scope of each (online) field visit have been held, organise an additional specific workshop dedicated to balancing the different field visits. Use this workshop to further define the thematic scope of each visit so that they are fully balanced in terms of the common challenges addressed and the good practices presented. To ensure that each field visit contributes to the PROSPERA objective, it was important to deliberately align the focus of the field visit with the PROSPERA framework and previously gained insights on the common challenges[1].

PROSPERA synthesis report

TIPS

Good practices always have different aspects and can therefore be presented in different ways. Invite the hosting partner to present good practices based on storytelling techniques. Invite them to go beyond just a good news show.

After the finalisation of all field visit canvases (see F)

TIMELINE OF PROSPERA FIELD VISITS

FOOD PRODUCTION
& GREEN CLIMATE AXES

?? ??

?? ??

?? ??

?? ??

FIELD VISIT
GHENT

FIELD VISIT
ARISTOTELI

FIELD VISIT
REGGIO EMILIA

FIELD VISIT
DEBRECEN

FIELD VISIT
VARBERG

September 2020

February 2021

??? 2021

??? 2021

??? 2021

**EXCHANGE
OF EXPERIENCE**

J # Setting
the scene

AIM

**Set the scene and
activate the knowledge
of the hosting partner/
city/region and sharpen
the focus.**

HOW DOES IT WORK?

A good start is half the battle! It is very important
to take the time a few days before the field visit to
share and discuss in-depth with all partners the
agenda of the (online) field visit. Such an interregional
preparatory online meeting allows the visiting
partners to refresh their knowledge about a specific
context and, at the same time, to raise their interest.
Moreover, it allows the hosting partner to collect some
initial questions and refine the scope of the field visit.

TIPS

An ideal timing for
such a meeting is 5
working days prior
to the field visit.

**EXCHANGE
OF EXPERIENCE**

K **(Online) Presentation of
the local good practices**

AIM

**To tell the story of
a local good practice
to a wider audience,
composed of visiting
project partners and
their local stakeholders.**

HOW DOES IT WORK?

During this half-day conference, the good practices
are presented one by one by speakers directly related
to the practice. During this public conference, the
interaction with the audience is limited to short Q&A
sessions. These Q&A sessions are supported by a
Mentimeter-tool. To keep the flow in the conference
only urgent clarifying questions are addressed.
All other questions are grouped and brought into
the discussions at a later stage of the study visit.

TIPS

Organising an online public
conference is a challenging
job. We collected a wide
range of tips and tricks for
the organisers as well as
the presenters.
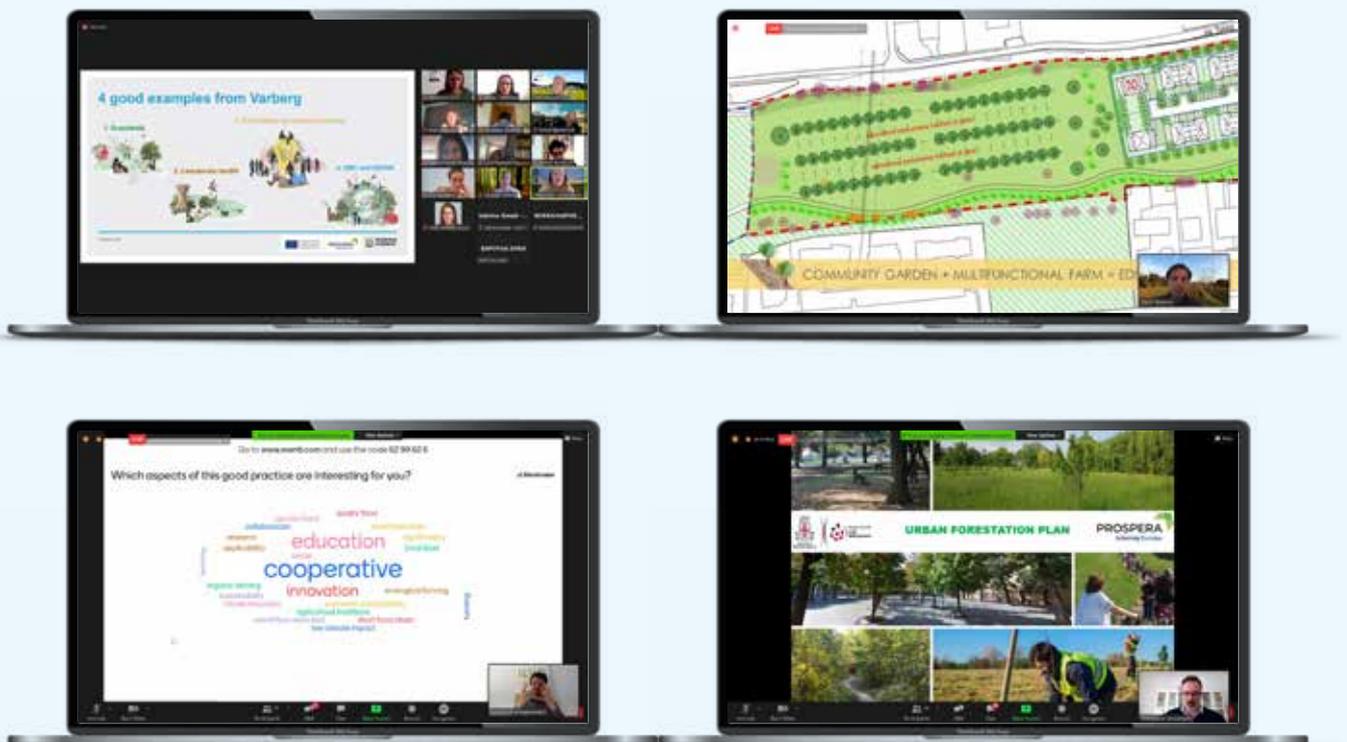
Tips and tricks
for field visit organisers

Make use of the flexibility of an online setting.

Contrary to its real-life counterpart, there is no need to push the entire process of a field visit into an overly crowded agenda since there are no hotel nor travel costs. Each and every step of the field visit merits its own day and there must be sufficient – *yet not too much* – time between the different steps. For example: The interregional discussion on a Good Practice is best organised 4 to 5 days after it has been presented.

Provide context for the good practices.

Contrary to traditional on-site field visits, participants in online field visits don't experience the city and, as a consequence, they have no or little background about the good practices. Be sure to introduce the participants to the local context before you expand on the good practices.

Make use of the regional reports on the local context (or other documents which provide a regional analysis), to effectively communicate the local context.

Focus on the scope of the field visit.

Each city faces multiple challenges and wants to present a wide array of good practices, yet the time is limited. Focus on the predefined scope of the field visit throughout the entire program and in all presentations. For example: Only provide figures that are relevant to the scope of the day. Don't try to be exhaustive in the information you share. To safeguard the focus of the online field visit, a local organiser must advise all speakers and edit their presentations.

Structure the storyline and coordinate the presentations.

Be sure to structure the storyline and to assure a logical sequence of the field visit. For example: First clarify the local context and challenges, then outline the overall policy framework(s), and finally provide detailed information on specific interventions and actions. Coach the speakers and coordinate their presentations in order to avoid too many repetitions or information that is outside of the scope of the field visit.

Select people that speak from the heart.

Select those speakers with a passion for the Good Practice and raise their eagerness to share their story by highlighting the added value of the field visit for them. For example: Clarify to each speaker why you selected him/her. Explain what is in it for them? E.g. an occasion to share your story or to ask for suggestions from abroad. Appoint a host(ess) who welcomes all participants to your city. Since the host(ess) kickstarts the field visit and sets the' tone, he or she needs to have high energy level. Think carefully about the speakers' language skills. If English is a barrier, please hire a professional interpreter. To avoid delays select only one speaker per presentation.

Tips for timing.

An audience's attention span is limited, especially in an online setting. The plenary part of the online field visit should not exceed 3 hours, break(s) included. In Europe there are huge cultural differences regarding lunch time and punctuality. What some may find fashionable late, others find annoying and disrespectful. For this reason, keep to the timing as much as possible. The key to time keeping is the inclusion of buffer time in the program.

For example: Make sure to have sufficient time for Q&A so that you can cut this time if you're behind schedule. Be aware that there are different time zones in Europe. Keep in mind that your participants might be ahead/behind in time. For example: Breaking for lunch at noon in Ireland is too late for Finnish participants where it is 2pm.

Technical issues (e.g. speakers struggling to share a presentation or video) can mound up to huge delays. Organise a test session (1h) just before the public plenary event, thus speakers get to test their presentations. A good start is half the job done. Launch the webinar 15 minutes prior to the event so that participants can log in and start the presentations on time.

Tips for organisation.

A clear division of roles is essential to setting up a successful field visit. There are the following roles:

- The host welcomes the parzicipants to the field visit. He or she also thanks all speakers and participants at the end of the field visit. The host also sends out the invitation for and all material about the field visit prior to the event.

- The moderator is responsible for timekeeping. He or she has an eye on the speaker's time and ensures that all speakers have the time that was defined in the program. The moderator also moderate the Q&A in the field visit.

- The organiser sets-up the platform. He or she is responsible for all technical issues during the online event, including the set-up of translation rooms in the online platform.

When the team is operating from different offices/countries, it is advisable to set-up an additional communication channel. If the online platform of the online field visit fails, there is a need for a quick and ready channel to communicate. This additional communication channel is equally useful to communicate short messages out of sight of the field visit participants.

Tips and tricks for presenters

Also as a presenter, the conference is a challenging moment. This list of tips and trick provide at least some support.

Use the shared language of the project!

Clarify your local challenges by referring to the common challenges that were earlier identified in the project. For example: "we face the challenge X just as our colleagues from Y and Z". Avoid the use of specific, local terminology or the names of local partners. For example: Don't say "we collaborated with Y" but say "we collaborated with a local NGO for nature development, named Y".

Evoke the good practices through multimedia.

An online field visit can never replace the multi-sensorial experience of a visit on site. Nevertheless different media (e.g. movies) will help the audience to get the look and feel of the good practice. The media doesn't have to be professional but must be short (max 1min) and on-topic. Tip: On facebook or twitter you might find some short amateur videos that can help to bring the story across.

Integrate multiple perspectives on the good practice.

Even though there is only one presenter, try to integrate what other stakeholders have said about the good practice. These voices can be integrated in the presentation by using a small interview, a quote, a newspaper's headline or even a facebook comment. For example, if the good practice is oriented towards food production, it is particularly interesting to know what the farming community thinks about it.

Be transparent about your struggles in local policy making.

Since the field visit aims to inspire policy making in other cities, presenters must focus on the role of local policy making in the good practice.

To facilitate the process of interregional learning it is important that presenters address their successes as well as their failures. Avoid hosting a 'good news show' because your struggles are equally inspiring as your wins.

Don't hesitate to communicate the questions you have at the end of the presentation. Maybe you will get helpful feedback from the audience.

Keep to your timing!

The presentation is part of a bigger plenary part. Small delays in each presentation mount up to a massive delay in total. It is for this reason that the moderators of the field visit are strict time keepers. While you present, make sure that you see the timekeepers who give (subtle) hints about your remaining time. For this reason it is advisable to have two screens: one for your presentation and one for the webcams. Try out your presentation in advance. It often takes more time to explain signs that you first imagined. Also be sure to have some buffer time (2 min).

Don'ts!

Don't dwell on what other speakers will present but focus on the good practice that you are presenting.

Don't name all local partners and collaborations but integrate their names and logos at the end or the start of the presentation. If you vocally list all partners you lose your audience's attention.

Don't have more than one presenter per presentation.

**EXCHANGE
OF EXPERIENCE**

L Transferability canvas

AIM

Facilitate a discussion amongst local stakeholders about the transferability of a good practice from another region.

HOW DOES IT WORK?

To assess the transferability of good practices, visiting partners and their local stakeholders fill in the transferability canvas. The canvas structures the discussion. Firstly, the group must clarify which aspects of the good practice are interesting and pinpoint opportunities for the good practice on a map of their own territory. Secondly, participants jointly identify all actors that could play a role in the transfer of the good practice to their own context. The result of such a local round table is a better understanding of the local interest in specific Good Practice. The critical reflection on transferability also reveals opportunities and obstacles to enroll in a given Good Practice. Finally, a specific box is dedicated to collect feedback for the hosting partner.

TIPS

Introduce a fun factor by organising a little competition between the partners, e.g. the most beautiful canvas.

EXCHANGE OF EXPERIENCE

M Interregional roundtable

AIM

Interregional exchange and learning, e.g. sharing ideas and reflections from the visiting partners to the hosting partners.

HOW DOES IT WORK?

Bring together all partners one week after the (online) field visit for an in-depth discussion on the good practices. Building on the intra-regional discussions during a local round table, the consortium raises additional questions to the hosting partner. For example, 'How Good Practice owners have overcome certain obstacles?' or 'What exactly was the role of the city in a particular GP?' or 'How is the Good practice related to policy ambitions?'. Moreover, this is a moment to feed back to the presenters: What have the various visiting partners picked-up upon? What parts of the presented good practices resonate with the visiting partners?

TIPS

Put together the results of the local intra-regional workshops on transferability assessment canvas (see previous paragraph) to kickstart the inter-regional discussion.

**ACTION
PLAN**

N # Transferability Assessment Support System (TASS)

AIM

A shared spreadsheet to standardise and simplify the assessment of the good practices transferability. In addition spreadsheets can easily be converted into formalised reports, in accordance with the reporting requirements.

HOW DOES IT WORK?

The guiding question to develop this spreadsheet was: Which good practices are transferable into a local action plan? The spreadsheet is composed of several sheets.

TIPS

Notes of previous local round tables can be consulted to check the general degree of interest raised among stakeholders. The tool is meant to support partners so they don't overlook any opportunity, but it does not impose to select all the GPs highlighted by the GPs scan analysis. The information provided during the in-depth assessment can be used in the "background" section of the Local Action Plan.

GOOD PRACTICES SCAN

Sheet 1 supports partners to define the focus of their local action plan in relation to the selected policy instrument they want to improve (e.g. to indicate the pre-listed challenges - see [B]) .

Sheet 2 provides all good practices, aligning them with the focus indicated in sheet 1. Partners are requested to indicate (1) if they intend to transfer it, (2) their general degree of interest (see "tips" section) and (3) the thematic relevance of the GP.

Sheet 3 provides an overview of Good Practices sorted automatically according to a scoring based on prioritising criteria. It may happen that some good practices which occur at the top of the list were previously not under the attention. This overview invites to consider which good practices should be taken into account.

business models

other   citizens participation

                2

                1

stakeholders involvement   0   communication

resources   coupling themes

                                                 ▬ LOCAL FOOD STRATEGY GENT EN GARDE

                                                 ▬ OPEN CALL FOR A CITY-ORIENTED
                                                   AGRICULTURAL PROJECT ON LAND

data collection method   ▬ RURAL VILLAGE DEVELOPMENT STRATEGIES

SUPPORT   SKILLS   PROCEDURES   FINANCIAL   LAWS   OVERALL GAP
                                RESOURCES
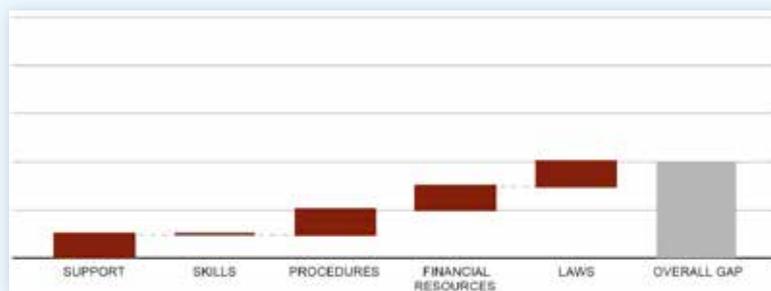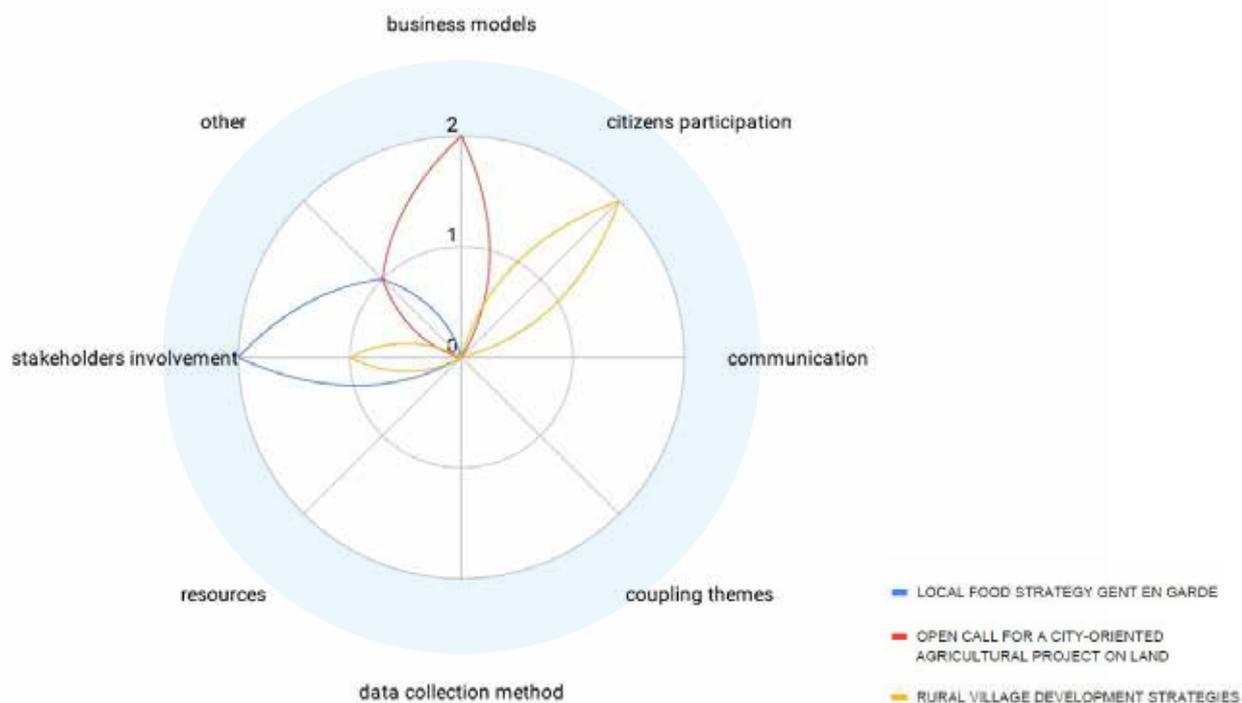
❯ **Sheet 4** provides a template (replicated for each Good Practice) for a more in-depth assessment based on:
- key and secondary aspect of interest/innovation
- relevance of the Good Practice to improve the targeted policy instrument
- presence of a local background
- gaps identified to implement the Good Practice in the local context (support, skills, procedures, financial resources, laws, other)

❯ As a result of this input, the sheet provides a visual overview of the gaps that may hamper the transferability. The higher the steps, the more complex the transfer-ability process may be.

❯ **Sheet 5** provides an overall synthesis of the outcomes of the analysis.

The file is ready to be printed. In the cover, the main aspects of interest/innovation is shown through a radar graph.

ACTION PLAN

Local action plan review canvas

AIM

Improve the local action plan through a review by the project partners.

HOW DOES IT WORK?

Partners are invited to use a poster template (pre-defined canvas) to provide a concise overview of the main objectives and the specific actions of their local action plan. During an interregional workshop, these posters are used to present the draft local action plan and gather feedback from the other project partners.

TIPS

Ask the different partners to read the draft local action plan of one or more partners, and to prepare some questions or advise in advance.

ACTION
PLAN
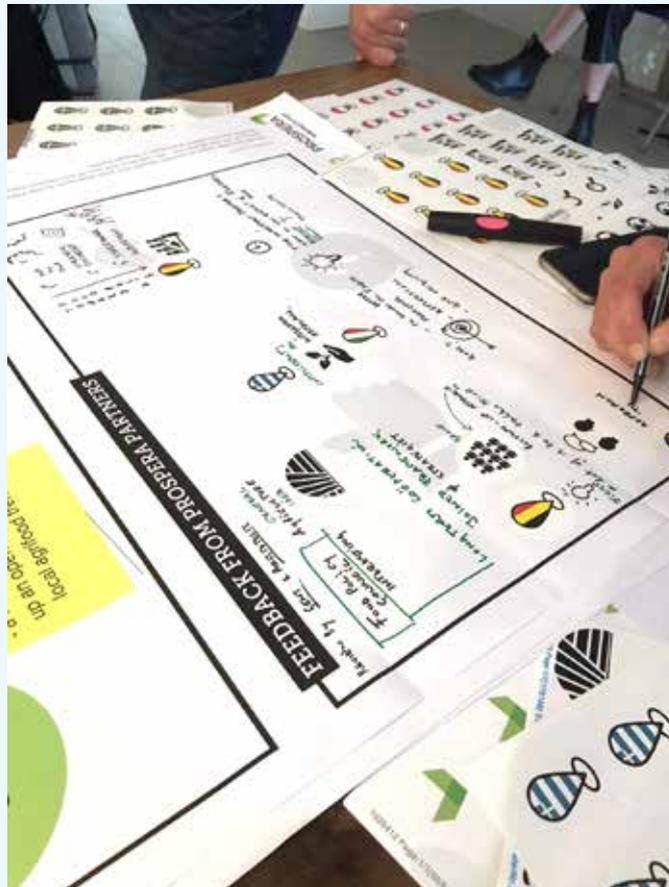
P **After-project :
timeline to reflect
upon new challenges**

AIM

**Reflect on the
past process and
identify (new) topics
for interregional
discussion.**

HOW DOES IT WORK?

A timeline (see project flow on page 6) represents
the different learning moments within the project.
Partners are invited to share topics they are eager
to further elaborate or discuss. This oral discussion
is synthesised in a written hand-out, which serves
as a list of topics to be further explored in informal
moments or new international projects.

TIPS

Choose a comfortable
(informal) setting and
reserve enough time for
informal communication.

REFLECTIONS

Keep the broader (policy) picture in mind
– towards an action plan

The series of interregional learning moments serves as a source of inspiration for drawing up an action plan to improve a specific local policy instrument. It is therefore crucial that each individual partner keeps in mind the policy instrument and the objectives when participating in the study visits.

To ensure effective discussions on transferability during the local and interregional round tables, this information on the policy context of the good practices should be shared knowledge of all participants. Therefore, project partners should regularly update their stake-holders on the policy context of a Good Practice. Only with this knowledge, a qualitative assessment of transferability is possible. Project partners can use the information on the policy instrument and broader governmental context already included in each regional analysis report[1]. These reports also include reflections on the role and power of partner cities, as well as specific challenges, current strategies and mechanisms to address these challenges. Of course, changes to the policy instrument and/or objectives may occur during the course of the project. In that case, it is even more important to inform stake-holders of the changed policy context.

[1]
For more information see section 4.2 of each Regional Analysis report.

Window of opportunity
– created by the Interreg setting

An Interreg Europe project is definitely a huge opportunity for knowledge exchange amongst all participating cities/partners.

Real opportunities arise at the interface between the project's thematic focus and the focus of the selected policy instrument. In the PROSPERA project, this interface was defined as **'the PROSPERA window of opportunity'**: those themes and topics which are addressed by PROSPERA, as well as the policy instruments, define the window of opportunity for the local action plan in the PROSPERA project. Besides this window of opportunity, the interregional exchanges may inspire other local policies, which are refined outside of the Interreg Europe project, or inspire new frontiers for local policy making.

Insights in both the joined action field as well as in the missing links between the **selected policy instrument** and **the project ambitions** are of great value to identify useful and transferable good practices, to develop a local action plan, and to improve a selected policy instrument.

- An understanding of **the joined action field (FIT)** of **the selected policy instrument** and **the project's ambitions** is crucial to understand where your policy instrument and context is already successful within the project's framework/ambitions. Sharing already existing links is highly interesting for other partners, so please pay attention to the identification and description of these links.

- An understanding of **misfits, or missing links,** between the project's ambition and your selected policy instrument is crucial to understand where improvements can be made.

The interregional learning environment not only provides inspiration to improve a local policy instrument. An active participation in interregional learning is also a real opportunity to increase the cooperation with colleagues and stakeholders, and to establish links with other partner cities that go far beyond the project's timeframe.

MORE
INFORMATION?

See the project's website:
interregeurope.eu/prospera