

**Interreg
Europe**



European Union | European Regional Development Fund



*Sharing solutions
for better regional policies*

Designing project methodology

Benoît Dalbert

Interreg Europe Secretariat

b.dalbert@interregeurope.eu

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What is learning process?

An interregional exchange of experience

Based on:

identification, analysis & transfer of knowledge and practices

Through:

a well-thought process supported by seminars, study trips, workshops, staff exchanges, peer reviews, etc.



Why is learning so important?

Territorial need



Learn



Cornerstone of Interreg Europe



Results

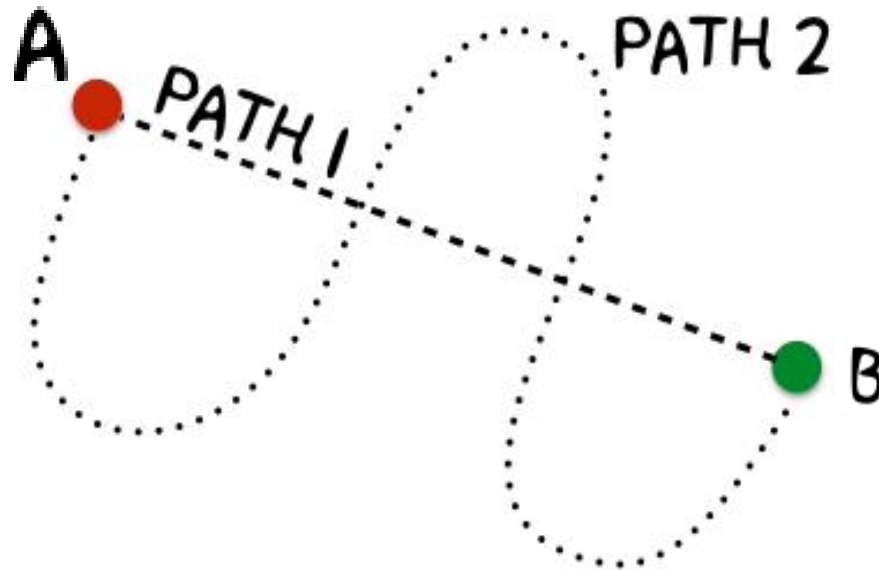


Catalyst for achieving policy change in involved regions



How to organise it?

PHASE 1



Learning

PHASE 2

A hand-drawn table titled 'ACTION PLAN' in blue. The table has four columns labeled 'WHO', 'WHAT', 'WHEN', and 'HOW' in red. The table is empty, with green borders and two red dots at the top corners.

WHO	WHAT	WHEN	HOW

Monitoring



How to organise it?

2012 study on exchange of experience: **no magic recipe!**



Seminars



Study visits



Peer reviews



Staff exchanges





How to organise it?

Different parameters influencing the process:

- History of the partnership
- Number of partners
- Duration of phase 1
- Topic addressed
-





How to organise it?

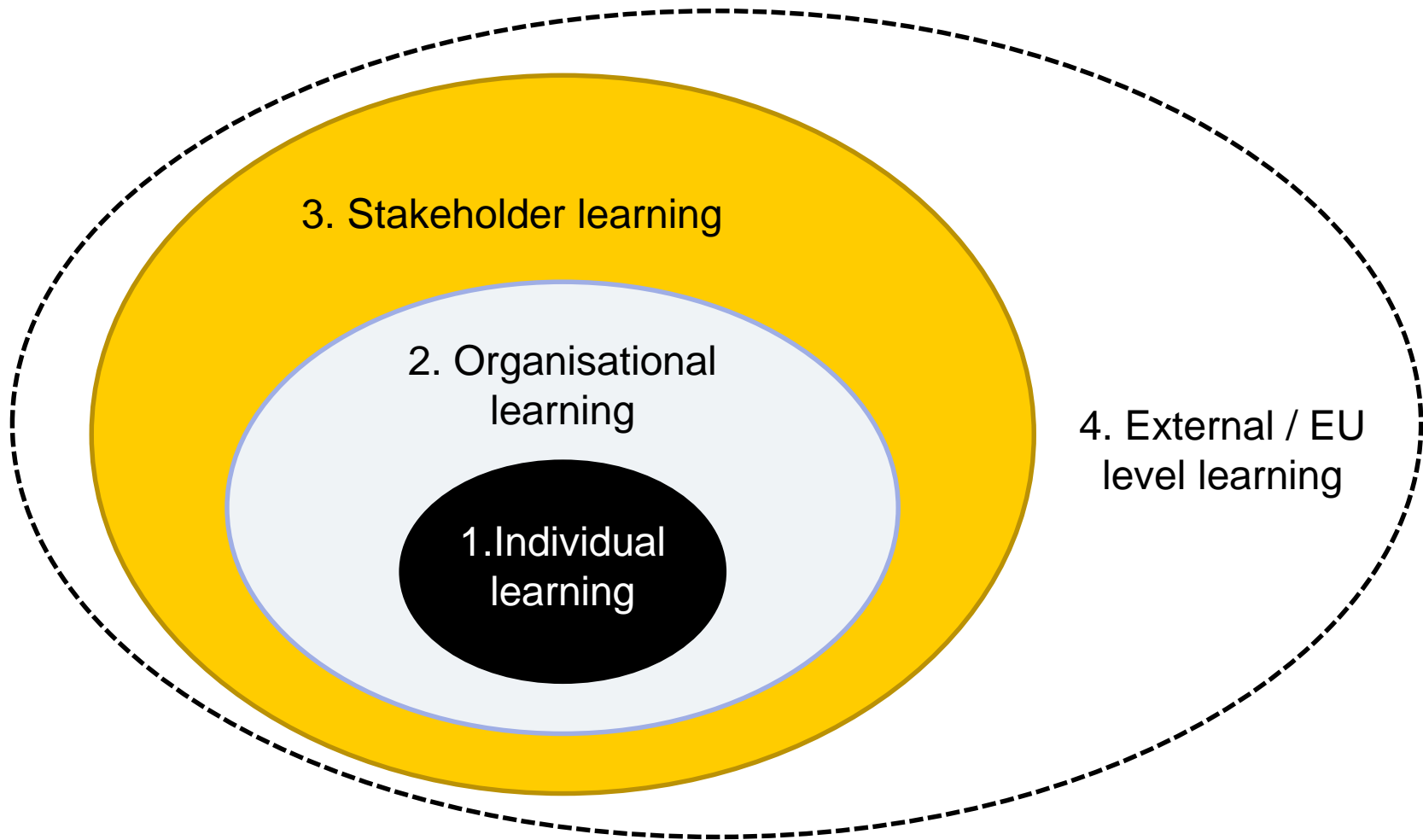
No magic recipe but a few important tips:

- A. Ensure learning at **different levels**
- B. Ensure the **quality** of each learning activity
- C. Ensure an **integrated approach**





A. Levels of learning

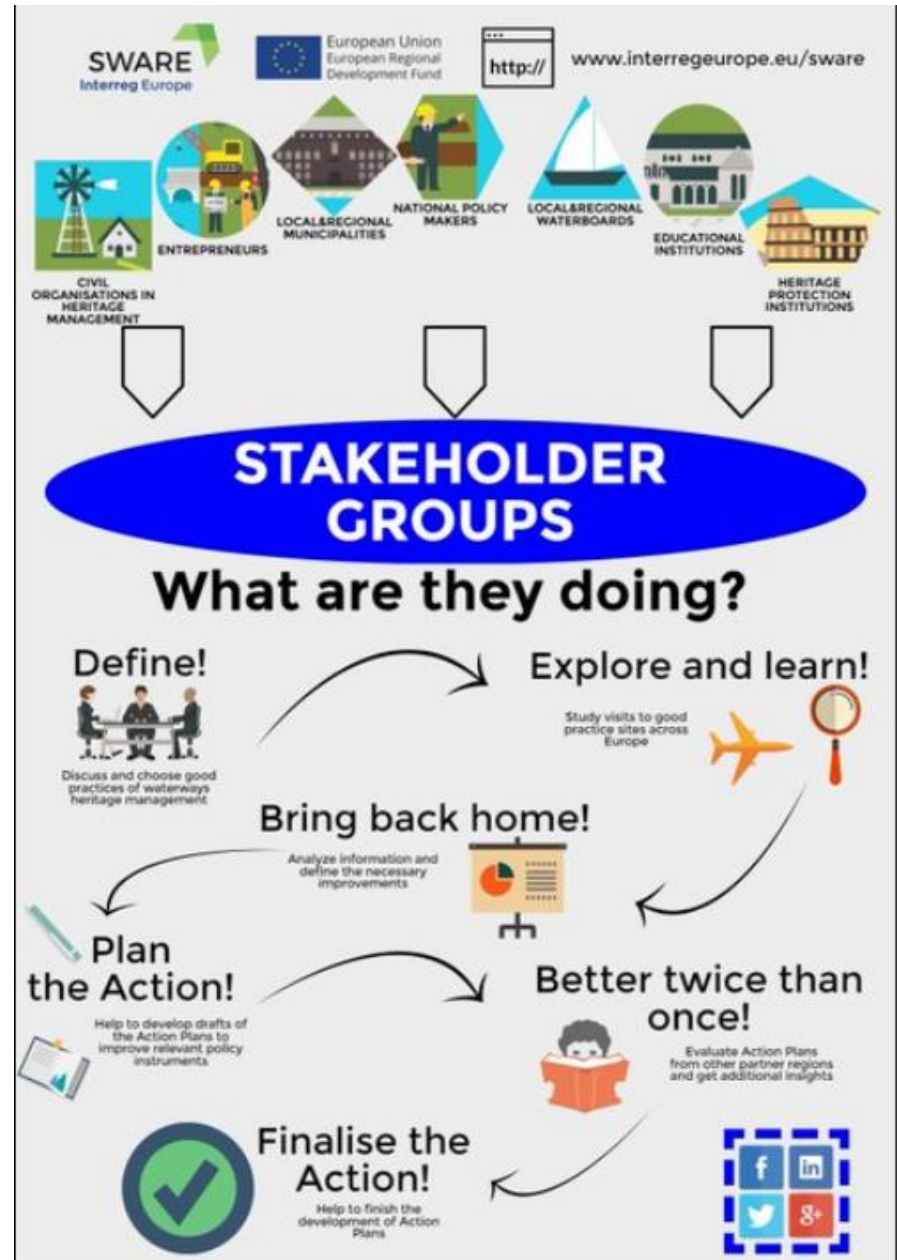


Go beyond individual / organisational learning!

A. Levels of learning



Example for level 3:
role of stakeholders





B. Quality of activities

For all learning activities, importance of:

- Preparation – **Before**

e.g. agenda and supporting documents clear & sent sufficiently in advance

- Implementation - **During**

e.g. quality of speakers / presentations; quality of venues / logistics (translations?)



- Follow-up (documentation and monitoring) - **After**

e.g. evaluation / satisfaction questionnaire, activities proceedings



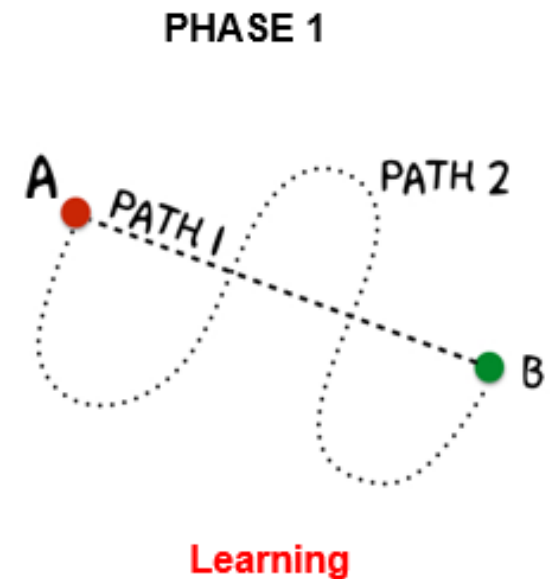
C. Integrated approach

- What are the main steps to reach the objectives and ensure the quality of action plans?
- What are the activities needed? In which order?

Two approaches:

Simple process based on typical networking activities such as workshops, seminars, study visits (Path 1)

More elaborated process which can include sophisticated tools such as joint analysis, case studies, peer reviews (Path 2)





C. Integrated approach

3 steps commonly adopted:

Step 1

Analysis of partners' situations

Identification of valuable experiences

Step 2

Experience further **analysed** through activities
(e.g. study visits and thematic workshops)

Step 3

Preparation for the **transfer** of practices summarised in
action plans



2016

Identification & analysis

heritage and territorial situation of coastal and fluvial areas

2017

Exchange of experience & good practices

within heritage management

2018

Development of action plans

through participatory involvement of stakeholders

Methodological framework
(Ensuring continuity and progress)

WG1 + Field visit
Introduction



Standard template
Indicating main themes

WG2 + Field visit
Heritage development
ELC



Conceptual framework
Prioritising themes
Good practice drafts

WG3 + Field visit
Thematic roundtables



Writing toolbox +
Good practice revisions

WG4 + Field visit
Thematic roundtables



Toolbox integration
Path for strategic planning

Stakeholders
involvement



WG5 + Field visit



Approach to develop action
plans
Publication of toolbox

Toolbox for
policy
development
GPs + Learning
process






'Recipe' in the application form

Overview in section C.4

C.4 Project approach

Describe the project approach to achieve the project's objective and to produce the intended outputs and results. 

Describe the project approach proposed to achieve the project's objectives and to produce the intended outputs and results.

In particular:

- How do you organise the interregional learning process?
- How do the proposed activities interlink (sequence, combination, interrelation between activities)?
- What is the approach for developing the action plans and what is the role of the different stakeholder groups?



'Recipe' in the application form

Detailed description of activities in section D.1

D.1 PHASE 1 'Interregional learning' - Detailed work plan per period

Semester 1

Semester 2

Semester 3

Semester 4

Semester 1

a) Exchange of experience **i**

Please describe in detail the period's activities and outputs related to exchange of experience

b) Communication and dissemination **i**

Please describe in detail the period's activities and outputs related to exchange of experience. Specify the responsibilities of each partner with regard to the activities and also add information on the involvement of local stakeholder groups.

Please describe in detail the period's activities and outputs related to communication and dissemination

c) Project management **i**

Please describe in detail the period's activities and outputs related to management and coordination

Main Outputs

Please describe in detail the outputs



Thank you!