LOGIN Asia

Local Governance Initiative and Network

Knowledge Network on Decentralisation and Local Governance

Introduction to the Horizontal Learning Program

Workshop Report

28-30 June 2015
Bangkok, Thailand

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Local Governance Initiative and Network (LOGIN) is a multi-stakeholder knowledge exchange platform that supports greater decentralisation and strengthened local governance in South and East Asia. Spanning over 10 countries, LOGIN's members include elected representatives, training institutions, think tanks, government departments, non-governmental organisations and inter-governmental organisations, among others. Working in favour of accountable, transparent and inclusive local governance, LOGIN facilitates knowledge sharing and peer-engagements on key governance issues amongst its members. Since its inception in 2013, LOGIN has been connecting and capacitating various actors and change agents who are driving reform agendas within their countries and the region.

As part of LOGIN's thematic focus on capacity building of local governments, an orientation workshop on the Horizontal Learning Program was held from 28-30 June 2015 in Bangkok, Thailand. This Learning Offer provided an opportunity for LOGIN members to understand the concepts, principles, processes and challenges entailed with regard to a widely implemented, well institutionalised, multi-stakeholder initiative that promotes systematic peer-learning across local governments. LOGIN members from think tanks, government departments, national and international NGOs, training institutions and local government associations participated in this Learning Offer. This Workshop Report summarises the methods and proceedings of the three-day event.

Contents

Abbreviations

CIRDAP	Center on Integrated Rural Development for Asia and the Pacific
CSO	Civil Society Organisations
EWR	Elected Women Representatives
HLP	Horizontal Learning Program
LDF	Local Development Fund
LOGIN	Local Governance Initiative and Network
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisation
SDC	Swiss Agency for Development and Cooperation
THP	The Hunger Project
UP	Union Parishad

Executive Summary

Inspired by the knowledge exchange on Bangladesh's Horizontal Learning Program[1] (HLP) that occurred during a study visit to Bangladesh (2013) and peer-learning between Bangladesh and Nepal (2014), the 2nd LOGIN General Assembly (December 2014) identified an orientation to HLP as a learning need for 2015. A workshop on HLP was organised in Thailand, from 28-30 June 2015 to meet this demand. The workshop aimed to introduce member countries to the HLP process, offer a detailed picture of how HLP works, discuss institutional arrangements, share success stories and challenges, and assess the relevance of the model for other countries. Participants from government departments, local government training institutions and non-governmental organisations (NGOs) engaged in this three-day exchange.

The capacity building programmes in many South and East Asian countries range from training programmes and policy measures to legislations that explicate capacity building as a priority. National/international NGOs and donors play a significant role as collaborators in capacity building. Lack of coordination between entities involved is a common challenge in all countries where LOGIN has its presence. Other challenges include lack of political will, ineffective training programmes, high cost of training, sustainability, social realities like patriarchy, paucity of information and frequent changes in local government legislation.

Capacity building programmes can be classified as supply-driven (provision of mandatory knowledge to local governments), demand-driven (local governments demand capacity building in their priority areas) and horizontal learning (local governments share and learn good practices from one another). Among the workshop participants, most countries have fairly strong supply-driven capacity building programmes, whereas only a few have effective demand-driven programmes. Meanwhile, no country has a significant HLP.

Horizontal learning could be seen as a bridge between supply-driven and demand-driven programmes. The challenge is to identify where the expertise lies; horizontal learning views participants as 'teachers' as well as 'learners'.

In Bangladesh for instance, under HLP each local government (Union Parishad – UP) identifies its good practices. Then all local governments together select the good practices they want to learn. After learning these practices, local governments engage in discussions with citizens to replicate the practices by integrating them within their annual plans and budgets. Progress of implementation is monitored through peer-review.

HLP uses three principles to facilitate peer-learning: (1) Appreciate – realising everyone's potential to overcome limits); (2) Connect – removing distinctions that separate peers and impedes collective well-being; and (3) Adapt – starting with the ideas that work and replicating them through exposure to the context. Unlike conventional capacity building programmes, the assumption is that capacities already exist.

HLP has facilitated the replication of over 25 good practices in Bangladesh in the sectors of governance, water and sanitation etc., reaching out to an estimated 22 million people. Examples of increase in local government capacities include open budgets (budgets that ensure citizen participation) in over 200 UPs, 100% sanitation in 85 UPs, tube-well provisioning for bacteria-free water in 56 UPs and arsenic-free water in 132 UPs.

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[1] HLP is unique in (i) the rigour and standards it applies for identifying good practices; (ii) the leadership that local governments take in the entire process of identifying good practices, promoting peer-learning and exploring means to upscale; and (iii) the high degree of institutionalisation of processes piloted through HLP (presently the secretariat of the HLP is hosted by the Government of Bangladesh).

Under this LOGIN workshop, participants developed a comprehensive understanding of the HLP process and methodology. At the end of the workshop, participants articulated further learning requirements, action plans and support needs from LOGIN. Learning requirements identified included ways to cooperate with training institution on horizontal learning, HLP tools, HLP drawbacks, the monitoring and evaluation framework for HLP. An action plan that was proposed by most participants was the organisation of HLP workshops in their own countries.

Background

One of the learning priorities articulated by LOGIN members during the Constituent Assembly (July 2013), was the need to understand the relevant non-classroom capacity building methods and approaches for local governments. The HLP practiced in Bangladesh was identified as one such approach that LOGIN members could learn from. This resulted in a study visit by select LOGIN members to Bangladesh in September 2013. Following this, in May 2014 a peer-learning process was initiated between members from Bangladesh and Nepal, when stakeholders from Nepal expressed interest to adapt HLP in their own capacity building programme for local governments.

These learning experiences were discussed at LOGIN's 2nd General Assembly (December 2014). Members from several countries expressed the desire to further understand the HLP process in Bangladesh.

What is HLP?

HLP, Bangladesh offers LOGIN members an opportunity to learn from a widely implemented, well institutionalised, multi-stakeholder initiative that promotes systematic peer-learning across local governments as a means of capacity building.

HLP is an outcome based peer-to-peer learning platform for rural elected bodies. It was initiated in 2007. Since then it has been implemented in more than 500 locally elected bodies of more than 25 districts. The initiative is presently supported by 32 development partners and is being extended to 2,000 local governments.

HLP has a systematic, step-by-step process of facilitating peer-learning that is adaptable and lends itself well to being scaled up. HLP is included within the National Capacity Building Framework in Bangladesh. A set of good practices emerging from HLP have been included in the national basic training curricula for local governments, and have contributed to the revision of government orders and adoption of central government strategies in the country.

Workshop objectives

- Share relevant experiences on non-classroom capacity building methods for local governments
- Provide an orientation to the HLP process in Bangladesh
- Offer detailed information on the implementation of HLP
- Discuss the institutional arrangements of HLP, including stakeholder roles
- Share the successes and challenges in scaling up, and discuss the application of this type of learning in specific country contexts
- Assess the suitability/relevance, and discuss potential for adaptation in other countries

Participants

Twenty-nine participants from LOGIN member institutions from Afghanistan, Bangladesh, Bhutan, Cambodia, India, Laos, Mongolia, Myanmar, Nepal and Pakistan participated in this workshop. Participants represented:

- Government projects
- Local government training institutions
- Local government institutions
- Ministries
- NGOs

Three HLP experience holders participated as resources persons to the workshop. One learning facilitator and one representative from the LOGIN Secretariat coordinated the workshop.
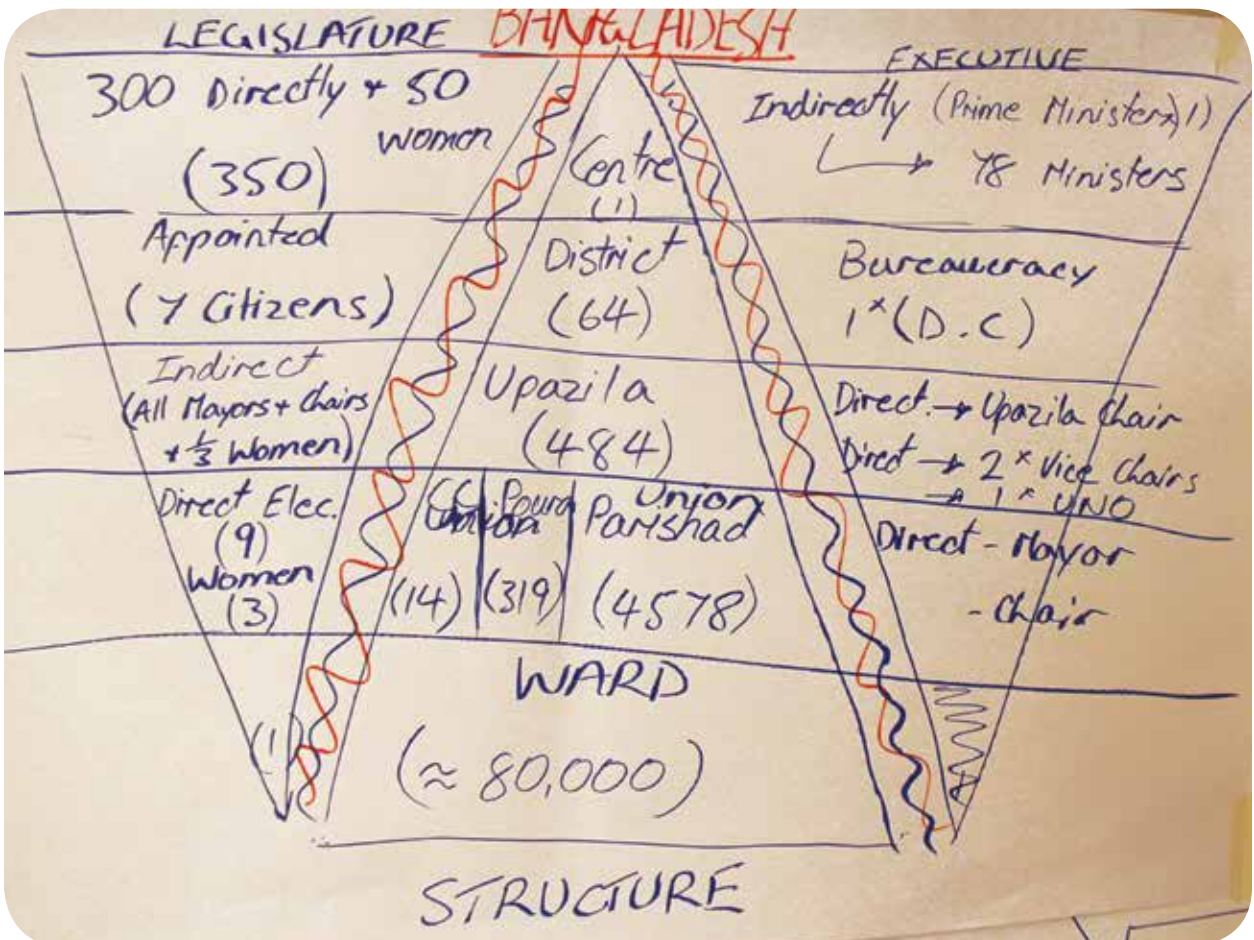
DAY 1
Environment Setting

1. Workshop opening

Ms. Jayapadma (Learning Facilitator, LOGIN Secretariat) welcomed the workshop participants. She briefly highlighted the background and purpose of LOGIN, and detailed the HLP learning demand. This was followed by a brief discussion on the workshop expectations.

Expectations from the workshop:

- How is HLP operationalised?
- What are the strategies of HLP?
- How does HLP transform into good practices?
- Peer-learning practices available
- Appreciate HLP from a multi-stakeholder perspective (particularly for elected representatives)
- Adapting HLP to country contexts
- Finding common approaches in responding to common challenges
- Improving gender governance
- Knowledge about the structures and functions of local governance

2. Environment setting

A small exercise was introduced to create an environment for discussion on HLP. Participants were requested to identify – "*any useless items inside or outside the room*."

Out of 28 participants, 22 participants identified items such as plastic bottles, feathers, leaves, broken electrical equipment etc. Each participant explained why they thought a particular item was useless. The remaining six participants then explained how these items were usable, if an innovative way to use them could be envisioned. This exercise made all participants realise that no item is 'totally' useless. The exercise also highlighted the key principle of horizontal learning – that every person and society has something to offer.

3. Participant introduction

Participants were invited to introduce themselves through a personal poster. The individual posters carried their name and contact details, the name of their organisation, a few personal characteristics they wanted to share, and a self-styled sketch of the way in which they perceive themselves. Each participant introduced themselve in their own language. The informality of the process set the tone for sharing, exchanges and peer-learning for the rest of the workshop.

4. Country-level capacity building status of local governments

As part of the workshop preparations, participants were requested to prepare a summary of the status of capacity building in their country. During this session, participants were requested to prepare a collated presentation explaining the existing capacity building framework for local government institutions in their respective countries.

Afghanistan

Local government structure

The President of Afghanistan is the executive, judiciary and legislative head. Despite this, each body has their own independence.

The government is divided into two parts: Central government and provincial government.

- At the Center there are 25 ministries, and each ministry has its directorate in provinces
- In total, there are 34 provinces and 369 districts in Afghanistan
- In every province a provincial council has been set-up that has the authority to monitor and advise on the implementation of the province
- At the district level, the government has yet to conduct elections

Decentralisation in Afghanistan

Afghanistan has a centralised structure. The New Unity Government is struggling to decentralise the structure, and in their plan they have promised:

- To dedicate 40% of the budget to the provinces, with allocation being done according to their need
- To conduct district elections at the earliest

The President has already given the authority of monitoring the overall implementation of the province to the respective provincial councils.

Local government capacity building processes

- Annual training programme of Independent Directorate of Local Government
- Community empowerment through the National Solidarity Program
- Conflict Resolution Committee

Local government capacity building collaborators

- Donor society
- Civil Society Organisations (CSOs), international and national NGOs
- Government administrations

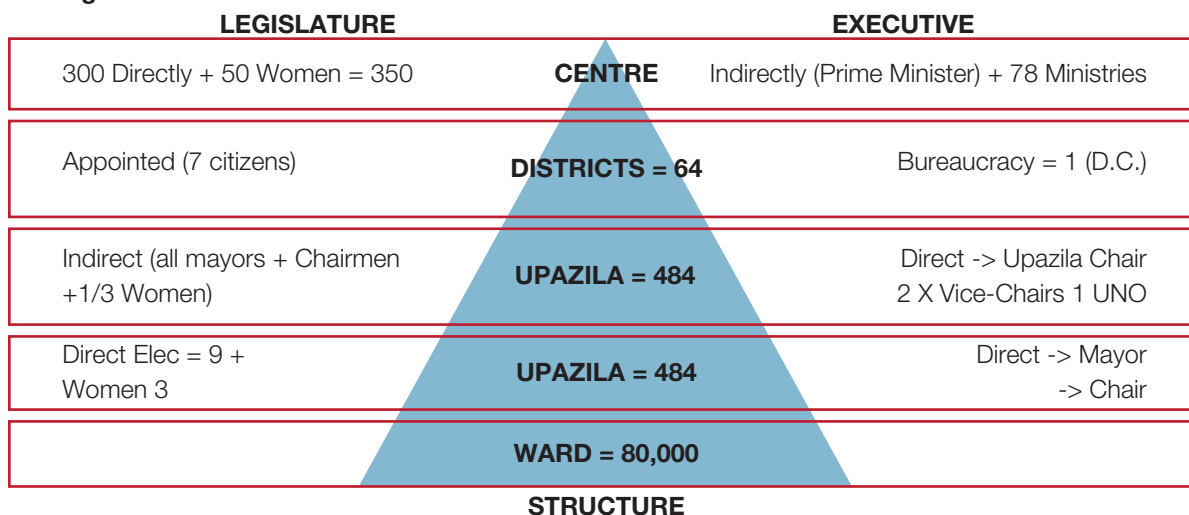### Local government capacity building innovations

- E-courses
- Policy analysis workshops

Local government capacity building challenges

- Corruption
- Insecurity
- Lack of coordination and unified approach
- Lack of political will
- Inconsistency of government and donors

Bangladesh

Local government structure

LEGISLATURE		EXECUTIVE
300 Directly + 50 Women = 350	**CENTRE**	Indirectly (Prime Minister) + 78 Ministries
Appointed (7 citizens)	**DISTRICTS = 64**	Bureaucracy = 1 (D.C.)
Indirect (all mayors + Chairmen +1/3 Women)	**UPAZILA = 484**	Direct -> Upazila Chair 2 X Vice-Chairs 1 UNO
Direct Elec = 9 + Women 3	**UPAZILA = 484**	Direct -> Mayor -> Chair
	WARD = 80,000	

STRUCTURE

Capacity building background

Year	Major events	Milestone
2007	Local Governance Support Project	Basic Block Grant
2009	Local Governance Act (City Corporation, Pourashava and UP)	Revitalising Upazila (sub-districts)
2012	Local Governance Support Project-II	Performance Block Grant
2012	National Capacity Development Framework	Partnership framework signed for UP capacity building

Capacity building framework

Core Training		Demand Responsive Training
▪ 150 resource persons ▪ Unified UP Operational Manual ▪ Annex of UPOM are other projects OM		▪ Specialised Training ▪ Accreditation Training
	Peer-Learning - HLP	

Local government capacity building collaborators

▪ Local government division, local government training institutions, donors (multilaterals such as the World Bank, UNDP, UNCDF etc. and bilaterals such as the SDC, JICA, USAID etc.), NGOs, CSOs, Private Sector, the Media (print and electronic media, community radio), Union Parishad Helpline

Local government capacity building innovations

▪ Practice to Policy, Union Parishad Local Academy, Interactive Capacity Building for elected women representatives, decentralised capacity building fund through Local Governance Support Project (allocation of 10% of Basic Block Grants)

Local government capacity building challenges

▪ Mindset (command and control), lack of resources

Bhutan

The decentralisation process was launched in 1981 with the inception of the 5th Five Year Plan when Dzongkhag Yargye Tshogchung (District Development Committee) was institutionalised in all the Dzongkhags. This was followed by the establishment of the Gewog Yargye Tshogchungs (Block Development Committees) in 1991.

The most recent developments in relation to decentralisation and local governance include:

- The adoption of the Constitution of the Kingdom of Bhutan in July 2008, providing the constitutional basis and mandate for the formation and development of local governments in line with the new democratic system
- Enactment of the Local Government Act 2009, repealing Local Government Act 2007, Thromde Act 2007
- Appointment of Gewog Administrative Officers and Gewog Accountants to support Local Governments at the Gewog level since 2008-09
- Creation of the Department of Local Governance, under the Ministry of Home and Cultural Affairs (2009) to provide coordination, direction and support to local governments in the implementation of their plans and programmes in-line with the decentralisation policy and existing legal framework for local governments
- Local government elections in 2011 and instatement of elected local governments in all the 205 Gewogs in 20 Dzongkhags and 4 Dzongkhag Class-A Thromdes
- Promulgation of Local Government Rules and Regulations 2012 to support implementation of the Local Government Act, 2009
- Introduction of formula-based Annual Capital Grant system to Dzongkhags and Gewogs from FY 2008-09 with a significant amount of funds for local capital investments according to the local need, and its incorporation in the local governance planning and budgeting process

Fiscal mechanisms to foster further decentralisation at the local governance level are in the pipeline. The division of tasks and functions between central and local levels of government is guided by the 'principle of subsidiarity.' Capital investment resources for local governance implementation is allocated using the resource allocation formula with clear and objective criteria for needs-based allocations.

Local government capacity development initiatives

Capacity building is key to transforming local governments. Dzongkhag administration and the local governments need to cope with rapid political and social transformation generated by the added responsibilities as outlined in the Local Government Act, 2009. The general perception among the central agencies and the local governments is that there is lack of capacity in local governments.

The Interactive Capacity Building Program has been developed and trainings are being implemented in-line with the plan. The various trainings imparted have steadily increased the capacity of the local governments to plan and implement development activities.

A Capacity Development Strategy for Local Governance (2012) was developed to provide wider approach to capacity building; focuses on existing assets rather than concentrating on 'needs,' thus requiring a more holistic and area-based planning method. The Capacity Development Strategy provides a framework for an improved curriculum for local governance training, capacity development grants (demand-driven approach), and greater public awareness of a decentralised system. The Department of Local Governance is taking the lead in ensuring that the strategy provides the impetus for capacity building for local governments.

Local government capacity development challenges

A major concern is encouraging the local governments to identify their own training needs, based on their own assessments, to ensure that training is more demand-driven and addresses the considerable variation in the service delivery capacity of different local governments to foster a greater degree of local 'ownership.' Consolidated and coordinated training to the local government by the central agencies is a challenge.

Cambodia

Local government structure (four tiers)

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                    Central
                   Government
         ┌─────────────┴──────────────────────────┐
    Province 24                               Capital 01        ┐
    ┌────┴─────┐                                  │             │
Municipality  District 159                     Khant 09         │  Local Administration
    26                                            │             │
 ┌──┴───┐                                      Sangkats         │
Communes  Sangkats                                              ┘
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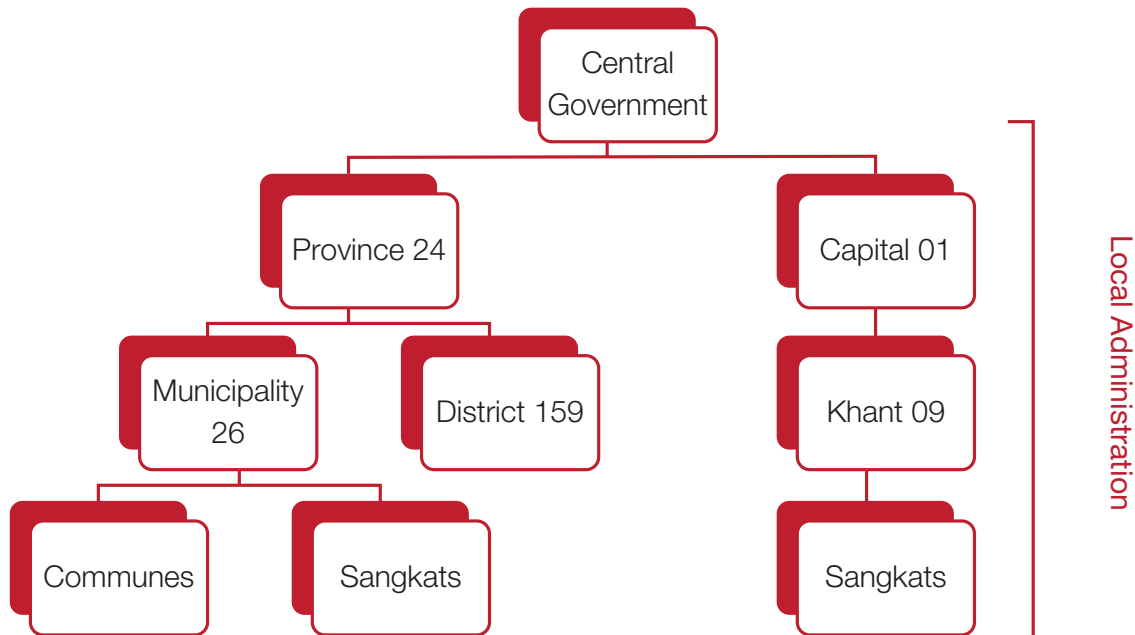
- Total Commune and Sangkat = 1,633 (Commune = 1,407 and Sangkat = 226)
- Average population of Province = 6,02,700 (1,26,570 families)
- Average population of DM = 74,562 (15,650 families)
- Average population of C/S = 8,850 (1,860 families)

Background to local government

- Current Constitution (1993), Law on Commune and Sangkat Administrative Management (2001), Strategic Framework for Decentralisation and Deconcentration Reform (2005), Law on Administrative Management of the Capital, Provinces, Municipalities, Districts and Khants (Organic Law) on sub-national administrations (2008), 10-year National Program document (2010)

Focus of local government capacity development

- Functions of Council: Representation, legislation, and oversight; Functions of Board of Governors: executive functions; financial management; management and administrative; human resources management; Planning, Monitoring and Evaluation (M&E), and support; coordination, conflict resolution and handling of complaints; service delivery; accountability and civic engagement; inclusiveness (Gender mainstreaming); conflict sensitivity

Collaborators in local government capacity development

- National Committee for Subnational Administration Democratic Development Secretariat; line ministries; Sub-National Administration Council Associations; development partners, NGOs, CSOs, community; private sector; innovative approaches in capacity development; mentoring and coaching; joint capacity development planning (the government, development partners and NGOs); community of practice; exposure visit; dual approach in capacity development (both subnational administrations and communities)

Challenges in local government capacity development

- Delay in undertaking some training activities due to constraint of time, resources and capacity
- Mindset
- Capacity substitution
- Coordination among capacity development providers

India

Structure of rural local government

India has a three tier system for rural self-governance, also known as 'Panchayati Raj.' The lowest unit of governance is the 'Panchayat' which is constituted according to population, with a minimum of 2,000 people. The Panchayat is composed of 'Wards.' Each Ward directly elects a 'Ward Member' and all Wards together elect a President. The tier above it is 'Block Panchayat' which is represented through elected members directly elected from different constituencies within the Block. A Block is an administrative unit comprising of several Panchayats. One representative of a Block represents close to 5-6 Panchayats. The third tier is the 'District Panchayat.'

Local governance is a state subject, and the states have the freedom to make their own set of rules within the larger framework of 73rd Constitutional Amendment (1992), which has given formal constitutional recognition to the three tier Panchayati Raj system. It has also ensured 33.3% reservation for women and separated reservation for those belonging to socially marginalised communities. A few years back reservation for women in Panchayats was increased to 50% with many states adopting it straightaway. In 2001, the National Policy for the Empowerment of Women was framed by the Government of India, which reiterated its commitment towards securing advancement of women in all spheres, including political.

Capacity building of local governments

The Hunger Project (THP) positions elected women representatives (EWRs) in Panchayats (the lowest tier of local governance) as its key target group. It seeks to strengthen their leadership through a series of capacity building initiatives and works towards creating an enabling external environment for women leaders to be able to exercise their leadership. THP firmly believes in the 'power within' women leaders and facilitates their journey as change makers in their communities. Although the constitutional amendment gave presence and participation to women in electoral process, it could not accord them their role in decision-making automatically. Indeed, EWRs in India face many social and cultural barriers. It's in this context that THP attempts to bring the elected women leaders' capacities in the open, make governance inclusive and work towards creating a support structure.

Innovative practices in local government capacity building

Each election cycle has a five-year term and THP works with a select group of EWRs through the entire term. THP currently works in seven states of India and each state's strategy is suited to the specific socio-political context and realities of the state policy. The strategy is a multi-stakeholder one involving engagements with media, administration, CSOs, researchers and the academia.

The journey with EWRs starts with an understanding of their own 'self,' a power to reckon, believe and work with. THP helps them traverse their journey by connecting with other EWRs to engage in peer-learning to get motivated and uplifted by them. They also become support structures for each other.

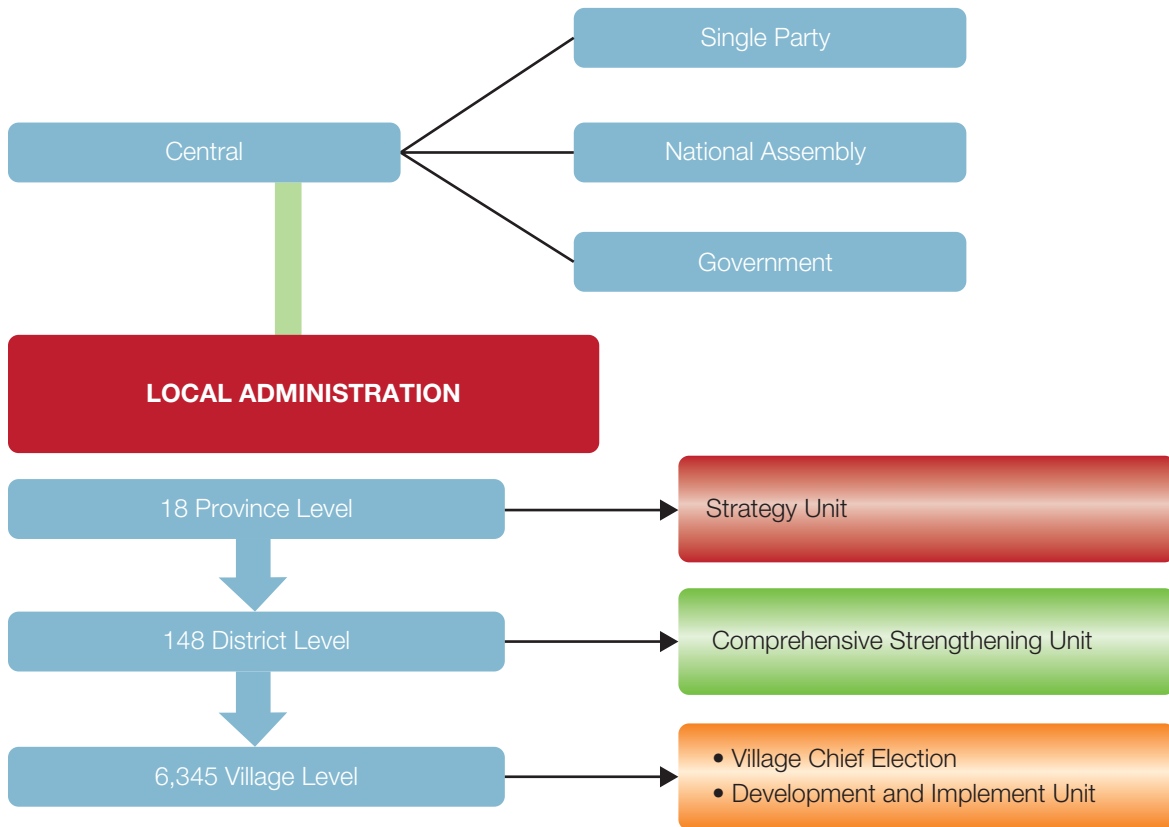### Collaborators in local government capacity building

■ EWRs, the media, CSOs, academia and CSO networks

Key challenges

■ Lack of adequate, qualitative and context specific capacity building initiatives from the government, various social realities embedded in patriarchy, decentralised structures bureaucracy ridden, policy issues etc.
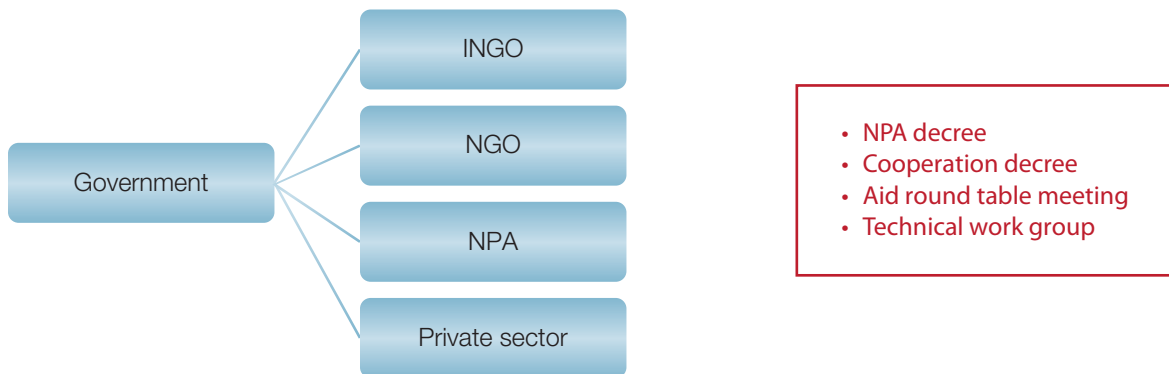
Laos

Local government structure


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                                    ┌──────────────────┐
                                    │   Single Party    │
                                    └──────────────────┘
┌──────────────┐                    ┌──────────────────┐
│   Central    │────────────────────│ National Assembly │
└──────────────┘                    └──────────────────┘
        │                           ┌──────────────────┐
        │                           │    Government     │
        │                           └──────────────────┘
┌──────────────────────────┐
│   LOCAL ADMINISTRATION    │
└──────────────────────────┘

┌──────────────────────┐        ┌──────────────────────────────┐
│  18 Province Level   │───────▶│        Strategy Unit          │
└──────────────────────┘        └──────────────────────────────┘
          │
          ▼
┌──────────────────────┐        ┌──────────────────────────────┐
│  148 District Level  │───────▶│ Comprehensive Strengthening Unit │
└──────────────────────┘        └──────────────────────────────┘
          │
          ▼
┌──────────────────────┐        ┌──────────────────────────────┐
│  6,345 Village Level │───────▶│ • Village Chief Election      │
└──────────────────────┘        │ • Development and Implement Unit │
                                └──────────────────────────────┘
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Local government capacity building focus

- Ministry of Home Affairs, revised legal framework, CSO engagement, training of province and district-level officers on civil service management, public administration, leadership and training of trainers

Local government capacity building collaboration


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                    ┌──────────┐
                    │   INGO   │
                    └──────────┘
                    ┌──────────┐
┌──────────────┐    │   NGO    │
│  Government  │────└──────────┘
└──────────────┘    ┌──────────┐
                    │   NPA    │
                    └──────────┘
                    ┌──────────────┐
                    │ Private sector │
                    └──────────────┘
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- NPA decree
- Cooperation decree
- Aid round table meeting
- Technical work group

Local government capacity building innovations

- District development fund, small grant, capacity development modern fund
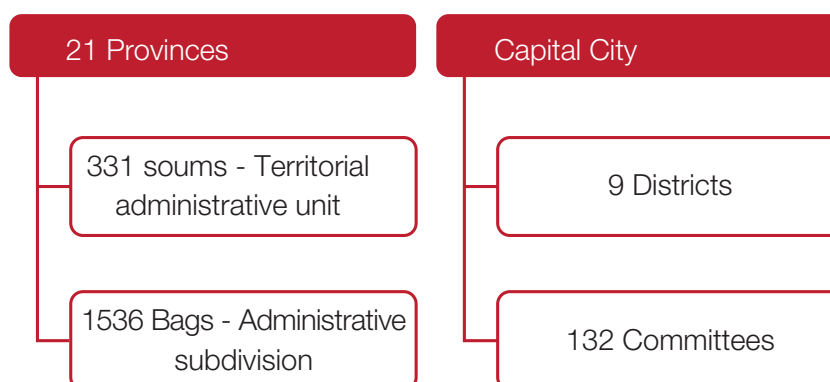
Local government capacity building challenges

- Government has given direction for participation in legal building, but there is lack of understanding and capacity in implementation
- Lack of information, technical ability and motivation
- Government and CSOs have limited scope for cooperation

Mongolia

Over the past two decades, Mongolia has been through a remarkable political, economic and social transition. In addition to robust democracy with elections at central and local levels, other democratic institutions have also flourished with a free media and the emergence of community based associations and NGOs. The country is moving away from a highly centralised budgetary system and attempting to reduce the distance between citizens and policymakers.

Local Government of Mongolia

21 Provinces	Capital City
331 soums - Territorial administrative unit	9 Districts
1536 Bags - Administrative subdivision	132 Committees

In December 2011, the Mongolian Parliament passed the Integrated Budget Law, which is a major reform of the public budgetary and expenditure system. The law came into effect from 1 January 2013, and includes fiscal decentralisation with far greater responsibility placed at the local level. In recognition of the fact that most local governments in Mongolia lack significant own revenue bases, the law has also established a formula-driven inter-governmental transfer mechanism – Local Development Fund (LDF). LDFs provide predictable and sizeable funds to support local capital investment in public infrastructure and services at soum level.[2] The law specifies eligible areas for investment and also includes a negative list. Eligible expenditure includes pasture management related investment, which should enable rural soums to enhance risk management and protect local pasture. Furthermore, the law explicitly specifies that local governments must utilise LDF allocations in accordance with citizen priorities, as identified through a robust process of community participation in budget preparation and execution, which is a major step forward in the empowerment of citizens and a major reform of the citizen-government relationship.
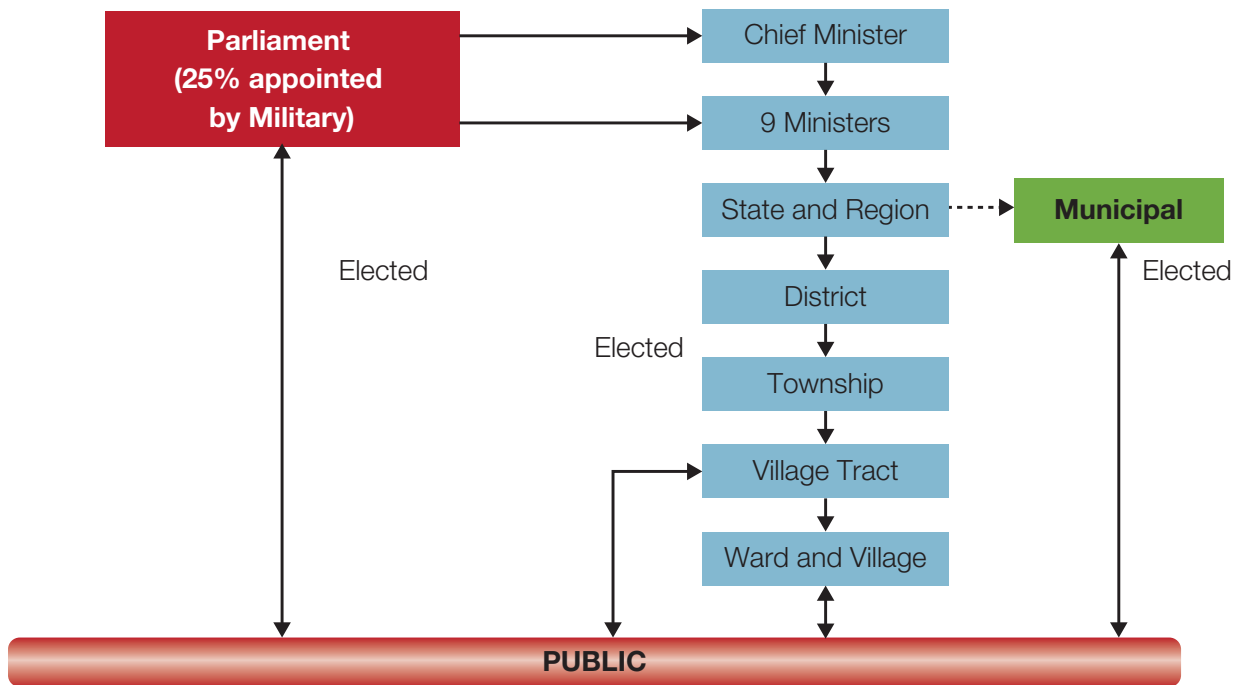
The government is also launching a new 'Soum Program' to support economic development at the local level. This was initiated through a cabinet decision in February 2013. In this regard, the Ministry of Economic Development has defined a number of core activities to implement the Soum Program, defining tiers of infrastructure requirements for public service provision and for economic activity. Through the implementation of medium term investment plans, soums are expected to move from basic levels of infrastructure to more developed levels supporting private sector activity.

While the law is aimed at promoting fiscal decentralisation, good governance, community participation and equity, the mechanism does not provide specific incentives for improved local government performance. In this respect, the LDF allocations could get considered as entitlements. The Soum Program is new and requires strengthening and capacity building at the soum level to develop infrastructure which creates an enabling environment for private sector development.

Government of Mongolia is focusing on supporting participatory processes and building capacity in the governmental structure to successfully implement the new LDF and the Soum Program. In particular, it intends to introduce an incentive mechanism to promote good governance at the soum level, rewarding those soums that embrace the participatory processes and incorporate good practice elements into their planning, budgeting, execution, monitoring and evaluation and fiduciary processes.

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[2] Administratively, rural areas of Mongolia are divided into soums, of which there are currently 330.

Myanmar

Parliament (25% appointed by Military)	Chief Minister
	9 Ministers
	State and Region ┈┈▶ **Municipal**
	District
	Township
	Village Tract
	Ward and Village

Elected   Elected   Elected

PUBLIC

The 2008 Constitution of Myanmar separates the powers of the central government into three bodies:

- Judiciary
- Executive
- Legislative

The media plays a key role to ensure that these bodies do not influence each other. This power separation is also in seven States and seven regions.

The three major reforms in Myanmar are as follows:

- Political reforms (e.g., peace talks, bi-election, release of political prisoners, and focus on good governance and clean government, etc.)
- Economic and administrative reform (rule of law, CSOs came closer to the ministries and local and regional government in cooperation, coordination and collaboration process)
- Institutional reform (reshuffling ministers and strengthening constitution, international countries accept Myanmar in international community)

Decentralisation and local governance

- Training and workshops for different levels of government, NGOs, international NGOs, CSOs and community
- Collaborations in local government capacity building
- Support election observation (technical/financial)
- State and regional development plan consultation with CSOs, private sector (innovative practices)
- National budget consultation
- CSOs, government organisation (Member of Parliament, Planning Departments)

Challenges in local government capacity building

- Lack of mutual understanding between CSOs and the government
- Still highly centralised
- Corruption

Nepal

Local government background

- Following First People's Movement in 1990, village/municipal, district and national level elections took place. The Local Self-Governance Act adopted in 1996 providing constitutional rights to local government bodies to manage their affairs
- Due to armed insurrection by the Communist Party of Nepal-Maoist, local level election could not take place in 1999 and local government bodies have been managed by bureaucrats since then; an all-party committee mechanism has been informally adopted to support them
- There have been no elected representatives in local government bodies since 1999

Local government structure

- National level: Presently the Ministry of Federal Affairs and Local Development, formerly Ministry of Local Development, heads the federal structure
- Five development regions, 75 districts (District Development Committees), some urban municipalities and nearly 4,000 Village Development Committees. Village Development Committees have nine Wards, while urban municipalities have more than nine Wards depending upon their sizes. The population of a Village Development Committees varies anywhere from a few hundreds to around 10,000 depending upon the location
- By clubbing together a few Village Development Committees, recently 150 urban municipalities were created. Due to pending decision on state restructuring the status of development regions, district and Village Development Committees is unclear

Focus of local government capacity development

- Uncertainties about the roles and responsibilities of state, district, urban municipality and Village Development Committees on the devolution of power
- Districts, urban municipalities and some Village Development Committees have 5 year periodic plans in practice since mid-1990
- Local and urban development training institutions are in place since 1970s

Local government capacity development collaboration

- Training on various aspects of local development and urban development in collaboration with both national and international partners
- Fiscal federalism, based on the study of the Fiscal Commission, has been initiated by the Ministry of Federal Affairs and Local Development

Local government capacity development innovative practices

- Strengthening accountability of local government bodies. Communication and Management Institute has been entrusted to implement it in 9 districts in collaboration with SDC
- Local governance facility is in place under which Local Governance and Community Development Program implemented by the Ministry of Federal Affairs and Local Development in collaboration with multi-sector partners
- Municipal Learning Centers are in place in five development regions
- A number of social accountability tools are in practice at local level

Local government capacity development challenges

- Absence of elected representatives at local government level
- Constituent Assembly not able as yet to promulgate the constitution for the past 6 years due to lack of agreement among political parties on state restructuring
- Local level elections anticipated to take place in November 2015, as the presence of elected representatives in local level government bodies is perceived necessary for the effective management of reconstruction work in earthquake devastated areas

Pakistan

Local government and decentralisation background

Decentralisation of local governments in Pakistan is full of frequent changes. The promotion of local government under successive military rule being recentralised by successive democratic governments. After the passing of the 18th amendment in the constitution of Pakistan in 2011, the provinces were given authority to make their own Local Governance Acts. All the provincial governments established their Local Governance Acts in 2013. In Baluchistan and Khyber Pakhtunkhwa the Local Governance elections have been conducted; while in Punjab and Sindh it is to be conducted in September 2015.

Local Councils Association of the Punjab is the representative organisation of 3,464 local councils in Punjab province. Since its establishment in 2006, it is engaged in the capacity building of local governments. The key areas of the capacity building are the following:

- Training of prospective councillors in election process
- Training of councillors in their roles and responsibilities
- Training of councillors in the functions of local governments in all three tiers
- Training of the local government officials in financial management
- Training of the local councillors on basic human rights
- Training of local councillors in lobbying and advocacy for the local governments

Local government capacity development innovative practices

- Local Council Association of Punjab built the capacity of the local councillors so that they can work for the promotion, continuation and strengthening of the local governments. Earlier the networks of councillors concentrated on traditional capacity building approaches only
- Local Council Association of Punjab has established diversified and extensive linkages and collaboration with renowned international organisations. Every year, 20-30 local councillors participate in different international training sessions, workshops, conferences and dialogues which gives them an opportunity to learn good practices adopted by the local governments of various countries
- Local Council Association of Punjab emphasised the peer-learning process. It has established a pool of experienced and trained counsellors who are available to assist others on various aspects related to local governments

Local government capacity development collaborators

Significant collaborators in this process of capacity building are both local and international. At the local level the collaborators are as follows:

- CSOs working on local governments
- Print and electronic media
- Parliamentarians
- Local government officials
- Local councillors and Nazims (Mayors)

Local government capacity development challenges

- Limited exposure of the local councils and general public to a true local government system
- Frequent discontinuation of local government system
- Frequent changes in the Acts of local governments
- Gender imbalance in local governments
- Limited resources, especially in the absence of local governments
- Expansion of the organisation to four provinces
- Non-cooperation between the provincial and federal government

CapDev framework: Process and practices

The Capacity Development Framework from Bangladesh was presented as a generic set of modalities for classifying different capacity development programmes as:

- Supply-driven: Predominantly for core-driven provision of mandatory knowledge to local governments
- Demand-driven: Elective ability of local governments to access capacity resources in their priority areas
- Horizontal-driven: Opportunity for local governments to share and learn practices from their peers

Local Government Capacity Development Framework

Supply Driven (core) — Collation of Experiences — Horizontal (practices) — Demand Driven (elective)
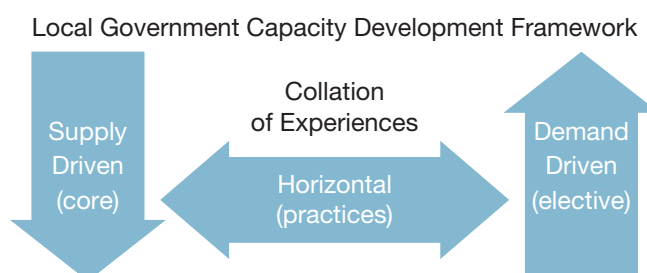
Participants were asked to write their country name under the supply-driven, demand-driven and horizontal-driven capacity development category according to the following legend:

- Green: Strong local government capacity building efforts nation-wide
- Red: Weak local government capacity building, not yet at significant scale

The summary of capacity development across the different countries revealed:

- Most countries had relatively strong top-down (supply-driven) capacity systems at significant scale
- Some countries had significant bottom-up (demand-driven) capacity systems at significant scale
- No country had significant horizontal (peer-learning) capacity system at scale

While participants recognised the importance of horizontal learning, they pointed to the intrinsic difficulty in institutionalising and scaling up peer-learning processes across organisations (i.e. local governments). In this respect, the HLP process offers some useful ideas for strengthening peer-learning processes.

DAY 2
Good Practice Hunt

1. Recap of day one

The second day began with feedback from participants. Participants shared how they found the peer-to-peer learning process of HLP to be interesting, lending itself for replicability in other countries. They appreciated the sharing of country-level local government capacity development plans and the time given to clarify doubts. Some questions were raised on the operational aspects of horizontal learning, especially with regards to obtaining government support in countries. Concerns were also raised about the dedicated resources necessary to initiate horizontal learning.
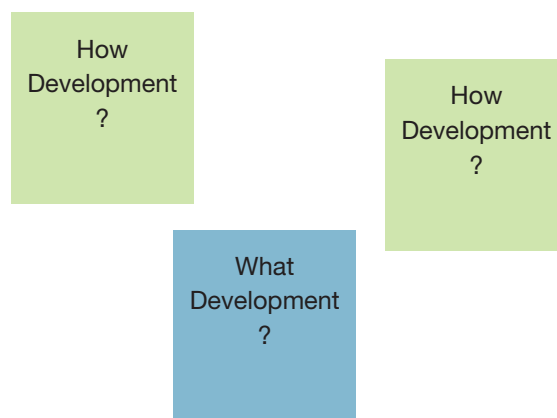
2. Development problématique

In the next session participants were asked to identify the end goal of local government capacity building programmes. The responses were divided into those that could be classified as 'means' (i.e. how development) and those that could be classified as 'ends' (i.e. what development).

This session led to a detailed discussion on the broader development *problématique* as to whether the poor were poor because they lacked financial resources, and whether the provision of greater resources to the poor actually redressed the underlying causes of poverty. There was a sense that the poor were not only poor due to financial constraints, and that the provision of greater financial resources to the poor did not necessarily address the underlying causes of oppressive poverty. There was also a sense that in some ways the transfer of resources to the poor recreated the poor as poor recipients of resources from those who were rich in resources.

This provided the basis for a discussion on the alignment of different modalities for the provision of access to capacity building services. That is, the extent to which the philosophy – everyone is a teacher and everyone is a learner – can bridge the divide between supply-driven cascade training (driven by experts and given by experts) and demand-driven elective training (driven by recipients and provided by experts). In this model, the key challenge is identifying where expertise resides and making that available to others.

A network of sharing and learning good practices from others is founded on strong connections between the members. This suggests a horizontal structure where all members are equal yet different, are simultaneously teachers as well as learners.
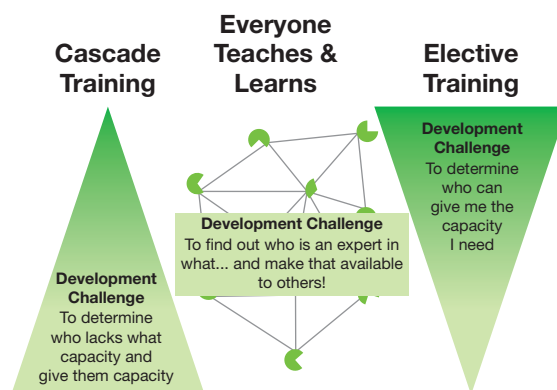
With growing access to information technology and the wide expansion of social media, teaching and learning
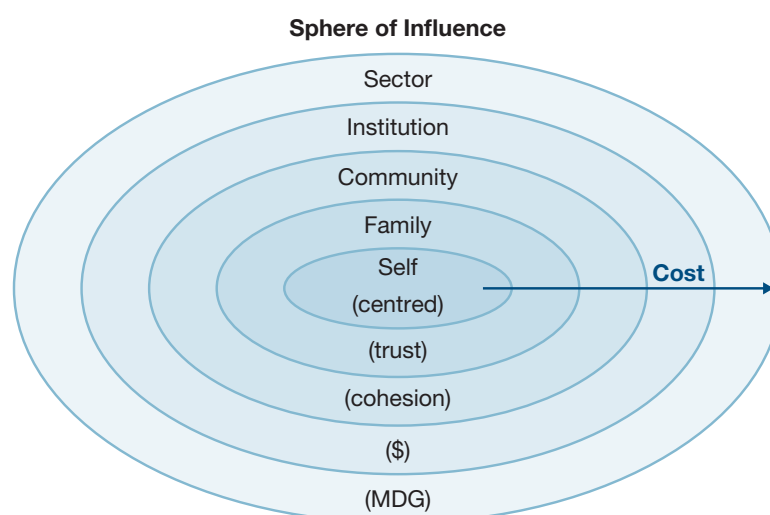
How Development ?

How Development ?

What Development ?

Development Problématique

Give resources to the poor

Eradicate Poverty & Eliminate Inequality

Give respect to the poor

Postmodern Critique: We recreate the poor as poor when we call them poor!

Cascade Training

Everyone Teaches & Learns

Elective Training

Development Challenge To determine who lacks what capacity and give them capacity

Development Challenge To find out who is an expert in what... and make that available to others!

Development Challenge To determine who can give me the capacity I need

Everyone Teaches and Learns
Do not lead me, I may not follow
Do not follow me, I may not lead
Walk beside me and be my friend

on good practices previously mediated through personal connections are now mediated through the internet. The establishment of teaching and learning networks between individuals is relatively low in cost while the establishment of teaching and learning networks at the institution or sector level involves significantly higher functioning costs.

Sphere of Influence

Sector

Institution

Community

Family

Self

(centred)   Cost

(trust)

(cohesion)

($)

(MDG)

3. Good practice hunt

The goal of the good practice hunt was for participants to utilise the horizontal learning methodology to identify the top two practices from amongst the countries using the HLP process.

Identification of good practices

In five mixed groups of 6 people each, participants were requested to identify 8-10 good practices in the field of local governance or capacity building from amongst each country. Each member received two tips to vote for good practices that they would like to learn. The two good practices from each of the small groups were then shortlisted. Groups were requested to identify the indicators of success for each of these top two good practices in order to be able to assess whether these practices had been successfully replicated.

Shortlisting of good practices

The top two practices shortlisted from each of the groups were then presented in the plenary session. Participants were allocated two tips to vote for the good practices that they would like to learn. At the end of the voting process the two good practices with the most votes were selected to make a presentation on day three.

The two best practices selected after the plenary voting process were:

- Afghanistan: National Solidarity Programme
- Mongolia: Mobile Citizen Hall

DAY 3

The HLP Process and
Country Plans

1. Recap of day two

The third day began with feedback on the second day. A team of three volunteers prepared a series of questions that were placed in a basket.

Questions related to HLP

- Tell me three negative points about HLP

- Do you see any pros and cons of HLP?

- How does HLP work in Bangladesh?

- Do HLP practices in Bangladesh have dedicated or tied financial grants?

- What is the main purpose of HLP?

- Give one example of HLP/mutual learning programme in your country

- What structure or process do we need to follow for HLP?

- If you find a good practice on decentralisation, will you replicate it in your country?

- How can HLP be digitised/or be implemented without any fund implication?

- Since donors/development partners have their own agenda, how can you insert an additional idea for capacity building?

- Why do we need to understand HLP?

- Do you agree that in HLP external agents (stakeholders) cannot impose anything?

- What important point have you learnt in two days? – Just one point

- Since HLP is for mutual/peer-to-peer learning, why do you have local government division in the picture? Does it mean HLP is a partially vertical and partially horizontal process?

2. Presentation on good practices

- Afghanistan National Solidarity Programme for bottom-up planning, investment and monitoring of public community infrastructure

- Mongolian Mobile Citizen Hall for people's participation in local government decision-making and planning process

3. Presentation on the HLP process in Bangladesh

- Identify their own good practices
  (w/indicators)

- Share their good practices with peers

- Select what they want to learn

- Choose what they want to replicate

- Commit their own budget for replication

- Allocate resources via own budget processes

- Support replication by their peers

- Collectively inform policy changes

Horizontal learning principles

- Appreciate: To realise everyone's potential to overcome the limits that we impose on ourselves

- Connect: To remove the distinctions that separate us and detract from our collective well-being

- Adapt: To start with what works and enable replication through exposure in the local context

Horizontal learning process

This process recognises that every local government representative is simultaneously 'a teacher' as well as 'a learner' of good practices. By monitoring what local governments choose to replicate with their own funds, it is possible to learn from their collated experience. The strengthening of accountability for good practices enabling the combined experience of good practice replication to inform central government policy through the following process:

- UPs are encouraged to identify their good practices (with indicators)

- UPs select the good practices they wish to visit in order to learn from their peers and appreciate their context/achievements

- UPs prioritise, discuss with citizens and integrate appropriate good practices into their annual plan and budget

- UPs replicate good practices with the support of their peers

- Progress in replication is monitored through peer reviews and achievements recognised through the horizontal learning network
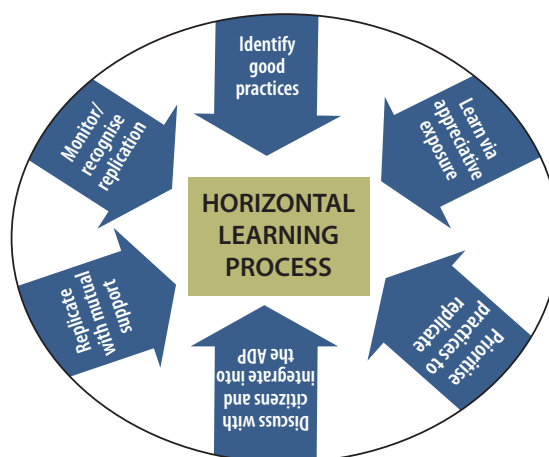

Horizontal learning value added

Conventional capacity building programmes usually start with assumption that there is a lack of capacity that has to be addressed. 'What,' 'how' and 'when' these deficiencies will be addressed is generally decided by central capacity providers. In contrast, the basic assumption under HLP has been that capacities already exist. 'What,' 'how' and 'when' learning will be undertaken is to be decided by local stakeholders within a peer network. This complements conventional capacity building efforts by sharing 'what works' and allowing replication amongst peers to improve the environment in which capacity building is directed.

What to teach?

	Cascade Training	Horizontal Learning
Starting Point	Deficiency	Capacity
What?	Should be ...	Is working ...
Who teaches?	Experts	Peers
Who decides?	Programme does	Self selection
Why?	To meet standards	To address needs
Where?	Classroom	Field based
What knowledge?	Codified knowledge	Tacit knowledge
Result?	Increased Capacity	Increased Confidence

What works?

Horizontal learning results

The local government led peer-to-peer learning processes have resulted in a total of 1,251 local governments allocating USD 11.53 million to replicate more than 25 water, sanitation and governance good practices learnt from peers to serve an estimated 22 million people over the period of 2011-2014. This represents a practical increase in the capacity of local governments to learn (and teach) the specific ingredients of these good practices and replicate them with their own resources within their own local setting.
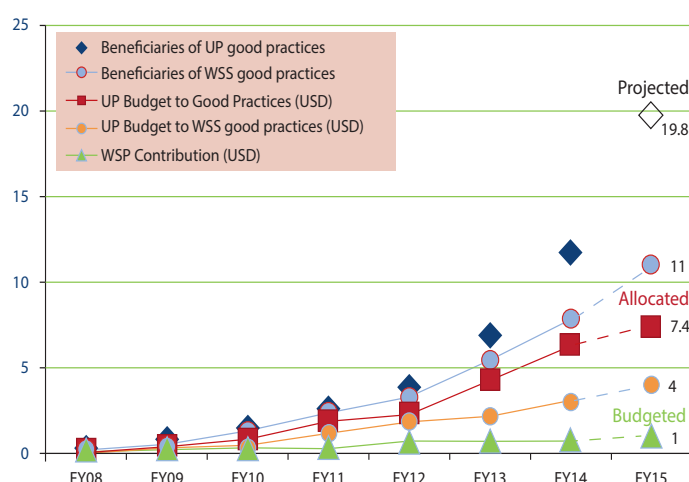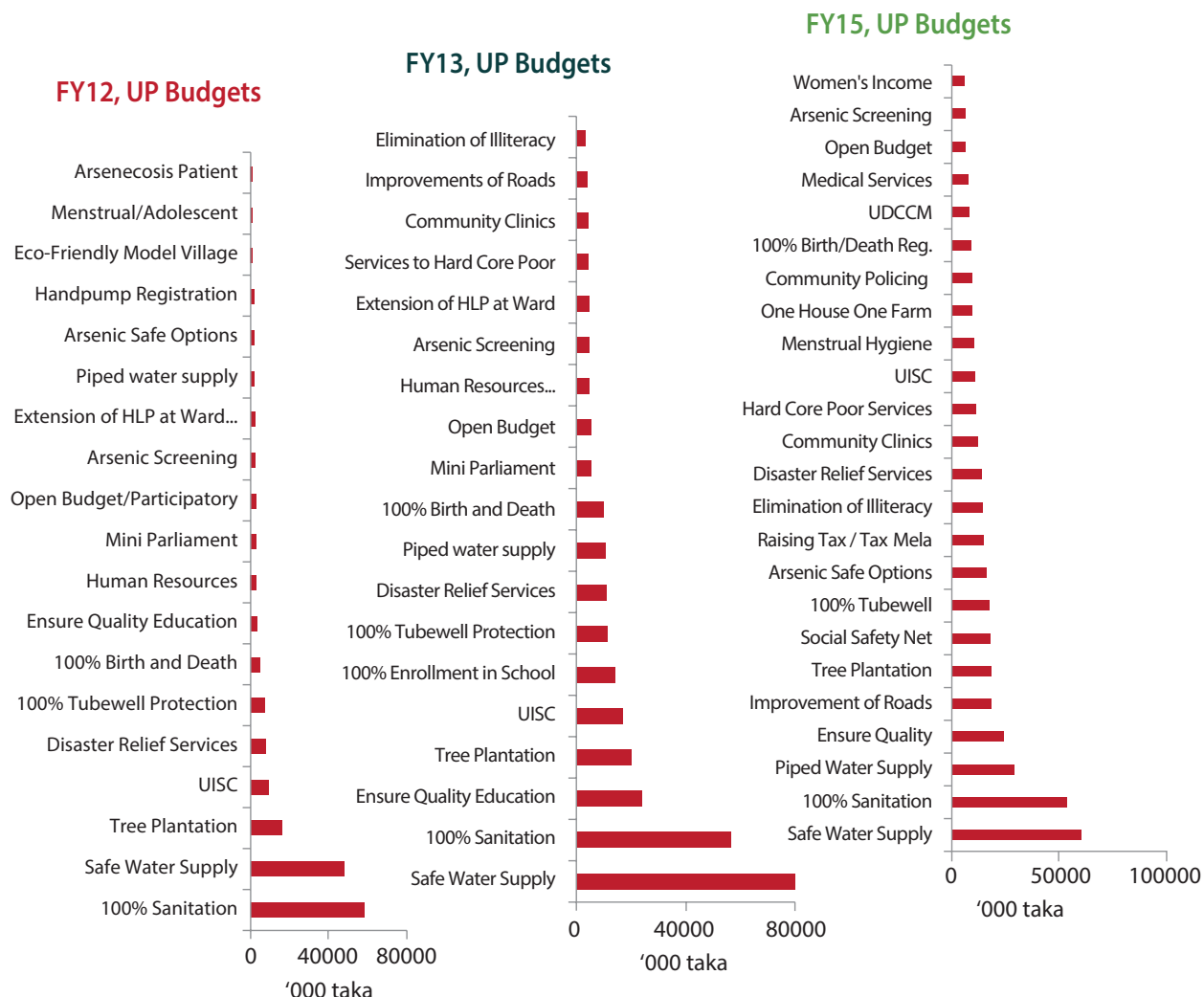

This includes:

- Open budgets: In more than 200 local governments resulting in a 62% increase in holding tax collection in 111 local governments that serve 3.36 million people

- 100% sanitation (child-to-child behavior change, eco-friendly villages): In 85 local governments to improve sanitation for 3.6 million people

- Tube well protection: 56 local governments improved the bacterial safety of water for 1.6 million people

- Pay-for-use arsenic tests: 132 local governments improved the arsenic safety of 80,000 water sources serving 940,000 people

	LG Budget (million)			Good Practices Replicated	Good Practice Indicators	Beneficiaries (million)			
	FY12	FY13	FY14			FY11	FY12	FY13	FY14
Sanitation	USD 0.80	USD 0.71	USD 1.20	100% sanitation	# people no longer practicing open defecation	0.50	1.38	2.16	3.60
				Eco-friendly villages	# people living in eco-friendly villages				
				Child to child behaviour change	# families of children reached				
				Disaster resilient latrines	# people using disaster resilient latrines				
				Sanitation marketing	# people using quality sanitation products				
Water	USD 0.77	USD 1.54	USD 1.83	Pay-for-use Arsenic screening	# people consuming safer water (chemical)	1.80	1.67	2.68	4.20
				Protection to tube well casing	# people consuming safer water (bacterial)				
				Disaster resilient ponds	# people with resilient drinking water supply				
				Low cost rain water harvesting	# people served with emergency water supply				
Governance	USD 0.28	USD 0.66	USD 1.02	Open Budget	# people (male/female) participating	0.23	0.55	1.38	2.12
				Raising Holding Tax	# people in new household pay holding tax				
				Women's Forum	# people receiving women's forum services				
				Union Coordination Committee	# people with imported service via UCCM				
				Union Information Centre	# people served with information				
Other	USD 0.46	USD 1.33	USD 2.28	Disaster Relief Services	# people served with disaster relief		0.28	1.15	1.86
				Birth & Death Registration	# people with births and deaths registered				
				Ensure Quality Education	# children in UP quality assured schools				
	2.3	2.9	6.33	HLP Data collated from LGs		2.53	3.60	6.23	9.92

NB - # people served through the replication of good practices (in red) is not included in the total

The open budget process ensures citizen engagement in the replication of good practices, as it gives the citizens the power to decide how funds are used. The major allocation of local government owned budget resources for good practice replication occurs in the water and sanitation sector.

FY12, UP Budgets

FY13, UP Budgets

FY15, UP Budgets

FY12, UP Budgets (categories, '000 taka):
Arsenecosis Patient, Menstrual/Adolescent, Eco-Friendly Model Village, Handpump Registration, Arsenic Safe Options, Piped water supply, Extension of HLP at Ward..., Arsenic Screening, Open Budget/Participatory, Mini Parliament, Human Resources, Ensure Quality Education, 100% Birth and Death, 100% Tubewell Protection, Disaster Relief Services, UISC, Tree Plantation, Safe Water Supply, 100% Sanitation

FY13, UP Budgets (categories, '000 taka):
Elimination of Illiteracy, Improvements of Roads, Community Clinics, Services to Hard Core Poor, Extension of HLP at Ward, Arsenic Screening, Human Resources..., Open Budget, Mini Parliament, 100% Birth and Death, Piped water supply, Disaster Relief Services, 100% Tubewell Protection, 100% Enrollment in School, UISC, Tree Plantation, Ensure Quality Education, 100% Sanitation, Safe Water Supply

FY15, UP Budgets (categories, '000 taka):
Women's Income, Arsenic Screening, Open Budget, Medical Services, UDCCM, 100% Birth/Death Reg., Community Policing, One House One Farm, Menstrual Hygiene, UISC, Hard Core Poor Services, Community Clinics, Disaster Relief Services, Elimination of Illiteracy, Raising Tax / Tax Mela, Arsenic Safe Options, 100% Tubewell, Social Safety Net, Tree Plantation, Improvement of Roads, Ensure Quality, Piped Water Supply, 100% Sanitation, Safe Water Supply

4. Horizontal learning in Asia

The Center on Integrated Rural Development for Asia and the Pacific (CIRDAP) is an inter-governmental and regional organisation based in Bangladesh. CIRDAP joined HLP in 2012 and as part of its regional mandate sought to apply HLP to share good practices in rural development amongst countries in Asia and the Pacific. Commencing in Iran in November 2012, HLP was applied to identify good practices in rural development by CIRDAP member organisations in Afghanistan, Fiji, India, Indonesia, Iran, Nepal, Pakistan and Vietnam. The following practices were documented by member agencies in the form of fact sheets reflecting good practices.

Pakistan

- Biometric and file tracking system
- Pakistan Benazir Income Support Programme social safety net
- Social and economic improvement of people with disabilities
- Older persons association in rural areas
- Local adaptation plan of action

Vietnam

- Bee hives with new designs and materials
- Water filter wells for each family
- Modified grass cutter for paddy cutter
- Farmer field schools participatory research

Iran	Fiji
▪ Facilitating the establishing of joint-stock farming society	▪ Collaboration of communal/traditional/administrative/religious structures
▪ Managing Zakat Ul-Fitr for Rural Development (the case of wetland drainage for rice cultivation in north of Iran)	▪ Use of traditional knowledge on:
	○ Marine Protected Area and Conservation Areas
▪ Setting up agriculture production cooperatives by farmers	○ Food Security (preparing the community for natural disasters)
	○ Weather Prediction early warning system
	▪ Integrated farming practice

This was particularly successful in Iran, where the pilot led to the establishment of a 'Good Practices Festival' to collect practices from young technical agricultural inspectors. In Pakistan, the sharing of good practices in remote federally administered tribal areas led to the establishment of a focal person for the identification of good practices. In Nepal, with technical support from LOGIN, several international exchanges have been conducted with Bangladesh to share good practices in local government capacity building.
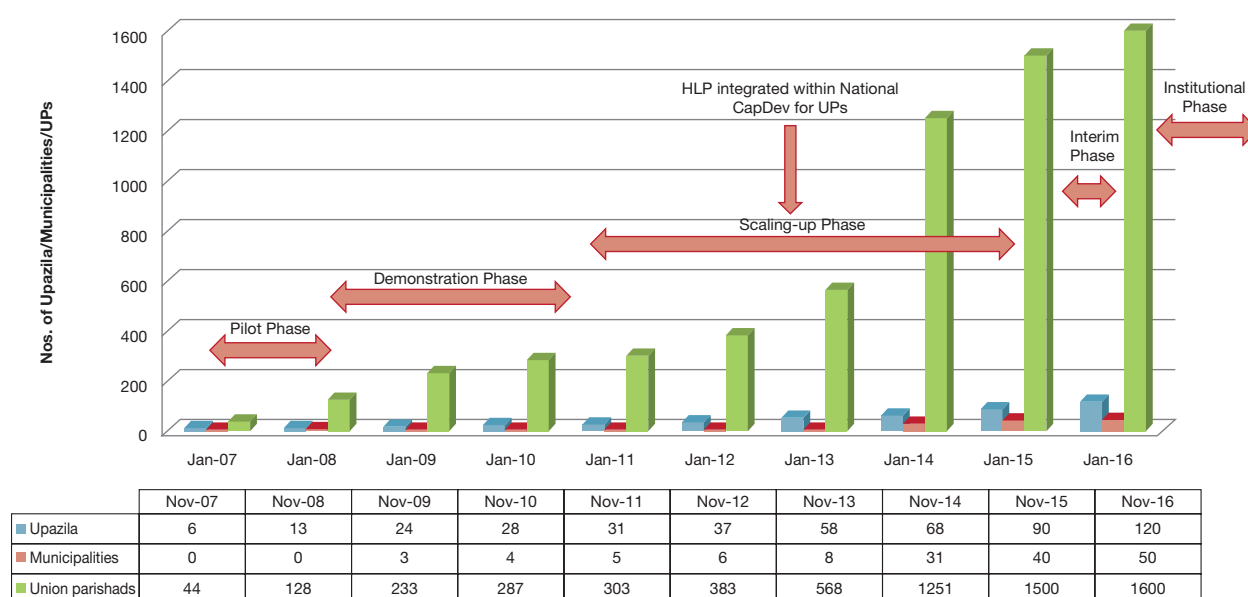
5. The horizontal learning story

After a visit to West Bengal in early 2007, a small group of local government representatives requested support to initiate a peer-to-peer learning process within Bangladesh. In response, the Water and Sanitation Programme with the support from SDC initiated this process amongst elected representatives from 29 local governments. The main purpose was to identify and understand the existing capacities of the local governments. The HLP was developed by Water and Sanitation Programme but it was recognised fairly early on that it was not possible to run this as a programme without the support of government administrative systems.

Horizontal Learning was then launched as a programme led by the local governments, facilitated by the central government and supported by development partners in 2009. The programme commenced with the selection of six best performing Upazilas by six partner agencies. This programme, led by UPs and facilitated by Local Government Department, expanded to 25 Upazilas in 2011.

The scale-up of HLP was initiated in 2011. This included the integration of horizontal learning into the national capacity development framework signed by eight development partners. This incorporated top-down (core training), bottom-up (elective modules) and horizontal (good practice sharing) modes of capacity development of local governments. The management of HLP was outsourced to private sector agencies under the supervision of government/development partner committees at the district and central government level. Over this period the Horizontal Learning Centre was established as the secretariat for the programme within the National Institute for Local Government.

Area Coverage of HLP

	Nov-07	Nov-08	Nov-09	Nov-10	Nov-11	Nov-12	Nov-13	Nov-14	Nov-15	Nov-16
Upazila	6	13	24	28	31	37	58	68	90	120
Municipalities	0	0	3	4	5	6	8	31	40	50
Union parishads	44	128	233	287	303	383	568	1251	1500	1600

This was complemented by the establishment of the UP helpline to facilitate the two-way communication with local governments via SMS, robo-calls, interactive voice recording system. Over the period from 2011 through to 2015, HLP scaled-up to 568 local government supported by 32 development partners.

One of the challenges in the scale-up of the HLP has been the maintenance of the quality of the process. Adherence to some basic principles were identified to try to enforce greater discipline on agencies competitively engaged for the management of the process under the oversight of the government/ development partner committees.

✓ DO	✕ NOT DO
Facilitate LGIs to identify good practices	Identify good practices for LGIs
Enable verification of good practices	Verify good practices for LGIs
Facilitate exposure to good practices	Decide who should see what
Facilitate handholding for adaptation/replication	Fund good practice replication
Disseminate good practices of LGIs	Identify practice to disseminate
Facilitate analysis of good practices	Analyse good practices
Communicate network achievements	Project Communications
Facilitate networking of LGIs (workshops, SMS)	Decide for LGIs

6. Country plans: Follow-up on HLP

Participants were then invited to prepare their country plans for the initiation of either the horizontal learning principles, the horizontal learning process or the HLP.

Country	What is the take away	What more do you want to know	Near Future Action Plan	Do you need LOGIN support? What? How?
Afghanistan	▪ Conceptual framework of HLP ▪ Standard good practices ▪ Synergy ▪ The prods of appreciation ▪ Role of information sharing and coordination	▪ Inclusion of ownership of local government strength		▪ Experiences of Iran ▪ Exposure visit to Bangladesh
Bhutan	▪ Concept of HLP ▪ HLP is practiced in Bhutan	▪ Pit holes/ drawbacks of HLP ▪ Yardstick to measure HLP progress/ effectiveness/ impacts ▪ HLP M&E framework	▪ HLP workshop	▪ Organising a stakeholders workshop (facilitation and workshop) ▪ Support on HLP
Cambodia	▪ HLP can be used for appraisals at all levels ▪ Principles of HLP: ○ Appreciate ○ Connect ○ Replicate ▪ Added value of HLP ▪ A tool for replication on capacity development ▪ Create a list of good practices	▪ Tools for HLP process	▪ Engage senior leaders in HLP process	▪ Need resources persons for starting up HLP in Cambodia ▪ Support to engage senior leaders in HLP process
India	▪ Overview of country context ▪ Best practices ▪ Interesting presentations and facilitations styles ▪ HLP ▪ Contacts	▪ Have real time experience of HLP by interacting with EWRs and government officials	▪ Sharing with colleagues ▪ Do a pilot	▪ Resource documents ▪ Learning journey continues

Country	What is the take away	What more do you want to know	Near Future Action Plan	Do you need LOGIN support? What? How?
Laos	▪ Peer-learning ▪ HLP principles ▪ Spirit of understanding human potential and knowledge experiences ▪ Positive thinking	▪ How HLP strengthens processes for local government ▪ Tools for M&E of capacity building and HLP		▪ Study visit on best practices to Bangladesh ▪ LOGIN's support for conducting a HLP workshop in Laos
Mongolia	▪ Concept of HLP ▪ HLP methodology ▪ Experiences of other countries ▪ Materials from the workshop	▪ Expectation of cooperation with training institutions	▪ Organise HLP workshop in Mongolia ▪ Develop HLP in Mongolia ▪ Meeting of representatives of training institutions	▪ Contact with other countries ▪ Study visit to Bangladesh ▪ How to solve local government issues
Myanmar	▪ Peer-learning activities ▪ Good practices and success stories	▪ Experimental learning for achievement through HLP process ▪ HLP strengthening	▪ Technical support and suggestions	
Nepal			▪ Organise a workshop on HLP	▪ LOGIN support to help Nepal understand and experience how HLP has worked at the grassroots level in Bangladesh

7. Closing

Participants came together in an open session to express their views with regard to the workshop. Feedback was directed towards the conducive environment that was enabled to understand each other, and peer-learning and a feeling of solidarity and positivity about the HLP process. Most of the participants were eager to apply the HLP process and principles in their own country contexts.

Annexures

Annexure I: The LOGIN Learning Offer and programme schedule

Mode	Workshop and study visit
Timeframe	3 days (28-30 June, 2015)
Location	Bangkok, Thailand
Capacity	Up to 25 persons

What is HLP?

The HLP of Bangladesh offers LOGIN members an opportunity to learn from a widely implemented, well institutionalised, multi-stakeholder initiative that promotes systematic peer-learning across local governments as a means to capacitate local governments.

HLP is an outcome based peer-to-peer learning platform for rural elected bodies. It was initiated in 2007 and since then has been implemented with more than 500 locally elected bodies in more than 25 districts. The initiative is presently supported by 32 development partners and is being extended to 2,000 local governments.

HLP has a systematic, step-by-step process of facilitating peer-learning that is adaptable and lends itself well to be up-scaled. The HLP is included within the national capacity building framework in Bangladesh and a set of good practices emerging from HLP have been included in the national basic training curricula for local governments and have contributed to the revision of government orders and adoption of central government strategies.

Workshop focus

- Sharing of experiences on non-classroom methods of capacity building for local governments (including elected representatives and local officials)
- Detailed information on HLP implementation – how does HLP work concretely?
- Institutional arrangements in HLP and roles of stakeholders involved
- Successes and challenges in scaling up and discussion on applying learning to specific contexts
- Assessing the suitability/relevance, discussing potential for adaptation and drawing up a post visit work plan

Participants will be accompanied by resource persons and learning facilitator/s that will support the participants in assimilating the experience, distilling the key messages. Take Away for participants will include an appreciation of:

- The processes entailed in supporting and facilitating a peer-learning initiative at the grassroots
- Sustaining a platform of varied stakeholders (policy makers, training institutions, development partners, academia, elected representatives, NGOs)
- Comparison with conventional training programmes
- Limitations, challenges in upscaling
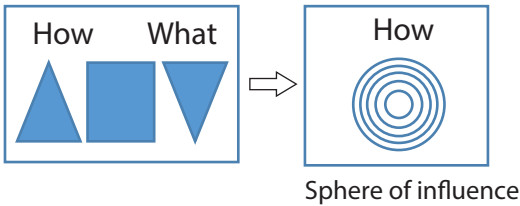- Potential for adaptation of HLP in respective country contexts

Targeted participation

The workshop would be of interest to LOGIN member institutions that are engaged in capacity building initiatives as trainers, policymakers, curriculum developers and/or any other related role.

28 June 2015, Sunday

Time	Session
09.30 – 10.00	▪ Introduction on LOGIN ▪ Discussion on MELP ▪ Pre-event assessment summary ▪ Expectations setting
10.00 – 10.20	▪ Useless items
10.20 – 11.30	▪ Who we are (Each participant to fill up one flip chart) ▪ In small groups – who we really are
11.30 – 11.45	Tea Break
11.45 – 13.00	▪ Capacity Building Framework – country presentations
13.00 – 14.00	Lunch Break
14.00 – 15.15	▪ Capacity Building Framework – country presentations (…continued) ▪ Moderation of discussions
15.15 – 15.30	Tea Break
15.30 – 16.30	▪ Process and Practices ▪ CapDev Framework

29 June 2015, Monday

Time	Session
09.00 – 09.30	▪ Recap: CapDev Framework – processes and practices
09.30 – 11.00	▪ Qualitative aspects of CapDev Sphere of influence
11.00 – 11.15	Tea Break
11.15 – 12.15	▪ Good Practice Hunt – Identify good practices and voting
12.15 – 13.15	▪ Presentation of good practices and voting
13.15 – 14.15	Lunch Break
14.15 – 15.15	▪ Presentation on HLP ▪ Discussions
15.15 – 15.30	Tea Break
15.30 – 17.00	▪ HLP Stories ▪ Open discussions

30 June 2015, Tuesday

Time	Session
09.00 – 09.30	▪ Recap
09.30 – 10.00	▪ Presentation of prioritised good practices
10.00 – 10.15	Tea Break
10.15 – 11.45	▪ HLP in Asian Countries
11.45 – 13.00	▪ Country-wise plans on HLP
13.00 – 13.15	Group Photo
13.15 – 14.15	Lunch Break
14.15 – 15.30	▪ Country-wise plans on HLP
14.15 – 15.30	Tea Break
15.30 – 16.00	▪ Individual plans
16.00 – 16.30	▪ Evaluation and Closing

Annexure II: Participant list

S.No.	Participant	Designation	Organisation
Afghanistan			
1.	Mr. Sayed Hussain Anosh	Project Assistant	Civil Society and Human Rights Network
2.	Mr. Ahmad Shaheer Anil	Executive Director	Afghanistan Public Policy Research Organisation
3.	Mr. Mir Ahmad Joyenda	Deputy Director for Communications and Advocacy	Afghanistan Research and Evaluation Unit
Bhutan			
4.	Mr. Wangdi Gyeltshen	Senior Program Officer	Department of Local Governance, Ministry of Home and Cultural Affairs
5.	Mr. Sonam Yarphel	Planning Officer	Local Development Division, Gross National Happiness Commission
6.	Ms. Kinga Wangmo	Dzongkhag Planning Officer	Paro Dzongkhag, GNHC
7.	Mr. Sangay Tenzin	Gup	Wangphu Gewog, Samdrup Jongkhar district
Cambodia			
8.	Ms. Mao Malis	Deputy Director, Capacity Development Department	General Department of Local Administration, Ministry of Interior
9.	Ms. Thay Bone	Program Director	Life with Dignity
10.	Mr. Chey Sambatphalla	Deputy Director, Policy Analysis and Development Division	Secretariat of National Committee for Sub-National Democratic Development
11.	Mr. Keng Bunchhoeuth	Asia Regional Advisor	CORD Asia
India			
12.	Ms. Shibani Sharma	State Coordinator, Madhya Pradesh	The Hunger Project
Laos			
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