



Framework for peer-to-peer learning

Transparency Day - COP25

Side Event: Peer-to-peer learning to enhance capacity building efforts on transparency

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Content of presentation:

- 1) Brief overview of existing peer learning initiatives in the field of climate transparency
- 2) Insights from study on peer learning - key elements for enhancing peer learning

There is a common understanding that peer learning and knowledge sharing can enhance the impact of multi-country climate transparency support initiatives

The Capacity-Building Initiative For Transparency (CBIT):

The Programming Directions For The Capacity-Building Initiative For Transparency (*e*) *Country-specific training and **peer exchange programs** on transparency activities, such as.... "*



The Initiative for Climate Action Transparency (ICAT):

ICAT Approach: *"ICAT integrates guidance, capacity building and **knowledge sharing** to engage countries in the use of a common framework to assess..."*



Countries reacted positively to these calls

In **CBIT** projects: 15 out of 54 countries included peer learning activities in the design of their projects mostly in Africa and Latin America & the Caribbean.



CBIT CAPACITY-BUILDING INITIATIVE
FOR TRANSPARENCY
GLOBAL COORDINATION PLATFORM

ICAT: several examples, one in this side event: legal framework for data sharing transparency between Costa Rica and the Dominican Republic.



ICAT | INITIATIVE FOR
Climate Action
Transparency

Other examples at regional level of peer to peer collaboration:

Communities of Practice organized to help countries to implement Transparency through Peer Learning, on a continuous basis

LEDSLAC's "Monitoring & Evaluation Community of Practice" financed by FIAP in Latin America as a part of EuroClima+. UNEP DTU Partnership has provided technical support

- Mostly orientated to increase exchanges between government officials
- Spanish speaking community
- 2 years in operation
- **PAPTA:** Implement cluster workshops focusing on peer learning
- **UNDP/UNEP Global Support Programme:** Network approach encouraging peer learning



Elements for definition of a Peer Learning process

Different from a traditional technical transfer: a lesson in a classroom, a training, a text

- Involves **individuals** (practitioners) providing and receiving information with each other (**dialogue format**) based on trust and commitment. The premise behind peer learning is that practitioners know and can transmit in a better way the **practical challenges** they faced or they are currently facing in engaging in similar **policy implementations**.
- Compilation of past experiences and current situations, learning what works and what does not from **protagonists**
- **Transmission** of the information and **experiences back** to their **organizations and contexts**

Substantive funding allocated to peer learning initiatives but limited in-depth analysis of what works (1)

Key points from analysis done by Effective Institutions Platform

The study suggests that peer learning is effective but there is a need to carefully design peer learning initiatives:

- Limited evidence that peer learning successfully foster the transfer of deep, relevant knowledge between peer individuals and ensure that this knowledge diffuses back to organisations to achieve impact at scale.
- Need to better document and disseminate the changes at organisational level by peer learning initiatives.

Substantive funding allocated to peer learning initiatives but limited in-depth analysis of what works (2)

Driving factors for successful peer learning (from study by Effective Institutions Platform)

- When individual peers are matched appropriately and authorised and empowered to engage effectively, peer learning is also optimised.
- It is important that the learning gains of individual peers are communicated back to those authorising the engagement of these peers, to ensure continued support for the learning process.
- Ideally peers engage with each other over a medium to long run (1-3 years) period and engage in multiple ways, including through shared work and site visits.

Substantive funding allocated to peer learning initiatives but limited in-depth analysis of what works (3)

Implementation elements:

- Who the peers are
- Getting peers to engage fully in the process
- Logistics of Peer Interaction

Suggested road map (from study by Effective Institutions Platform)

1. A pre-foundational engagement where consideration is given to basic questions about peer engagement
2. A foundational event
3. A period whereby peer engagement is sustained over time (to build trust and sharing)
4. Structured engagements to actually foster relevant learning outcomes in individuals
5. A period whereby learning is diffused from individuals to organisations to foster impact at scale.

Final open questions:

- How can we assess effectivity of peer learning in Climate Transparency projects? Enhance impact?
- How can we maintain sustainability in time of Peer Learning initiatives?

References

The GEF (2016) The Programming Directions for The Capacity-Building Initiative for Transparency

Andrews & Manning (2016) A guide to peer-to peer learning. Effective Institutions Platform

ICAT. ICAT webpage (<https://climateactiontransparency.org/>)

LEDSLAC (2018) Reporte de la Comunidad de Practica M&E de LEDSLAC

Framework for peer to peer collaboration

Thank You

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