

Sensitization Workshop – “The LED Café”



A training manual for large-scale participatory events on
Local Economic Development



Sensitization Workshop – "The LED Café"

Dear Reader

This manual was created for facilitators and local stakeholders to help carry out large-scale events on Local Economic Development (LED). The main objective of this participatory event is to make participants familiar with modern concepts of LED and by this, opening up new perspectives on how to improve living conditions in their respective territories.

The method "LED-Café" is based on the "World-Café"-Tool, especially developed to gather successfully excessive numbers of participants. InWEnt and Mesopartner have adapted the method to the LED context and implemented a series of five events in Northern Peru. In the implementation process, special thanks have to be addressed to Anke Kaulard, Mariella Bittar and Rosana Jiménez of InWEnt's Regional Office in Lima. Due to their commitment the LED Cafes turned out to become a real success story.

In this book you will find step-by-step explanations that will enable you to organize events with 60 to 200 people. The method involves basic concepts of LED, extended for the specific demands of large groups.

The manual also offers check-lists and time-tables on organizational details.

Moreover the publication gives you various options regarding the implementation of the method, so that you can adapt it to different types of LED-events and projects. It can even be combined with other elements and tools, which you know and may want to apply as well.

The LED Café permits you to reach a larger number of participants and key actors than any other traditional tool. At the same time it actually creates pleasure and delight in the ongoing activity, and participants will feel profoundly involved in the LED process.

We hope that the LED-Café method will see a wide distribution, so that a big community of actors will enjoy the advantages of the concept.

If you plan to apply the method you are welcome to contact us for questions and support. If you have already implemented LED-Café workshops, we would be grateful to learn about your experiences and would be more than happy about your comments. Please don't hesitate to communicate with us regarding your questions and concerns: enquiries@mesopartner.com, bernhard.adam@inwent.org.

*Dr. Ulrich Harmes Liedke
Mesopartner*

*Bernhard Adam
InWEnt, Senior Programme Manager*

January 2005

InWEnt
Internationale Weiterbildung und Entwicklung
gGmbH InWent - Capacity Building International
Weyerstrasse 79-83
58676 Köln
Fon: +49 (0) 221 - 20 98 - 289
Fax: +49 (0) 221 - 20 98 - 116

Table of contents



1. Starting point	05
2. Origin of the method	05
3. Application to the "LED" theme	08
4. Roles	09
5. "Step by step" program	11
6. Preparations	15
6.1. Target group	15
6.2. Convening	16
6.3. Check list	17
6.4. Pre-workshop meeting with organizing institution and "LED stakeholder group"	18
6.5. Supply list	20
7. Creating a hospitable atmosphere	21
8. Introduction to the role-play	23
8.1. Purpose	23
8.2. Roles	23
8.3. Props and costumes	23
8.4. The "stone soup" script	24
A metaphor for local economic development	
8.5. Examples	27
9. Motivating questions	29
10. "LED" content and concepts	31
11. The Mini Market	39
Annexes	41

1. STARTING POINT

A new approach to sensitization and motivation for Local Economic Development (LED) has been devised as part of the CONCADEL Project –Concertación y Capacitación para el Desarrollo Económico Local (Concerted Action and Training for Local Economic Development). The purpose of the project, conducted by InWEnt, a German organization dedicated to professional capacity building and international human resources development, is to train municipal officers and public and private sector champions of Local Economic Development in certain regions of Bolivia and Peru, with the aim of improving their concerted action planning and development capabilities for local economic development.

The starting point was an initiative to promote a better understanding of LED in five regions of northern Peru⁽¹⁾. Each region already had a group of individual and institutional stakeholders actively involved in promoting their own regional and local economies (the "LED Stakeholder Group"). In order to transfer LED knowledge to other local actors and, in addition, to encourage new actors to join in the development activities, a program of LED sensitization and motivational workshops was organized.

⁽¹⁾ Cajamarca, Trujillo, Chiclayo, Jaén and Moyobamba



2. ORIGIN OF THE METHOD



Faced with the prospect of drawing audiences of around one hundred people at each event, our team of facilitators began to look for an adequate interactive, lively method for collective learning in large groups.

After searching the Web and reading specialized publications on large group facilitation techniques, we found The World Café⁽²⁾ to be the best method for our purpose. This method was first developed in the United States, where it has been successfully applied for several years. However, it is still relatively unknown in developing countries.

⁽²⁾ For more information on this method, its history and current application see The World Café website at <http://www.theworldcafe.com>. The World Café copyright belongs to Whole Systems Associates. Its creators kindly invite us to copy and distribute the concept, provided we acknowledge The World Café Community as its author.



The key idea behind The World Café is to recreate the hospitable atmosphere of a sidewalk café where people can feel at ease and engage in informal conversation. Participants are seated in groups of four or five at tables that have been attractively set and arranged.

Experience indicates that a small group ambience encourages participants to develop an interest in others, listen to what they have to say, keep an open mind regarding their opinions, and sustain the exchange of ideas and points of view.



Participants are asked a single question or a cascade sequence of questions. Questions should be kept simple, clear and open, as well as thought provoking, to encourage debate.

Good questions do not directly address action steps and problem solving, but incite the exploration of new solutions and possibilities.

One way to evaluate the quality of questions is to monitor how participants interact, that is to say, whether they are enthusiastically engaged in the debate.



Participants change tables after working on a question for a period that may last from 20 to 45 minutes. Each participant carries his/her understanding of the matter at issue to the next round, as an "ambassador of opinion". One person remains at the table as "host" and briefs newcomers on the discussion held during the preceding round. The participants then continue to work on old or new questions until it is time to change tables again, and so on. Ideas, themes and questions begin to interrelate and progress into deeper levels of exploration.



Ideas are linked and connected as a result of the continuous rotation of the groups and their verbal exchange. Additionally, participants write down their ideas on the paper "tablecloths", which remain on the tables, so those ideas can be read and completed during the next round. Key ideas are shared by the whole group and may be recorded on facilitation cards that may subsequently be taped on pin boards for further debate.

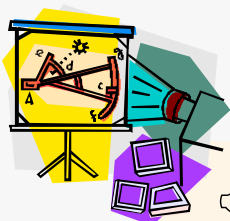


This method has been used by companies, associations, municipalities, political parties, and other organizations and institutions interested in discussing a specific topic.

The "World Café" is particularly useful ...

- when many different people are interested in discussing a complex topic;
- to visualize everyone's point of view regarding a topic;
- when people want to establish relationships easily and find ways to collaborate;
- to kick-start a change process; or
- as a module in traditional meetings as well as in moderating large groups (e.g. Open Space Technology or Appreciative Inquiry).

The Café process is less useful when you are looking for quick results or immediate action plans.



FIVE WAYS TO MAKE COLLECTIVE KNOWLEDGE VISUAL



Make graphic records

The discussions held at some LED Café tables are illustrated by graphic recorders who draw the group's ideas on flip charts using words and drawings to illustrate the pattern and style of the discussions.



Arrange a gallery tour

Participants sometimes write and draw their ideas on paper tablecloths or place mats which they later post on the wall so that other members can have a look at the flipcharts illustrations after the event.



Post your insights on the walls

Participants can use large Post-it notes to capture conclusions or ideas and stick them on a wall or bulletin board so that everyone can have a look during a break or an institutional mini market, if one is held.



Create idea clusters

Post-it conclusions can be grouped into "affinity clusters" so that a collection of coherent ideas can be viewed together and used for planning the group's next steps.

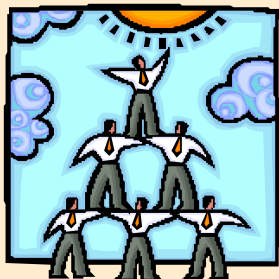


Make a story

Some "Cafés" publish a newspaper or storybook to bring the results of their work to larger audiences after the event. These results can also be documented in a storybook including drawings and text.



3. APPLICATION TO THE "LED" THEME



OBJECTIVES

We seek to achieve the following objectives through our workshops:

1. Ensure participants gain deeper LED knowledge;
2. Motivate participants to undertake concrete LED activities.
3. Help participants define areas for cooperation and implement networking.

The assumption is that every participant is already acquainted with Local Economic Development and that it would be highly meaningful and productive for local economic agents to exchange their views, thus enriching practical LED knowledge in their region.

The "LED Specialist" role was created to introduce an outsider's viewpoint, challenge some local beliefs, and define certain conceptual issues.

The LED Specialist is an experienced local economic development consultant trained to detect key questions during a discussion so as to address them in depth during brief appearances before the audience.

The exchange among local actors, combined with the involvement of the LED Specialist, facilitates a learning process based on the participants' own experience.

4. ROLES



● The Organizing Institution

The institution organizing the sensitization workshop should be widely recognized in the area and have the convening power required to assemble 80 to 150 people.

The organizing institution may belong to the public or private sector. Regional Governments or Business Chambers, for example, are appropriate institutions for the role of LED organizer.

This actor is responsible for sending invitations to participants and for engaging a team of facilitators, as well as the LED Specialist.

The organizing institution makes the arrangements for food and beverages, technical equipment for the workshop, and the premises where the "LED Café" is to be held (see Chapter 7).

● The "LED Stakeholder Group"

The sensitization workshop should be organized with the support of other institutions also involved in Local Economic Development, which we will refer to as the "LED Stakeholder Group". Individuals appointed by these organizations can assist in sending out invitations, preparing the logistics, and, in particular, taking part in the role-play contemplated in the program. In addition, the "LED Stakeholder Groups" can help pay for the refreshments and rental of technical equipment and event premises.

● The Facilitator Team

The facilitator team consists of one or two people with experience in moderation techniques.

The facilitator is in charge of the overall event moderation. If two facilitators are available, the work is shared between them.

The facilitator presents the workshop methodology, explains workshop objectives, asks the questions that will launch the debate, and manages the workshop's timeframe.

● The LED Specialist

The LED Specialist is the person having expert knowledge of and practical experience in Local Economic Development processes.

The LED Specialist takes part in the discussions going on at each table to become acquainted with the main topics raised by Café participants.





The LED Specialist's presentations—typically two per workshop—address the topics discussed and describe LED concepts and experiences in a clear, understandable manner suited to the needs of the participants.

The facilitator can also assume the role of LED Specialist, if he/she has the required expertise and funding is insufficient to pay for a LED Specialist.

●The Logistics Team



Handling workshop logistics requires the involvement of two or three individuals, who will substantially contribute to the event flowing smoothly. This team coordinates logistics at the event venue, purchases supplies, arranges the venue setting, supports the facilitator team, and provides assistance to participants. Logistics team members will play the role of café waiters /waitresses.



●The Participants

There are two kinds of participants at a sensitization workshop:

1. Hosts, who conduct and summarize table debates, and
2. Table members, who contribute their ideas to the conversations.



Participants at the tables (see Annex 5):

Host

- Remains at the table
- Synthesizes each question
- Briefs newcomers on the work already done
- Presents conclusions to the whole group

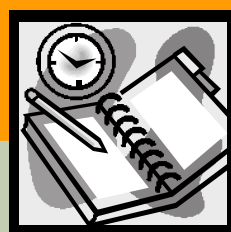
Members

- Participate actively by sharing their experiences
- Change places after each round of discussion

LED Café Rules

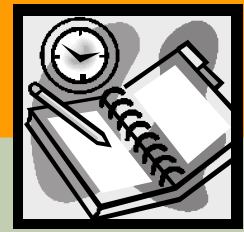
- Contribute new ideas
- Listen carefully
- Link and connect ideas
- Write, doodle, and draw (freely) on paper tablecloths or place mats
- Cell phones are not allowed while instructions are being given



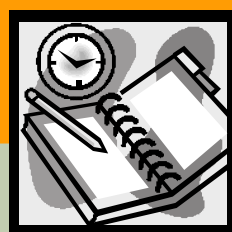


5. "STEP BY STEP" PROGRAM

Estimated time	Activity
10 minutes	Welcome and Opening This activity begins with a brief speech by the Master of Ceremonies, who invites the responsible authority or official to give the welcoming address and open the event. (e.g. President of the Regional Government or Provincial Mayor).
10 minutes	Introduction of Organizing Institution The person in charge of the organizing institution will also welcome participants, thank them for attending the workshop, and briefly introduce his/her institution and explain the LED activities it performs.
15 minutes	Objectives, Program, and Method The moderator will explain workshop objectives (which should be adapted to each specific context) and the program schedule. As regards the method, the moderator will also explain the advantages of working in a "Café" environment. The idea is for people to contribute and exchange a varied and sufficient number of ideas and perspectives during each discussion. (See Chapter 4 – Roles of the Participants)
15 minutes	Role-Play The Moderator/Facilitator introduces the Sketch Story Teller (see STONE SOUP, page 24), who begins the narration. Once the narrative ends, sketch players are introduced, including their names and those of the institutions they represent. The sketch is the starting point and the motivational force of the LED Café and kick-starts the work at the Café tables.
10 minutes	Introduction to the LED Café Before asking key questions to launch the work at the tables, the Facilitator gives instructions and clearly explains the LED Café work method, as well as its rules and roles (see Rules and Roles box). There are two possible roles for LED Café participants: either table hosts or table members. Once the above-mentioned instructions have been given, participants are invited to consult the Rules and Roles list found on each LED Café table.
5 minutes	First Question <i>"How to do LED in the region with our own means?"</i> The moderator uncovers the first question written on a pin board. The first LED Café discussion will begin, once the question has been read and explained. Each round of table discussions is assigned 25-30 minutes. The Facilitator monitors the time.
25 minutes	First Discussion Discussions on the question that has been uncovered are held at each table, and table members draw and sketch out their ideas on paper tablecloths.



5 minutes	<p>Instructions to Change Tables</p> <p>Once work on the first question is completed, participants are instructed to change tables. The host remains at his/her table to welcome newcomers and briefly explain the work accomplished during the first round. The other table members move over to a new table, which may not accommodate more than the maximum number of members allowed.</p>
5 minutes	<p>Second Question <i>"Who should lead the LED process in our region?"</i></p> <p>The moderator uncovers the second question, and explains it in his/her own words (as done previously).</p>
25 minutes + 10 additional minutes for refreshments	<p>Second Discussion</p> <p>Refreshments may be served during this second discussion, thus adding a real-life ambience to the "Café" setting. This will require coasters—round or other types of cards may be used—for bottles/glasses/cups to prevent spills on the paper tablecloths. Also, if the workshop is held in a coffee-growing area, the regional product should be served, for example by a local coffee cooperative.</p>
25 minutes	<p>LED Specialist Comments</p> <p>The Local Economic Development Specialist will provide conceptual input on the basis of what he/she has heard during the first two table discussions (the LED Specialist will participate in two tables just like any other member during the first two rounds). The LED Specialist will also refer to the different triangles of the LED hexagon (see Chapter 10: "LED Contents and Concepts") to support his/her comments. In addition, he/she will describe actual Local Economic Development experiences.</p>
20 minutes	<p>Questions by Participants</p> <p>Participants will have the chance to make remarks, express concerns, and ask the LED Specialist questions.</p>
5 minutes	<p>Third Question <i>"Which commitment will I assume for LED in my region?"</i></p> <p>Before uncovering the third and last question, the moderator invites participants to change tables again and asks them to avoid sitting with members with whom they have already shared tables, if possible. Subsequently, the moderator uncovers the third question (as done previously).</p>
25 minutes	<p>Third Discussion</p>
25 minutes	<p>LED Specialist Comments</p> <p>The Local Economic Development Specialist will provide conceptual input for the second time (see Chapter 10: "LED Contents and Concepts").</p>



20 minutes	Questions by Participants Participants will have a second chance to ask the LED Specialist questions.
10 minutes	Preparation and Presentation of Insights For the preparation of insights, hosts will be asked to hang their tablecloths on the panel space assigned according to table number and to stand in front of each of their tablecloths.
1 minute per table	Explanation of Insights Each table host (standing before the paper sheet produced by his/her table) explains the most powerful/important experience drawn from all three discussions held at his/her table. Hosts are requested to be brief and concise.
5 minutes	Conclusions and Prospects With the input from each table, event organizers summarize the explanations provided by the hosts. They set out their Local Economic Development expectations involving all of the actors attending the workshop and outline the possibilities for future work.
15 minutes	Evaluation The moderator explains the workshop evaluation dynamics. Participants will individually evaluate their level of satisfaction with the workshop and assess how motivated they are to do Local Economic Development. In addition, a flipchart will be available for comments. Once the evaluation method has been understood, the flipchart will be set up with its front side turned away from the audience so as to keep the balloting "secret". We suggest using one of the two model evaluation forms in Annex 6, depending on the cultural level of participants.
5 minutes	Closing Like the opening ceremony, the closing ceremony should be conducted by a key Local Economic Development representative, such as the President of the local Business Chamber or Trade Association.
5 minutes	Awarding of Certificates Certificates will then be handed out, but only to participants who have attended the entire event. This ceremony is merely symbolic, in view of the number of workshop hours involved, but the goal is to stimulate participants' involvement and commitments (see Annex 3).
At attendees' discretion	Institutional Mini Market Participants have an opportunity to learn more about what each organizing/sponsoring institution does (see Chapter 11: "The Mini Market").

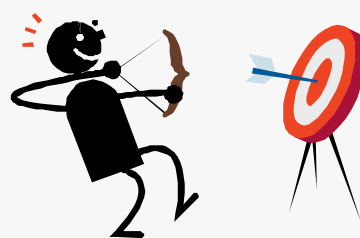
TEAM AND PARTICIPANTS IN ACTION



6. PREPARATIONS

6.1. TARGET GROUP

The involvement and commitment of key local actors is essential to kick-start Local Economic Development processes. Accordingly, sensitization for public and private sector authorities and leaders is very important. Typically, those actors will not take time off to participate in events that run for several days. That is why the "Sensitization Workshop" takes only a few hours.



Workshops are designed for:

- Mayors and officials of provincial or district municipalities
- Depending on the territory where the event is held: Regional Government President and officials
- Private sector leaders and businessmen and their networks (e.g. Business Chambers)
- Educational authorities
- Political and civic leaders
- NGO representatives

As regards the public sector, it is important to secure the participation of the authorities themselves because, if there is no follow-up of the invitations, many mayors will typically designate technical staff with little decision-making power who often work in areas unrelated to the subject being discussed.

Connections with the private sector are also crucial for the success of a LED initiative. "Time is money" for business people, and participating in a workshop may mean a loss of time and of potential business deals.

As an incentive for businessmen to attend the "Sensitization Workshop", a small post-event fair or mini market can be organized where they can display and sell their products. Another incentive could be the opportunity to exchange information and establish contacts with potential customers or vendors also attending the event.

6.2. CONVENING



The institution organizing the workshop is responsible for convening it. To achieve a good turnout, the organizing institution should have an established reputation in the area and sufficient convening power.

If the organizing institution still lacks experience and/or presence in the area, it is advisable to form an alliance with a well-established local institution that can help convene and co-organize the event.



As a rule, invitations are usually sent to the most "likely stakeholders", i.e., to the institutions and individuals that always participate in this kind of event and with whom we maintain the greatest amount of contact. However, the challenge of convening a "Sensitization Workshop" is to gather a fairly varied group of participants. The LED Café method is based on the exchange of new ideas among actors from different sectors. And this is precisely what enriches the debate and discussion of ideas.

The workshop should be convened well in advance; a 15-day lead time, including for mailing of invitation letters, should be sufficient.

The deadline for confirming attendance should be four days before the event begins, to allow enough time for estimating the number of participants and organizing refreshments, number of photocopies, and amount of supplies to be distributed to attendees.

It is recommended to send out invitation letters, together with a seminar-brochure to each one of the potential participants (see samples for letter and brochure: annex 1 and 2).

Depending on the local circumstances, the event should be promoted in the media (newspapers, radio, and television). The idea of publishing the event is to inform the public about the workshop's social and economical benefits to the community and its people. The message should be short, concise and motivating. It must also give clear information about how to communicate with the organizers of the workshop, and how to register for participation. The following check list is provided for workshop preparations. The organizing institution is responsible for all activities, with the support of co-organizers and/or sponsors.



6.3. CHECK LIST

Code	Activity	Deliverable	Description
1.	Set event date and time	Arranged date and time	Possible holidays and long weekends that could prevent participation should be taken into account. Find out what day of the week and hours are more convenient for each location. For example, in rural areas access to the event venue may not be easy, so participants should not be expected to be available for an early start.
2.	Prepare an Excel budget spreadsheet		Ongoing adjustments and updates.
3.	Hire moderator and/or specialist	Signed contract	Indicate which organizations sponsor or co-organize the event.
4.	Develop advertising tools	Printed leaflet Press release	Edit, re-design and print the brochure (see model, annex 2), and promote the event in the local media such as newspapers, radio and/or local television.
5.	Send out invitations and receive confirmation of attendance	Invitation letter, Estimated number of participants	Draft and mail invitation letters, follow up invitations and confirmations, get mayors to pledge their participation at opening/closing ceremonies or throughout the event.
6.	Search and make reservation for event venue	Auditorium selected	Select on the basis of 3 quotations. Venue should have the features described in "Creating a Hospitable Atmosphere".
7.	Select and order snacks and refreshments	Snacks and refreshments selected	Coffee (to create the impression of being in a real café), soft drinks, and sandwiches.
8.	Purchase supplies and organize technical equipment	Sound system and microphones available; supplies available	Purchase supplies as listed.
9.	Design and produce a banner	Banner completed	Banner with event title and date, as well as name of event organizers and sponsors.



Code	Activity	Deliverable	Description
10.	Design certificate	Certificates printed	Certificate with event title and date, as well as workshop contents (see Annex 3).
11.	Input from organizing institution	Presentation prepared	Brief presentation of the organizing institution and its involvement in Local Economic Development, preferably not Powerpoint; use of Mesocards is recommended.

6.4. PRE-WORKSHOP MEETING WITH ORGANIZING INSTITUTION AND "LED STAKEHOLDER GROUP"



A pre-workshop meeting of the organizing institution, the group of "LED Stakeholders" and the team of consultants/facilitators is recommended.

The meeting should be held the day before the workshop to coordinate the event choreography and give the site a café-like ambience. It is vital that all organizers are present at this meeting.



According to our experience, it is advisable that, as a first step, all stakeholders at the meeting participate actively in preparing the setting so that they get the feeling of working in a "LED Café" (see Chapter 7: "Creating a Hospitable Atmosphere").

Pin boards are erected and programs, objectives, motivating questions, etc. are written on large Mesocards, which are later taped on the panels.

In addition, supplies and technical equipment must be checked to ensure proper operation.

Afterwards, the main facilitator gathers the group in a circle and explains the method, program, objectives, and motivating questions for discussion, using the pin boards and facilitation cards.

The facilitator asks the group if everyone agrees with the objectives and program. If suggestions are made for changes, these are discussed and a program that suits the expectations of the organizing institution and the LED Stakeholder Group is agreed.

The next step is to assign duties and responsibilities to the actors that are present. It is suggested that the duties and names of the individuals responsible for each activity be written on a flip chart.

Role players rehearse their performance twice (see Chapter 8: "Stone Soup").

Estimated time for the pre-workshop meeting is 6 hours.



MOST FREQUENT ERRORS

- No all organizers are present
- The meeting is held just a few hours in advance



6.5. SUPPLY LIST



For a workshop with 80 participants, you need:

#	Supplies
16	Small round or square tables, seating 5 people (maximum dia. = 1.20 m)
80	Chairs
16	Vases with flowers
16	Menus for tables describing rules and roles
60	Flipchart paper: 48 sheets for tablecloths – 2 per table + 1 more, 12 sheets for LED Specialist presentation (format: 67 x 99 cm)
40	Black markers
40	Blue markers
10	Red markers
10	Green markers
50 m	Cord (to hang flip-chart paper)
100	Hooks / clothespins (to fasten flip-chart paper)
300	Pins for pinboards
01	Roll of transparent tape
02	Rolls of 1" masking tape
20	Pencil holders (1 per table for registration)
80	Sticker dots for evaluation (if not available, markers may be used)
100	Facilitation Cards (rectangular) in different colors for presentations (9,5 x 20,5 cm)
30	"Kraft" pinboard paper (118 x 140 cm)
01	Flipchart (working surface 72 x 99 cm)
06	Pin boards (working surface 118,5 x 146 cm)
01	Sound system with two wireless microphones
01	Laptop with CD burner
01	Datastick (if required)
01	Printer (if required)
02	Scissors / cutters
01	Camera
01	Complete desk set for logistics
01	Banner of the organizing institution

For more details on workshop material, please see: www.neuland-online.de, www.neuland-alca.com
Or, order the catalogue by eMail: ra@neuland-online.de, mcarnap@neuland-alca.com

7. CREATING A HOSPITABLE ATMOSPHERE

It is essential to create an environment of informality, the typical café ambience where participants feel relaxed and motivated. What we want to avoid is the typical lecture routine or traditional workshop setting.

If possible, select a large meeting room with sufficient natural light and create an intimate atmosphere to keep away people who are not involved in the "LED Café" activity. If the room has glass doors and there are busy corridors outside, tape chart paper over the doors for privacy.

Music is an important part of ambience. Play soft background music during discussions, and when the mini market is held. Music should be interrupted during appearances by the facilitator or specialist to address the audience.

The meeting room should look like a real café. Imagine a sidewalk café after it has been open for a few hours, and just how inviting and attractive its tables can be to the passer-by.

Small tables can be square or round (a diameter of 1.20 m is recommended), accommodating up to 5 or 6 individuals. Fewer than four participants at a table may not provide enough diversity of perspectives; more than six may limit the amount of personal interaction.

Tables will be arranged in a random fashion (not in rows) and decorated with small flower vases and a "menu" indicating table number and setting LED Café rules and roles (see Annex 4).

"Tablecloths" will consist of two large sheets of paper (white chart paper). Four or five colored markers will be placed on each table, together with registration cards and a pencil holder, so that participants can start to fill in their registration cards as they arrive at the tables. "Waiters" and "waitresses" will collect completed cards.

Refreshments will be served at the tables during the discussions. A café setting isn't complete without food and beverages.





Stretch a cord with clothespins across one side of the room and place small round cards indicating table numbers along the "clothesline", at appropriate intervals between each card so that table members can hang their "tablecloths" when the discussions have concluded.

If the room has a podium or a table for speakers, "disguise" it to look like a typical café bar. For example, wrap a box with foil paper so that it resembles an espresso coffee machine. Use your imagination! Be creative!



"Waiters" and "waitresses" will be in charge of welcoming participants and will also help serving refreshments.

Reserve a place for the moderator/s, preferably across the width of the room. It is also important that pin boards be erected to create a "hidden corridor" so that the people in charge of logistics can move around the room without interrupting facilitator/specialist explanations or presentations.

Position a small table at the end of the room where workshop supplies, laptop / PC and printer will be kept for logistics personnel.



TIPS: How to make decorations for our LED Café?

- Flower vase: Use a ceramic bowl or a small straw/wicker basket with a foam block inside to hold flower.
- Menu: Use plastic-covered (for longer wear) pasteboard for the menu, and balsa wood for the base.



8. INTRODUCTION TO THE ROLE-PLAY THE "STONE SOUP" TALE

8.1. PURPOSE

The purpose of presenting this role-play is to show participants that Local Economic Development stems from one's own initiative and requires effective coordination among local actors.

Also, it offers an opportunity to introduce each "player" as a member of the organizing entity or the LED Stakeholder Group after the play. This is a low-profile way of mentioning and introducing the leading entities in the Local Economic Development process. The storyteller introduces each member of the group and briefly mentions the name of the entity to which they belong.

8.2. ROLES

For the presentation a narrator will be required, as well as the following characters:

- The wise traveler
- The lady innkeeper
- The shopkeeper
- The farmer
- The farmer's wife
- The child
- Townspeople

The narrator is reading the story while the actors interpret the spoken parts of the tale, which are highlighted in *italic* and set in quotation marks. If the "LED Stakeholder" group is not large enough, some people may play two different roles.

8.3. PROPS AND COSTUMES

- Costumes for the players, who may give free rein to their imagination, there are no limits.
- A large cooking pot
- A ladle
- Firewood
- A small salt and pepper bag
- Vegetables (carrots, potatoes, and onions)
- Some pieces of meat or paper "imitation" meat
- Bread
- Stones of assorted sizes
- Musical instruments



8.4. THE "STONE SOUP" SCRIPT

A METAPHOR FOR LOCAL ECONOMIC DEVELOPMENT

One of the key ideas of Local Economic Development is that everybody has something to contribute, and something great and significant can result from the bits and pieces contributed. LED is not necessarily about huge cash amounts, but rather about enhanced communication and coordination. A good metaphor for that is the Stone Soup story.

Stone Soup

Once upon a time there was a wise traveler who one day, in his wanderings, came upon a very poor village. Leaving the lush Irish hills behind to look for some food, he saw the small village and soon found himself standing right at the center of the village square.

First, he walked into a small inn and asked if they could spare some food for a tired man who had gone without food for fifteen days.

The innkeeper, an old woman in tatters, said, *"I'd be happy to give you some food, good man, if only I had a morsel to spare, but we are poor and I must keep every single bit to feed my family."* And she asked him to leave.

A short distance down the street, he saw a small shop and a little man standing in front. Again, he asked for a bite of food. And, again, he was turned away for, the shopkeeper said, he could barely feed his own family.

Thus the traveler continued on his way, until he arrived at a farm on the outskirts of the village. There he asked the farmer and his wife if he could have something to eat before leaving the village. The farmer and his wife told the hapless traveler to move on. Not only were they short of food, but they also had a mind to beat him with a whip for daring to beg from people who were so obviously poor.

Disappointed, the traveler returned to the hills. That night, as he lay cold and hungry, he decided what he would do as soon as a new day dawned. Early in the morning, he went back to the village and walked right up to the square. He was lucky to find most of the villagers there, including those with whom he had talked the day before. He stepped onto the square and again politely asked the innkeeper if she was sure that she did not have even a morsel of food to spare. She replied: *"Poor me, I wish I had some food to give you, then I'd have enough to feed all my townsfolk and we would all be happy again."*

The traveler looked at her and said *"Alas! Good woman, if only I had brought my magical soup stones with me, then you would really be able to feed all your townsfolk."*

"Magical stones, indeed!", scoffed the old woman. "Just think of it! A stone soup to feed the entire village!"

Now the villagers started to gather around, attracted by the commotion. *"My fair lady, if..."*, he stopped. ... *"You know, it was in a country just like this where I first found my magical stones to cook the stone soup. It is a magical recipe that a sorcerer taught me many years ago. You should know, kind lady, it's really not the stones—although they must be exactly the right stones—but the magic of the sorcerer's recipe that will make a soup to feed the whole village."*

Intrigued, the shopkeeper said: *"There are some very beautiful stones over there beyond the first hill, near the brook."*

"Then let's go see", said the traveler. And all the villagers followed him to the stream, where he carefully examined some 30 or 40 stones. He picked them up, looked at them thoroughly and then tasted them ... and threw them back, and the stones fell into the water with a splash. *"That one won't do."* Finally, he lifted a perfectly round, reddish pebble, and smiled. *"This is perfect!"* he said. *"Maybe we can still have enough stone soup for everybody."*

A murmur arose in the crowd; their excitement could be felt in the air, because all of them, steeped as they were in their own individual poverty, were truly hungry. The traveler ran to another stretch of the brook and took up a second red stone, dancing while he held it in the air so that everyone could see it. A child then came up to him and showed him a stone that he had just found. *"Is this a magical stone, sir?"*, he asked.

The traveler looked at the child, took the stone and examined it very carefully. Finally, he spoke, as the crowd fell silent. *"This child has indeed found the third stone ... and tonight, my good folks, we will have a Stone Soup feast!"*

The traveler then turned to the crowd and asked: *"Now, who has a large pot?"* A rugged blacksmith replied that he did have an old cauldron, which was not too rusty, behind the stable, and off he went with several other men to fetch it.

"Now we need wood to make a fire!" The village carpenter said that he had some wood chips and went off to get them.

The pot having been thoroughly washed and scrubbed and then placed, full of fresh water from the stream, on a fiercely burning fire, while all the townsfolk stood around and watched, the traveler took the stones out of his pocket and, holding them above the pot, sang out loudly: *"Not from one stone, not from two stones, but from three stones will we make food for everybody."* Having finished his song, he threw the stones—plop, plop, plop—into the boiling water. Then he took the huge wooden ladle and began to stir the broth while he hummed an old Celtic song.

After some ten minutes the crowd grew restless. Noticing this, the traveler stood up, stirred the pot once more, brought the ladle to his lips, and took a sip of the stone soup.

From among the crowd a voice asked: "Is the soup ready to eat?"

After tasting the soup again **the traveler** smiled and said: *"It is good indeed, very good, but, alas!, with a pinch of salt, it would be perfect."*

The shopkeeper said: *"I have a pinch of salt, and pepper too; we can add some,"* and off he ran to bring them.

A few minutes passed and again the traveler stood up, stirred the soup, lifted the ladle to his lips, and tasted the stone soup.

Smiling broadly, he said: *"It is good indeed, very good, but alas!, if I could add a couple of carrots to make it more tasty, then this soup would be perfect."*

The farmer's wife said: *"I have some carrots, one potato, and a few onions from my garden; we might add those to the soup,"* and she also ran off to fetch the vegetables.

A while later **the traveler** stood beside the hot pot with its smoking and bubbling broth, the smell rising in the air and tempting the villagers, and took one more sip.

Looking very pleased, he said: *"It is good indeed, very good, this may be the best soup in the world, but if only I had some tiny pieces of lamb, ah!, then this soup would indeed be perfect, fit for a king!"*

This time **the farmer** said: *"Just this morning I killed one of the last sheep I had left; we could throw some in,"* and ran off to fetch the meat.

And so they went on, until all the villagers had contributed a little bit of some item or other that they had been hoarding for themselves. And in the end the soup was so rich with those many small contributions that it looked more like a stew than a soup. And thus the villagers celebrated all night long, feasting on that delicious soup. The baker brought some loaves of bread, and even the innkeeper contributed a little keg of oatmeal brew to the feast. On that wondrous night, the village people ate to their hearts' content and, for the first time in a long time, they slept ever so soundly.

The next morning the traveler left the village to pursue his journey; the townsfolk gave him many gifts and provisions. As a token of gratitude, **the traveler** gave the innkeeper the precious stones and told her and the village folk: *"You can have a feast like this any time you want; you just have to follow my recipe to the letter and everybody must add just a little bit to give it a perfect flavor."* And thus the happy traveler walked away towards the sunset and the green hills of Ireland.

8.5. EXAMPLES

In the workshops held in northern Peru, we were impressed by how creative actors proved to be when organizing the role-play.

- In Trujillo, two people playing instruments provided background music to the play. The volume of music increased during the village celebration scene. Some actors wore large hats, depending on their role; the wise man carried a traveler's backpack and a walking stick.



- In Chiclayo, the role-play was turned into a puppet show, which was an interesting and playful option. In this case, a large enough space has to be provided for the performance, so that all members of the audience can watch the play from every corner of the room.



- In Jaén, the whole room was used as a setting for the play, with a long blue plastic ribbon on the floor symbolizing the brook where the magical stones are found.





- In Moyabamba, the players also used the whole room, moving around to act out the different scenes. Some actors changed the original script, adding in some spontaneous jokes.

USEFUL SUGGESTIONS



At least one prior rehearsal is required for the play to be successful. Based on our experience, it is best to have two rehearsals, to ensure the players can memorize their lines and feel comfortable on stage.

Depending on the dynamics of each group of players, however, an improvised performance may also be quite lively and spontaneous.

It is advisable to adapt the role-play script and geographical settings to the specific town. In northern Peru, for instance, an Andean instead of an Irish setting was used in some plays.

In large rooms, you might want to have two wireless microphones available, to be passed around among the players.

9. MOTIVATING QUESTIONS



The success of the LED Café depends to a large extent on the questions launched for each table discussion round. Well-thought-out questions attract energy and attention, and help lead the discussion towards key points of the subject at hand. The trick is to link the different questions so as to widen the scope of the debate in logical progression during the various workshop stages.

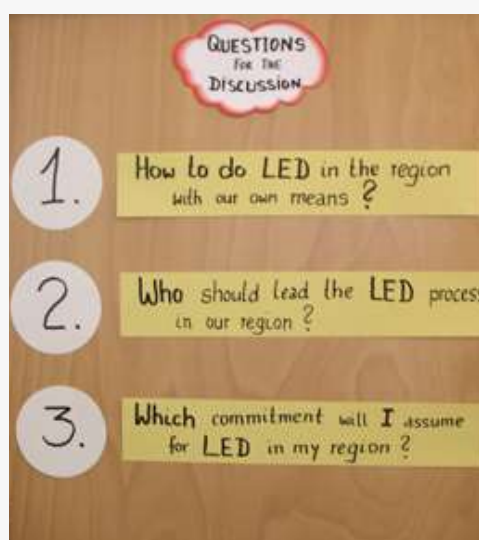
The LED Café debate is organized around three stages, introduced by the following motivating questions:

1. How to do LED in the region with our own means?
2. Who should lead the LED process in our region?
3. Which commitment will I assume for LED in my region?

The first question is related to the "Stone Soup" sketch (see chapter 8), which explains LED as a process based on the use of local resources. This is a metaphor for "endogenous potential", a guiding concept in the modern understanding of LED. At the same time, this question leads the debate towards the participants' own experience, and thus establishes a connection with their own knowledge. We have found it useful to encourage participants to bring in their own examples, so as to move beyond merely abstract statements.

The second question introduces the perspective of the local economic actors. Here, public and private sector roles are usually discussed. Opinions on the leadership issue often differ depending on whether participants come from business or the municipal government. The question results in positions being taken and helps define each agent's specific role in a LED initiative. Ultimately, it is a shared leadership situation, a relationship where the public sector creates adequate conditions for private economic activities.

The third question leads the debate towards action. This question on individual commitment is intended to encourage reflection on the contribution each individual participant can make. Our intention is to motivate local agents to actively involve themselves in a LED effort. The last round may also be used as an opportunity to encourage participants to work together in such activities and establish LED networks.





At the end of the second and third rounds of debate, the "LED Specialist" takes the floor. He/she speaks to the whole group for twenty to thirty minutes and then takes questions from the audience. This question-and-answer period should be limited to not more than ten to twenty minutes, and the debate at the tables is then resumed. Those who do not have a chance to ask questions at this time should be told that they will have another opportunity after the next round.

The guest specialist's role is to detect issues raised at table discussions that may be relevant to qualify, or even challenge, certain beliefs in relation to LED. The "LED Specialist" role provides an outsider's viewpoint and helps participants attain greater conceptual clarity.

The specialist should take part in table debates to better understand the issues discussed and thus gain insights into the economic circumstances of the specific region.

Playing the "LED Specialist" role requires having a sound knowledge of key LED concepts and, in particular, the ability to promptly detect key issues in the local debate. The LED Specialist may want to use the different triangles of the LED hexagon and other graphics to help structure his/her presentation.

10. "LED" CONTENTS AND CONCEPTS

The first triangle: The Target Group – Companies

Economic development is based on efforts made by companies, some of them government-owned, but most of them private sector entities. Therefore, companies, particularly those in the private sector, are the main target group of Local Economic Development. Other target groups include workers and the public sector; we will discuss these groups in the section on locational factors.

What kind of companies are included in the main target group? LED efforts are often focused on companies from outside the region. The primary goal of traditional LED efforts (that is, in industrialized countries from the 60s to the 80s) was to attract new investors. However, efforts should not be limited to attracting external investors only.

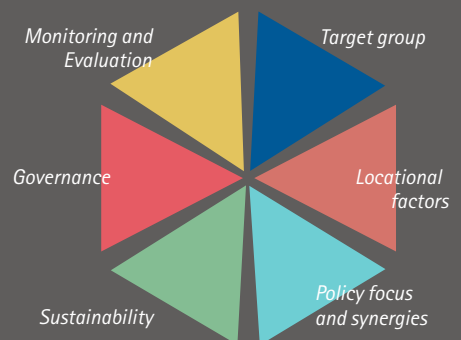
Basically, there are three types of companies that may be LED targets:

- External investors
- Local firms
- Entrepreneurships

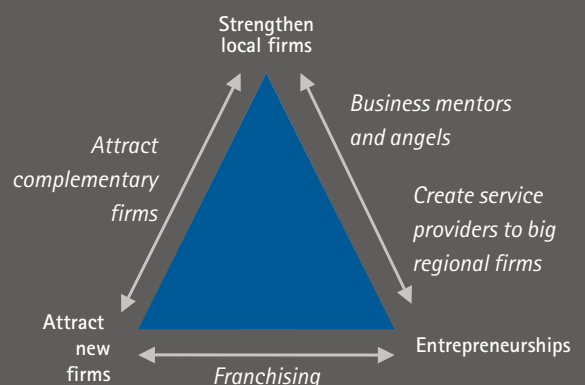
Based on territory-specific characteristics, it is possible to determine which of these company types should be the main target. Targeting external investors is particularly significant for locations where the local company base is weak and business is not too dynamic. In locations with a strong local economic base, promoting the competitiveness of existing firms often makes much more sense than attracting new companies.

But the key message is this: Do not focus on the three target groups separately; rather, seek to develop the synergies among them. The figure below illustrates the potential synergies.

Conceptualizing Systemic Competitiveness at the Local and Regional Levels: The Hexagon



The target group of Local Economic Development: Firms



Let us look at the two arrows linking "strengthening local firms" to the other two actions. When trying to attract outside investors, we may attract all kinds of firms, which is indeed an option but not necessarily the most effective one. If there is a local economic base in, say, the food processing industry, why should a manufacturer of electronic products find this location attractive?

If there is a weak economic base or none at all, why should an external investor find such a location attractive? Investors from outside the region tend to group together. Therefore, if your region has a given profile, such as in food processing, you should rather seek to attract complementary investors.

How can this be done? The best approach is to consult with the local business people. They are the experts in their own industry, they know the players in that industry, and, thus, they are in a privileged position to identify potential investors.

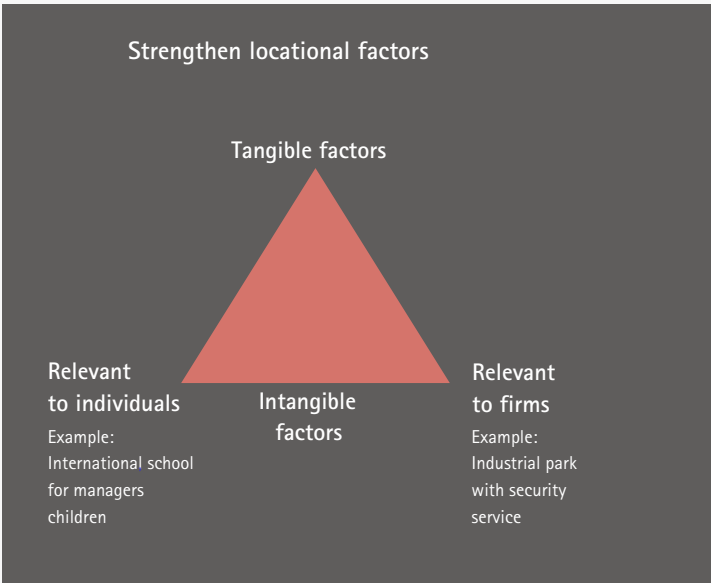
The main goal is to identify firms that can strengthen the local profile, particularly in terms of providing specialized inputs, services, and capital goods. You will also find that it is much easier to "sell" your town to an external investor if the investor finds that there is strong demand for its own products or services.

As to the promotion of start-ups, it should be noted that these may have close links to the existing economic base. Existing firms may perhaps be willing to outsource certain activities, but are unable to find the right subcontractors. Training new entrepreneurs or low-performance business people is a possible approach to improve conditions for local subcontracting, thus increasing the competitiveness of leading companies and creating opportunities for new business. Another approach is to support spin-offs. Professionals working for existing local firms may be considering whether to set up their own business to produce specific inputs or provide services to their current employer, but hesitate to do so because they do not feel their skills are up to the challenge. Again, training courses focused on their needs may be an option.

The second triangle: Strengthening Locational Factors

The second triangle involves locational factors, that is, the features that determine whether a town or region has created a favorable business environment. There are three types of locational factors: Tangible locational factors, which are generally "hard" parameters and may often be quantified.

Intangible factors that are relevant to companies. These are "soft" factors, not easily quantifiable. Intangible factors that are relevant to professionals, basically those factors that determine the quality of life in a given location.



These three types of locational factors fall into a clear hierarchical pattern. Tangible factors are the most significant. Only after tangible factors have become increasingly similar among all relevant locations, will intangible factors become important as distinctive features. In other words, if your location, unlike other towns nearby, has no reliable power supply provider, scarce water supply, and access roads in a poor condition, the effect achieved will be limited even if there are excellent supporting institutions and a highly effective business network program.

The third triangle: Focus and Synergies — Linking Economic Promotion, Employment Promotion, and Territorial Planning

The public and the private sector follow a different logic. Local Economic Development is related not only to activities such as business promotion, support for small and medium-sized firms, and promotion of micro enterprises.

The primary goal of LED is to create jobs and, accordingly, including employment promotion policies, and involving organizations in a given LED effort is crucial. However, job creation is often addressed as

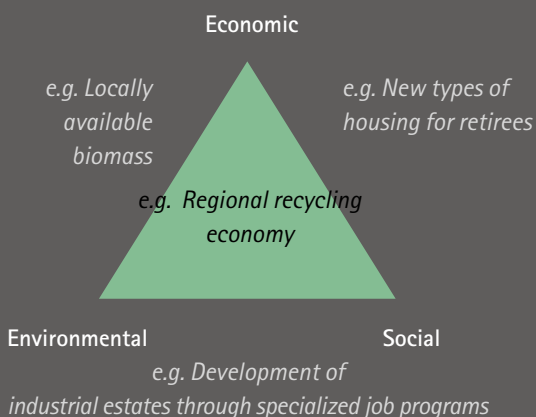


part of a social policy. This often leads to confusion between two concepts that should be distinguished: economic development and community development.

A key LED issue is the improvement of the locational quality of a given place. If we look at the tangible and intangible factors that define locational quality, we will find that some factors are closely related to business promotion, while many others involve issues generally addressed within the framework of Urban Development or Regional Development. These are the disciplines and organizations dealing with issues such as zoning or urban quality.

To be able to design and launch an appropriate LED initiative, the relevant promotion agency should have an understanding of how these two neighboring fields are evolving: What are the main concepts and instruments used today? And what synergies may be attained, by linking concepts, actions, and actors in these two different fields?

The triangle of sustainable development at the regional level



The fourth triangle: Sustainable Development at the Regional Level

Sustainable development often appears to be a rather abstract concept. It becomes less abstract, however, when it is conceptualized at the local level.

Vegetable oil is a good example. Have you ever thought how much vegetable oil is regularly consumed at your location, particularly in restaurants and industrial kitchens? Have you ever realized that much of it is not actually consumed, but rather disposed of after a certain period of use?

If you start asking questions, you may find that several tons of vegetable oil is dumped monthly into local sewage system or rivers. This not only causes environmental problems; it is also a huge waste. Used vegetable oil still has a high energy content

and may be reused after a refining process, for instance, in vehicles. Why not have local buses run on recycled vegetable oil? Indeed, this is clearly an excellent illustration of the sustainable development concept.

- It solves several environmental problems (river pollution, air pollution from conventional gasoline).
- It creates an economic opportunity, as oil collection and refining operations should be run by a private company (probably, with some public funding to help start up the project).
- It fosters social development, especially as it creates new, unskilled job openings in the vegetable oil collection business.

This example shows two things:

First, sustainable development may in fact be a very concrete, down-to-earth concept.

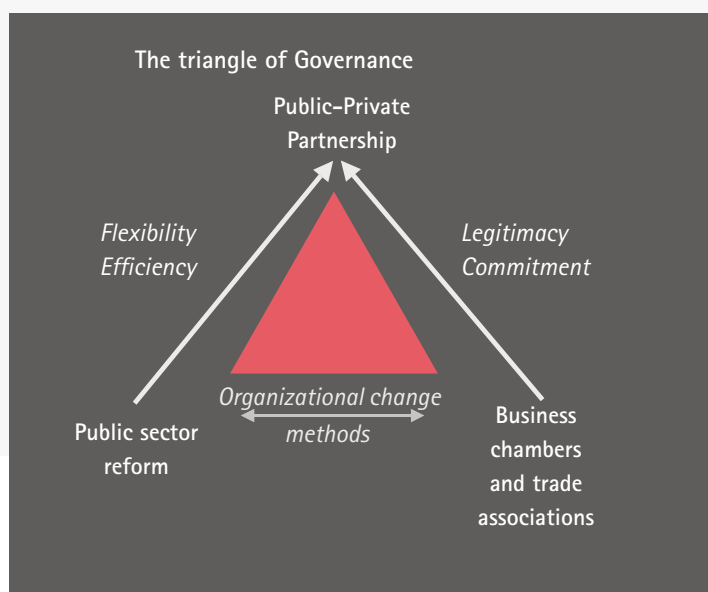
Second, by adopting this perspective we will have a broader vantage point from which to identify potential opportunities that would otherwise go unnoticed.

In this connection, sustainable development may provide guidance in terms of strategic orientation. It may also help motivate local actors to undertake a LED effort.

There are many locations, including in poor regions, where environmental issues such as waste disposal are pressing problems. Many of these problems are, no doubt, business opportunities too, and conceptualizing them as such paves the way for an effective LED initiative.

The fifth triangle: Governance

Any local development effort involves public and private actors. The basic pattern of a successful LED effort involves a network, not just one organization. LED is based on a policy network, that is, on a group of different actors, both governmental and non-governmental. The reason is that each actor will contribute specific resources—legislative power, money, information and knowledge, reputation, and other resources. Thus, discussions on whether or not Local Economic Development agencies should be created and on how they should be organized are not the top priority.



A LED agency cannot manage, or be a substitute for, a policy network; neither can it tackle the wide range of activities involved in a LED effort. Instead, it will deal with specific tasks and, hence, will be a part of the LED policy network.

As to the public sector, the local or regional legislative and executive branches of government have a role to play. On the private sector side, business chambers and trade associations should participate in the effort. But also individual firms could be actively engaged in it. Obviously, these will include mainly real estate and urban development companies as well as utility companies, but also other firms are likely to participate, such as large corporations engaged in supplier development or in community development activities.

In many developing countries, actors not particularly suited to the task are still likely to be found in both sectors. Government agencies are often underfunded, lack highly skilled employees, are excessively bureaucratic, fail to understand how business people think, etc.

Private sector organizations, particularly business chambers and trade associations, often have insufficient personnel, lack professionalism, are highly politicized, provide few services to their members, do not have a clear mission, etc.

In such an environment, launching a LED initiative is difficult. In addition, it is unlikely that these problems will somehow be solved in the medium term. Actors interested in launching a LED initiative simply have to work with whatever organizations do exist. Waiting for public sector reform to simply occur and for organizational development to descend, out of the blue, upon business chambers and trade associations is an untenable proposition. Instead, a LED initiative creates an opportunity, and possibly the motivation, for these changes to occur.

It is essential, however, to note that in many places both public sector reform and organizational development are closely associated with the potential for cooperation between the public and private sectors (PPP — Public-Private-Partnership). A LED effort should be based on PPP. But if a given environment fits the above description, a PPP is not likely to work, except in form of traditional clientelism. Organizational change within a LED process may create the prior conditions for a successful PPP.

The different logic of the public and private sectors

One reason for many LED difficulties lies in the different logic at work in the public and private sectors. The public sector follows a legal and electoral logic and has a long-term horizon. On the contrary, the business sector follows a short-term, market logic. If the public sector wants firms and business chambers and associations to be involved in the process, it should take these differences into consideration and try to take specific actions that will yield short-term results.

The public sector enjoys a legitimacy that automatically provides it with specific authority to lead LED processes.

LED calls for a new management approach

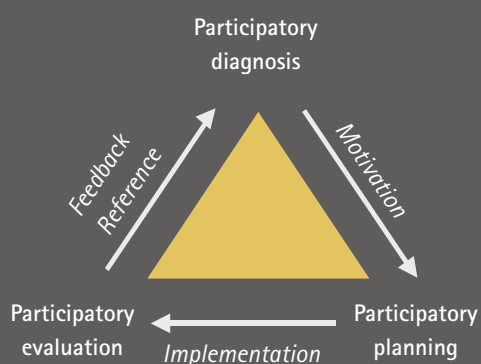
The pyramidal approach to management is not suitable for implementing LED, because in a market economy investment decisions are decentralized. The approach best suited to LED is horizontal management, where actors establish a network through their joint actions.

The LED Café process, with participants constantly changing tables, illustrates this networking approach. Thus, the LED Café is also a metaphor for cooperation among local economic agents in a LED process.

The sixth triangle: Diagnosis, Planning, Monitoring and Evaluation

Local economic development may have a beginning, but never an end. It may begin with the central government delegating economic development responsibilities to local authorities, or local stakeholders deciding to take matters in their own hands because unemployment and poverty levels have become intolerable. But once a LED process has been started, they will find they are aiming at a moving target. As soon as the easier problems, such as an excessively bureaucratic licensing process, have been solved, more difficult problems will be identified which will require longer timeframes to be solved. And on and on like this.

The triangle of diagnosis, planning, monitoring and evaluation



The best way to understand LED is to view it as a continuous cycle, with the learning process based on three cornerstones:

- Participatory diagnosis
- Participatory planning
- Participatory monitoring, evaluation and reference points

These learning-and knowledge-oriented elements lead to three additional, more practical activities:

- motivation and mobilization
- execution
- reflection and adjustment

In the workshop, all these hexagon concepts were developed step by step on a flip chart (not in a PowerPoint presentation). A flip chart presentation makes it easier for participants to understand the concepts and allows examples drawn from table discussions to be added. It will be sufficient to point out one or two concepts in each of the LED specialist's presentation.



MOTIVATING QUESTIONS

... are simple and clear,
... but also thought provoking,
... inspire new ideas,
... challenge prior concepts,
... are based on own experiences, and
... open up new perspectives

11. THE MINI MARKET



Objectives

The mini market has two main objectives.

One objective is to introduce the institutions/organizations that promote Local and Regional Economic Development and offer them an opportunity to display informative material at individual stands.

In addition, it can help encourage business people (including producers) to participate in the event, by providing them an opportunity to sell their products, in a fair- or mini market-style setting, at the end.

Preparation

It should be emphasized that the mini market must be organized in coordination with and, prior to that, be explained to all institutions, firms and producers intending to participate.

Each institution, producer or business person is assigned a specific area and table for them to exhibit informative materials or sell their products. If extra pin boards are available, these may also be assigned to exhibitors for the display of information regarding their business.

Display arrangements should be prepared at the pre-workshop meeting, not after the workshop has begun.

The organizing institution and the LED Stakeholder group will have a say as to the prior installation and strategic location of the different stands and will emphasize business opportunities and the potential for accessing other markets.



Stands should not block room entrance/exit or facilitator areas.



Several times during the "Sensitization Workshop", the facilitator will invite people to visit and buy at the stands after the event has ended.

A specific time slot should be assigned for the mini market tour; therefore, this activity should be mentioned when the program is explained.

Although the visit to the mini market is scheduled to occur after the end of the workshop, participants should know that the mini market is part of the overall methodology and an attractive opportunity to exchange information, make contacts and sell/buy products in an informal environment.



MOST FREQUENT ERRORS

- Visitors concentrating around some stands only
- Stands being installed after the event has begun
- Mini market located too far from where the audience is
- Products on display only; no sales



Annexes

Annex 1: Model Invitation Letter	42
Annex 2: Brochure (suggested model)	43
Annex 3: Model LED Certificate	45
Annex 4: Venue Map	46
Annex 5: LED Café Rules and Roles – The LED Menu	47
Annex 6: Evaluation	48

Annex 1: Model Invitation Letter

[Organizing institution name and address]

Mr./Mrs./Ms.
[Name of LED guest]
Address

[Organizing institution logo]

[Date]

Dear Mr./Mrs./Ms. [Name]:

We are pleased to invite you to participate in the "Local Economic Development Sensitization Workshop – The LED Cafe". This event is organized by [name of organizing institution] in collaboration with [LED stakeholder organizations].

The "Local Economic Development Sensitization Workshop" will be held on [date of LED event] in [name of city and event venue, including address and telephone numbers].

[Brief presentation of the organizing institution and description of the framework in which the event will be held].

In addition, we would like to inform you that, in connection with the "Sensitization Workshop", [name of organizing institution] will cover the following expenses:

- Land transportation expenses to and from the event venue (presentation of round trip ticket required).
- Snacks and refreshments will be served during the workshop.
- Any other expenses will be covered by the participants.

Please confirm your attendance by [date], via e-mail to [name and e-mail address] or fax: [fax number], Attn.: [name of person in charge].

Enclosed you will find a leaflet providing detailed information on this event.

Sincerely,

[Name of person in charge,
title and institution]

Annex 2: Brochure (suggested model)

The following will give you a first orientation about what kind of information should be included into the brochure (the brochure is to be attached to the invitation letter). In smaller typography we also add – as suggestion – the texts which were used for the events in Northern Peru.

Title Page

Title

Participative Sensitization Workshop in Local Economic Development (LED)

Subtitle

Sensitization Workshops in Local Economic Development in the regions Cajamarca, La Libertad, Lambayeque and San Martín

Organizers

List all participating organizations and institutions

Sponsors

List all sponsors involved in the event

Page 1

Explanation of the event's context, and its mayor ideas and purpose.

Presentation

As a result of decentralization processes, local and regional entities are becoming increasingly important in the Andean countries and assuming greater responsibility in their own territorial development.

The participation and concerted action of public and private sector actors in this territory are indispensable for the sustainability of such processes.

Local Economic Development (LED) initiatives have, in turn, expanded their scope of action. But such initiatives require technical support very often unavailable to local actors.

Capacity building at the local level is thus an essential requirement.

InWEnt, a German Development Cooperation organization, works to promote professional training and develop human resources. At the request of the German Federal Government, InWEnt has undertaken to implement the CONCADEL Project — Concertación y Capacitación para el Desarrollo Económico Local (Concerted Action and Training for Local Economic Development). This project is supported by the experience gained during a two-year pilot phase and has entered its second phase in 2004.

The CONCADEL project is being conducted in the regions of Cajamarca (in the cities of Jaén and Cajamarca), La Libertad, Lambayeque and San Martín. Activities are coordinated with five liaison institutions: the La Libertad Chamber of Commerce and Industry; the Jequetepeque Basin Development Coordination Agency; the Lambayeque Regional Government, represented by its Economic Development Administration; the San Martín Regional Government; and the Jaén Provincial Municipality.

Within the framework of the project, "LED Stakeholder Groups" were formed, consisting of teams of approximately 10 professionals from various public and private institutions in each territory. These professionals will learn a number of tools and techniques that they can later transfer and apply to their own LED initiatives.

Annex 2: Brochure (suggested model) (cont.)

The purpose of the project is to train municipal officers and public and private sector Local Economic Development champions in certain regions of Bolivia and Peru, with the aim to improve their capability to plan and undertake concerted actions for local economic development.

Holding Local Economic Development Sensitization Workshops in each of the selected regions is one of the project's initial activities.

Page two

Workshop Objectives

A short and precise description of what the participant can expect from the workshop

Workshop Objectives

The Local Economic Development sensitization workshop is designed to help participants:

- Recognize the importance of working in a concerted manner for the Local Economic Development of their territory.
- Learn and understand the concept of Local Economic Development, the conditions required to launch this process, the roles of the different actors involved, and the strategies used by other municipalities to meet this challenge.
- Learn about the Local Economic Development activities being performed by institutions in their region.
- Identify the potential and limitations of Local Economic Development in their locality.

Target Groups:

Mayors and provincial municipality officers,
Regional Government Officers,
Private sector and business leaders,
Educational authorities,
Political and civic leaders, and
NGO representatives.

Methodology

A short description of the methodology applied in the workshops

A combination of different methods is used to conduct the workshop: a keynote lecture on Local Economic Development, a sensitization role-play on LED issues, and participants' group work.

Page Three

Programa de actividades

Programm of Activities

Each workshop will last approximately 5 hours. You might include into the brochure an abstract of the planned program.

Date and location, where the event takes place

Directions, phone, fax, eMail of the responsible institution of the events.

If possible, include the institution's logo.

Annex 3: Model LED Certificate

CERTIFICATE

.....

has successfully participated in the
"Local Economic Development Sensitization Workshop"

organized by [ORGANIZING INSTITUTION]
in the framework of the [NAME OF PROGRAM] Program
and held in [PLACE], on [DATE]

The basic concepts of Local Economic Development (LED)
were presented during the workshop.
In addition, the following issues were discussed:

- How to do LED with our own resources?
- Who should lead the LED process in my locality?
- Which commitment will I assume for LED?

[PLACE], [DATE]

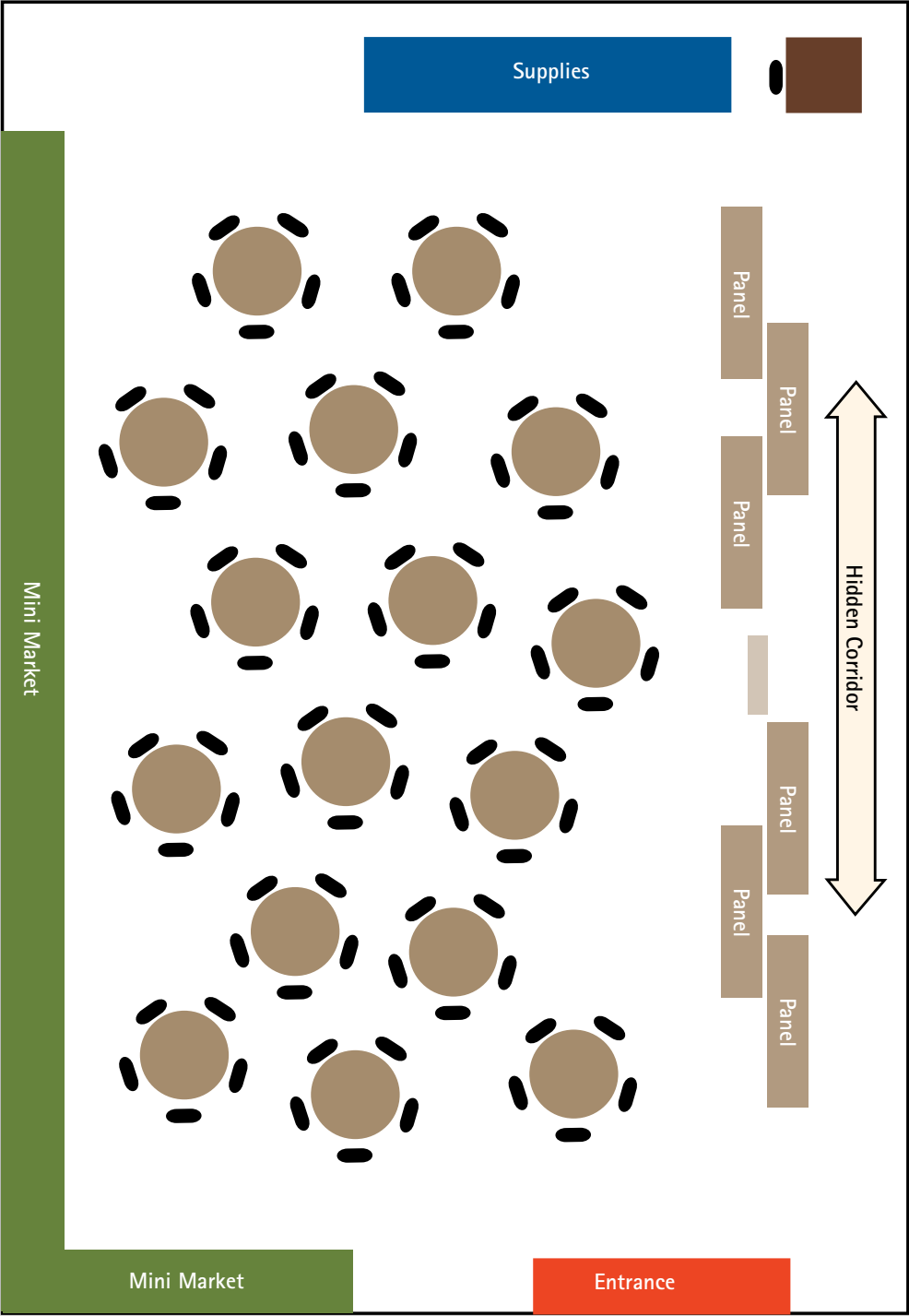
[SIGNATURE]

[NAME]
[POSITION, ORGANIZING
INSTITUTION]

[SIGNATURE]

[NAME]
[POSITION, ORGANIZING
INSTITUTION]

Annex 4: Venue Map



Annex 5: LED Café Rules and Roles – The LED Menu

LED Café Rules

1. Contribute new ideas
2. Listen carefully
3. Link and connect ideas
4. Write, doodle, and draw (freely) on tablecloths
5. Cell phones are not allowed while instructions are given

LED Café Roles

When the Workshop begins, each table will designate a host

Host:

- Remains at the table
- Summarizes each question
- Briefs newcomers on work already done
- Presents conclusions to the whole group

Members:

- Participate actively by sharing their experiences
- Change places after each round of discussion

Annex 6: Evaluation

Workshop evaluation

Motivation for involvement in LED activities

😊			
😐			
☹			

☹ 😐 😊 Workshop satisfaction

Example:
Chiclayo Workshop Evaluation

Evaluación del taller

www.mesoartner.com

www.mesoartner.com

Motivación de involucrarse en actividades DEL

😊			
😐			
☹			

😊 😐 ☹ Satisfacción con el taller

Workshop evaluation

	☹	😐	😊
Did you like the Workshop?			
Do I know more about LED?			
Am I motivated to do LED?			

Example:
Moyobamba Workshop Evaluation

uhl@mesoartner.com

www.mesoartner.com

www.mesoartner.com

Evaluación del taller

	😊	😐	☹
¿Le gustó el taller?			
¿Conoce más sobre DEL?			
¿Estoy motivado hacer DEL?			



The "Stone Soup" tale



The LED Café

The LED-Café is a new facilitation tool to sensitize large groups of local stakeholders, aiming at awareness-raising by realizing a single workshop on Local Economic Development (LED). It was successfully tested during "Days of Sensitization" that were performed in various locations in the North of Peru in August 2004. In each region people who were already active in LED were looking to reach a wider audience and to motivate the economic key actors in order to participate actively in the promotion of their regional and local economy.

As traditional tools were not serving the needs of workshops with up to 200 people, German development agency InWEnt engaged the LED consultancy firm Mesopartner to adapt the "World Café" method to the special purposes of LED. The new "LED-Café"-tool, applied in five cities, permitted to work interactively with large groups of participants. The success of these workshops surpassed the expectations. The participants felt strongly attracted by the interactive methodology and participated in the workshops in a lively and excited way.

This manual "The LED Café" will give you the opportunity to replicate this extraordinary experience in any other region of the world and to make LED happen.