

PEER-TO-PEER
LEARNING
TOOLKIT

Promoting Policy and Cooperation to Support Creativity

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Peer-to-Peer learning builds stronger policies for creativity

Cultural and creative industries (CCIs) and sectors are at the heart of the creative economy and are a catalyst for achieving the United Nations 2030 Agenda for Sustainable Development. However, for these sectors to flourish and the diversity of cultural expressions to be nurtured, strong regulatory and policy frameworks that promote culture as a common public good are essential.

The EU/UNESCO programme 'Supporting new regulatory frameworks to strengthen the cultural and creative industries and promote South-South cooperation', implemented in 12 UNESCO Member States between 2018 and 2022, leveraged peer-to-peer learning as an innovative and effective way to create, strengthen and update policies and regulatory frameworks that support creativity, while promoting diplomatic and cultural exchanges between peers.

This toolkit captures the success of the programme. It details each phase of the peer-to-peer learning process, lists dos and don'ts, and offers key recommendations. Policymakers, civil society representatives, cultural practitioners and stakeholders are invited to rely on the guidance provided by this tool to develop better informed and stronger policies and regulatory frameworks for creativity, as well as strong networks among creative sectors.

12 UNESCO
Member States

**participated
in the successful
pilot projects**


Author and methodology

This toolkit was the result of collaborative and participatory work led by **Dr Lidia Varbanova**, member of the EU/UNESCO Expert Facility for the implementation of the 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions. Dr Varbanova has extensive professional experience as a consultant, educator and researcher in more than 60 countries. Her work focuses on strategy, policy, entrepreneurship, innovation, sustainable development, environmental management and online technologies, with a special emphasis on the arts and cultural and creative industries. Varbanova has been a permanent and visiting professor in prominent universities and training centres in Europe and Canada and has received several distinguished academic awards. She is currently a full-time professor and Programme Director at the National Academy of Theatre and Film Arts in Sofia (Bulgaria).

This toolkit would not have been possible without the dedication of members of the Expert Facility, national experts and team members of the partner Member States of the EU/UNESCO programme 'Supporting new regulatory framework to strengthen the cultural and creative industries and promote South-South cooperation' (2018–2022): Costa Rica, Ethiopia, Gabon, Georgia, Jamaica, Mexico, Namibia, Palestine, Panama, South Sudan, Uganda and Zimbabwe.

The following methods were used to develop the toolkit:

- ▲ qualitative online survey sent to local and international experts who took part in the EU/UNESCO Programme's peer-to-peer learning activities;
- ▲ targeted interviews with selected knowledge-providers and project team members of the EU/UNESCO Programme;
- ▲ desk research of relevant documents and online resources;
- ▲ focus groups during a virtual workshop held on 9 December 2021.



Peer-to-peer learning is not just about achieving immediate results, or about the process itself. It is a horizontal, mutually engaging process, resulting in creating networks and strategic alliances that continue their path in the future in a sustainable way.

Elene Toidze
Creative Georgia

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Introduction

The cultural and creative industries (CCIs) and sectors are at the heart of the creative economy and provide a major contribution to growth and sustainable development. These industries are knowledge-intensive, based on creativity and innovation, and account for 3.1 per cent of global GDP and 6.2 per cent of all employment.¹ However, like all other industries, cultural industries need to be regulated and supported to have environments conducive to their development. Considering the many challenges the creative sectors face, such as the increased role of the digital environment, the impact of the COVID-19 pandemic, access to fair remuneration and persistent gender inequalities, a strong, committed political response based on inclusion and participation is needed to provide sustainable solutions. In this regard, the 2022 UNESCO Global Report, *Re|Shaping Policies for Creativity*, argues that culture is a global public good that requires protection and support for the benefit of humanity as a whole, and that it must therefore be considered ‘an integral part of a new global deal to support solidarity within and among societies and between generations.’

The CCIs and sectors operate in a complex environment. The cultural sector is often dispersed and functions informally; this aspect is even more prominent in developing countries. Furthermore, institutions regulating the sector vary from one country to another and have to reconcile multiple stakeholders with differing interests. Against this background, the EU/UNESCO Programme *Supporting new regulatory frameworks to strengthen the cultural and creative industries and promote South-South cooperation*, implemented in 12 UNESCO Member States between 2018 and 2022,² supported the design of regulatory frameworks and the formulation of strategic policy documents for the CCIs and sectors. Peer-to-peer learning was a key component of this programme, facilitating the transfer of knowledge and information, and providing expertise to countries seeking to elaborate or revise policies and regulatory mechanisms for creativity. Peer-to-peer learning enables participatory policy-making processes and, in the long-term, leads to the establishment of robust and informed strategies in the cultural and creative sectors. The synergies and opportunities resulting from this process have opened cross-industry dialogue and built bridges between the CCIS and sectors and the rest of the economy, both at the national and international levels. Peer-to-peer learning has also proved to be a powerful tool for facilitating diplomatic and cultural exchanges between the countries involved and has supported the expansion of regional markets for cultural and creative products and services. This toolkit was developed thanks to the valuable lessons learnt while conducting peer-to-peer learning in the EU/UNESCO programme.

1. *Re|Shaping Policies for Creativity. Addressing culture as a global public good*. UNESCO 2022.

2. To learn more about the EU/UNESCO programme visit: <https://en.unesco.org/creativity/activities/supporting-new-regulatory-frameworks-strengthen>



Cooperation is about people, not just about policies. Therefore, keeping cultural cooperation on an ongoing basis in the practice, not only in the documents, is very important to have vibrant and developed cultural sectors.

Angie Forero

Project manager at the Ministry of Culture, Colombia

Aims of this toolkit

As part of the formulation, design and elaboration of policies and regulatory frameworks for creativity, this toolkit aims to:

- ▲ offer step-by-step guidance on developing and implementing peer-to-peer learning to reinforce South-South cooperation;
- ▲ provide an overview of diverse online and offline methods and tools to implement peer-to-peer learning;
- ▲ suggest potential barriers and enabling factors to consider before, during and after the peer-to-peer learning;
- ▲ outline the potential outcomes and benefits of the peer-to-peer learning process.

Who is this toolkit for?

This peer-to-peer learning toolkit is designed to assist governments and public institutions, civil society representatives, cultural associations, organizations and networks who wish to overcome any challenges identified, while developing regulatory and policy frameworks for the CCI and sectors. Peer-to-peer learning therefore supports the exchange of knowledge and experiences while promoting South-South cooperation.

What is peer-to-peer learning

How can it support and improve the formulation of regulatory and policy frameworks for the CCIs and sectors?

Peer-to-peer learning is an effective method of sharing knowledge and experiences between counterparts. These exchanges take place between 'peers' using various methods (online, offline or hybrid) and allow all participants to be a learner. The 'peers' involved must be regarded as credible and trusted professionals with specific knowledge in certain areas of interest related to the policy process. Moreover, the 'peers' are expected to express unbiased opinions. They need to understand the goals and expected outcomes of the process and be willing and empowered to share information, knowledge, practices and ideas openly. In most cases, peer-to-peer learning is a participant-driven process and can take place formally or informally.

Peer-to-peer learning has proven to be a highly enriching exchange practice. It allows **national ministries and cultural agencies to explore alternative ways of approaching policies for creativity** and to identify and learn about models that can inspire the development of regulatory frameworks to solve the challenges faced by the cultural and creative sectors at a local and national level. Such an approach allows for vivid and frank discussions on emerging policy areas and processes, facilitates the creation of strategic alliances and new networks, and triggers strategic thinking and actions. It fosters a **more inclusive and participative approach to policy-making, while promoting South-South cooperation**. The effectiveness of peer-to-peer learning requires participation and dialogue among experts and professionals from the government, civil society, including professional associations/unions, and the private sector, in order to gather diverse perspectives on developing a new regulatory or policy framework in the target country.

Policies for creativity refer to the role of the public sector in developing and implementing a systemic approach, methods and tools for public involvement in the CCIs and sectors, to position them as a centrepiece in the national creative economy and reinforce the overall creative ecosystem. These policies are key enablers in the success of creators, cultural professionals, creative industries and organizations in the national, regional and global marketplace and for the diversity of cultural expressions to flourish. Finally, these policies recognize the essential role of culture and creativity as an engine of economic growth and sustainable development.

South-South cooperation is based on the assumption that countries that are geographically close often face similar challenges that can be addressed by information, knowledge and experience-sharing with other countries that have developed policies to tackle the same challenges. The policy design and formulation processes are therefore enriched thanks to peer-to-peer learning and South-South cooperation. The similar contexts in which the CCIs and sectors operate in these countries allow for mutual learning and knowledge exchange.³ This becomes a powerful tool in analysing the challenges, gaps and needs; helping to design sustainable, informed and inclusive regulatory and policy frameworks that are adapted to the countries' local contexts.

3. While South-South cooperation is often considered the best peer-to-peer option due to the similarities of context, **North-South cooperation and peer-to-peer learning** can also be considered in this process. During the EU/UNESCO programme, several partner countries engaged with countries from the North to leverage additional good practices.

Who are the peers taking part in peer-to-peer learning?

In the context of peer-to-peer learning to develop or revise policies and regulatory frameworks for the CCIs and sectors, we identify two main types of peers, namely:

- **A knowledge-seeking peer:** a country that initiates the peer-to-peer learning process; sets up the goals, methods and expected deliverables; and identifies the counterparts that will be involved, both nationally and internationally.
- **A knowledge-providing peer:** a country identified as a source of knowledge and experience because they have a similar national and/or industry context, regulatory or policy framework, or other parameters related to the project's implementation in the knowledge-seeking country.

It is important to emphasize that in the peer-to-peer learning process, **the terms *knowledge-providing and knowledge-seeking countries do not imply a hierarchy*** and that the process is based on a mutual exchange of knowledge, experience and information. Furthermore, while the knowledge-seeking country is usually alone, there can be multiple knowledge-providing countries.

Since peer-to-peer learning can be a lengthy process, **it is recommended to build strong national teams** to ensure efficient and successful implementation. National team members for both knowledge-seeking countries and knowledge-providing countries could include representatives of:

- **public authorities**, more specifically representatives from the ministries in charge of culture and creativity and those dealing with specific topics within the respective scope of the peer-to-peer learning, for example, copyright and intellectual property, social affairs, trade, economy and indigenous communities;
- **professionals, experts, cultural managers, artists and practitioners** from different CCIs and sectors, such as the film industry, media industry, music and business, as well as representatives from professional associations and networks;
- **representatives of academia, researchers and trainers** who act as a bridge between the theory, practice and research;
- **international and regional organizations and institutions**, as well as **international experts** who provide viewpoints outside the national borders and have sufficient knowledge and expertise on the subject matter.

TIP

Knowledge-providers participate in peer-to-peer exchange because they:

- wish to share their experience and knowledge, and are willing to learn;
- have proven success, or evidence of a positive development in one country and in a specific area;
- have previously worked with the knowledge-seekers;
- like to explore opportunities for common markets for cultural goods and services.

Principles of peer-to-peer learning

In the context of policy and regulatory frameworks for creativity and South-South cooperation, the peer-to-peer learning process is based on the following leading principles:

- **'On-demand'**. The peer-to-peer assistance is provided following an expression of interest by the knowledge-seeking peer to help the CCIs and sectors cope with the needs and challenges they face in a national and/or local context.
- **Capacity-building and policy development.** Peer-to-peer learning targets officials and civil society stakeholders with practical training methods and advice to facilitate the design of regulations, strategies, policies and measures for the CCIs and sectors.
- **Multistakeholder approach.** The effectiveness of peer-to-peer learning requires the involvement of and continuous dialogue among experts and professionals from the government; civil society, including professional associations/unions and the private sector, to gather diverse perspectives and expertise throughout the exchange.
- **Partnership and collaboration.** The peers work together to obtain the knowledge sought by the knowledge-seeking peer.
- **Openness and a 'risk-free' environment.** The parties involved in the peer-to-peer learning share knowledge, expertise and information in an open environment without direct media involvement.
- **A continuous process.** The provision of peer-to-peer expertise and peer-to-peer learning support is a continuous process that goes beyond the framework of the project and aims to achieve long-term results.



Peer-to-peer opens our minds and creates the possibility to emulate those actions that could be possible to apply in our countries, offers the possibility to work together and seek the greatest benefit for the creative and cultural sector.

Monica Salazar

*Head of Vice Minister's Culture Office
of Costa Rica*

Implementing peer-to-peer learning

Peer-to-peer learning to support the design, development and formulation of policies for creativity and South-South cooperation should be carried out in different phases using various formats and tools. While there is no magic recipe due to the variety of contexts and tools available, the following section will guide you through each phase of the process. It is recommended that effective peer-to-peer learning should adopt an iterative strategy which follows three key phases (see Figure 1).

Figure 1 • Key phases of the peer-to-peer learning process



A Preparation phase

Effective peer-to-peer learning requires a thorough preparation phase. During this phase, it is important for the knowledge-seeking country to define **a specific request with clear goals and targets**. It is also during this phase that the national team members and peers are selected. While peer-to-peer learning differs from one context to another, it will most likely be more effective if it is clear to all peers what they are expected to learn from one another during the initial stage of the process. While peer-to-peer learning should be **flexible and adaptable**, experience has shown that it will be easier to attract knowledge-providing peers if the learning goals are clearly defined at the outset.

The knowledge-seeking peer should carry out the following key steps during the preparation phase:

- ▲ Conduct a **diagnostic assessment** in the knowledge-seeking country of the situation and challenges faced in developing policies and/or regulatory frameworks for creativity.
- ▲ Set up a **national team** that will be involved in the entire process. It is important to set up a team with the right competences and sufficient experience in the respective subject matters, with compatible skills, innovative thinking and motivation to engage in the learning process. There should be secure financial and sufficient human resources to implement the whole peer-learning exchange, and a **gender balance** in the team by including women and women's organizations.
- ▲ Define an initial **workplan** with key goals in consultation with the national team. Think 'backwards' – what do you want to achieve and then start defining what steps to take. Be rational in setting your goals and have achievable and realistic parameters. Make sure that everyone involved in the process agrees to these, and/or modify them if needed.

▲ **Identify the knowledge-providing peers:** identify partner countries and select the national and international institutions and experts that will be involved in the peer-to-peer learning.

- Collect available data through desk research and by exploring the existing databases of international cooperation projects and policies in the field of culture and creativity, such as the *UNESCO IFCD projects database* and the *UNESCO Policy Monitoring Platform*. Identify success stories or good practices, as well as vibrant creative sectors in the policy area that you are working on. Work on obtaining as much information as possible about the peers that could be selected as knowledge-providers.

TIP

While it is common to identify countries with similar contexts in terms of policies and legislation, available resources and geo-political context, also consider peer-to-peer exchanges with countries with more diverse contexts since this can be enriching for all parties.

- Consider the availability of contacts and networks in your national team to identify peers.
- Favour an official/institutional approach to inviting the knowledge-proving country(ies) and involve regional or international organizations, if possible. Contact selected knowledge-providing peers to find out more about their motivation and availability to join the peer-to-peer learning process.
- As well as identifying institutional peers, consider contacting representatives of the cultural sector, such as other stakeholders and beneficiaries of the measures and policies developed or being developed in the potential knowledge-providing countries.

TIP

Make sure that knowledge-providing peers are empowered to share knowledge and engage effectively in peer-to-peer learning.

▲ **Review the peer-to-peer learning workplan with the knowledge-providing peers** selected.

- Consider what kind of peer-to-peer learning methods you will use and why. Harmonize and synchronize, if possible, between online and offline methods. Establish communication channels and determine the time limit of the sessions.
- Agree in advance the ethical bases and principles that should guide the methodology of peer-to-peer learning.
- Hold a diagnostic meeting and ensure the knowledge-providing country(ies) support the workplan. Make sure that the knowledge-provider agrees with the proposed workplan, has enough time and resources to allocate to peer-to-peer learning, and understands it is an interactive and lengthy process. Identify issues, gaps, topics, research areas, trends and expected outcomes between the peer-learning countries and draw up a situational analysis to gain more of an understanding of the similarities and differences between the knowledge seeker and provider.

▲ Finally, evaluate the **possible risks and risk-mitigation actions** by learning from previous mistakes (see list on p.15).

Tools and methods that can be used during this phase:

- **Diagnostic meeting**
- **Documents and other secondary data exchange**
- **Online communication and information exchange**
- **Study surveys and other methods of collecting primary data**

B Implementation phase

Once the teams have been set up on both sides, you can start engaging in the core peer-to-peer learning. This can take place in different formats. The number of exchanges will vary and it is important to set realistic goals for the method to be used in the peer-learning process. It should be structured around an **open environment** and allow for the **mutual sharing** of ideas, knowledge and experience in policies, practices and case studies within the project's focus.

Below are a few key elements to keep in mind during the implementation phase of peer-to-peer learning sessions:

- ▲ Identify an experienced professional **moderator/facilitator** depending on the chosen online and/or offline peer-to-peer methods. International experts are often well-positioned to provide a neutral perspective and can help navigate sensitive issues that may arise during discussions. In this regard, *UNESCO's Expert Facility* provides a roster of international experts whose expertise can be leveraged to contribute to effective peer-to-peer learning.
- ▲ Prior to the sessions, **share the agenda and expected outcomes** with all the participants as well as a reminder of the time, length of the session and location, and whether it is online or offline.
- ▲ Appoint a **note taker**, or decide on other ways of recording the session's key points. Make sure that the notes are shared with all participants after each peer-to-peer learning session.

TIP

Ensure that a written summary of the key learning points is made available, that can be referred to during the strategy or policy formulation, and that a verbal presentation of the key learning points is organized for the relevant stakeholders in the knowledge-seeking country.

- ▲ Create an open and **risk-free environment** and avoid a 'top-down' approach.
- ▲ Ensure an **interactive approach** by engaging all participants equally and encouraging creativity, active listening and collaboration during interactions.
- ▲ **Combine closed sessions with** selected participants with **sessions open to the wider public**.

TIP

Remember to be flexible and consider changes in contexts and cultural sectors.

- ▲ **Consider your local context.** Bear in mind that the aim is not to reproduce models or copy what another country has done, but to seek inspiration, lines of reflection and policy action that may prove of interest in light of the national context.
- ▲ If needed, set the date and time of the next peer-to-peer learning session(s).

TIP

Keep things simple and straightforward with minimal administrative demand and low costs.

Tools and methods that can be used during this phase:

- **Workshops**
- **Round tables**
- **Focus groups**
- **Coaching and mentoring**
- **Exchange visits (offline/in-person)**
- **Open forums and webinars**
- **Moderated discussions and focus groups**

C Wrap-up and follow-up phase

Once the knowledge-seeking country team considers that they have received sufficient expertise and information from the knowledge-providing peers, they can enter the last phase of the peer-to-peer learning process. During this phase, the knowledge-seeking team should focus on identifying concrete follow-up actions to be implemented with the national team.

During this stage, the knowledge-seeking team will plan the next steps to achieve the final project goal of developing policies and/or regulatory frameworks for creativity. Be patient about achieving the final results, as the development or revision of policies for creativity require a long time-frame, which goes beyond the timeline of the peer-to-peer learning.

Key aspects to consider during this phase **with your knowledge-providing peers:**

- ▲ **Reflect on lessons learned.** Conduct a follow-up feedback session to reflect on the peer-to-peer learning process.
- ▲ **Exchange contacts to sustain networking** and, if appropriate, identify future opportunities for cooperation.

Key aspects to consider during this phase **with your knowledge-seeking peer team:**

- ▲ **Reflect on internal results and impact.** Summarize the results of the peer-to-peer learning and discuss these with the national team. Aim to quantify the concrete impact of achieving the expected outcomes.
- ▲ **Communicate.** Use the networks and associations of national team members and stakeholders to help spread the word about the peer-to-peer learning outcomes. Involve the media to ensure the results are disseminated widely.
- ▲ **Gather feedback from others in the cultural sector.** It can be beneficial to share the lessons learned from the knowledge-providing peers with other stakeholders in the cultural sector to ensure all voices have a chance to be heard.
- ▲ **Continue the process.** Work with the team to define the next steps to achieve the expected initial outcomes and ensure that policy actions continue beyond the peer-to-peer learning.

TIP

Keep in mind that the provision of peer-to-peer expertise and peer-to-peer learning support is a continuous process aimed at long-term results.

Tools and methods recommended to use during this phase:

- Round tables
- Open forums and webinars
- Public conferences
- Evaluation questionnaires
- Focus groups
- Online tools for collective feedback
- Partnerships with the media



*The more we exchange
and collaborate,
the more we become
“ONE”.*

Timothy Owase

*Chief Executive Officer,
Kenya Film Commission*

Possible obstacles and risks in peer-to-peer learning on policies for creativity

As with every process involving a wide group of people, peer-to-peer learning could face challenges due to internal and external factors. When elaborating a risk plan during the preparation phase, try to anticipate what could go wrong and think of possible risk-mitigation actions that should be part of the overall peer-to-peer learning preparation and implementation to prepare for changes and challenges. The table below provides a brief overview of possible obstacles to consider.

Table 1 • Possible obstacles in peer-to-peer learning

Policy	Communication	Logistics
<ul style="list-style-type: none"> • Overall political and economic instability in the countries involved. • Instability of the public administration officials at the top and middle level of decision-making. • Complex ecosystem of the cultural and creative sectors and multiplicity of actors within this system. • Incompatible interests, needs and goals of different sector representatives involved (public and private sector, and civil society). • Mistrust between different stakeholders involved and misunderstanding/lack of knowledge of the specificities of the CCI and sectors. • Lack of open feedback from the CCI and sectors about the work of the public administrations. • Public administrators' difficulty in undertaking risks and initiating new ideas. • Heavy and slow decision-making processes. • Lack of competence and capacity to involve a representative of the CCI and sectors in the participatory policy-making process. 	<ul style="list-style-type: none"> • Lack of smooth communication between institutions due to differences in their internal procedures and decision-making processes. • Limitations of peer-to-peer learning methods online compared with face-to-face learning sessions. • Challenges of using digital tools for internal project management due to resistance or absence of competence. • Informality of discussions due to the need for a 'risk-free' environment and no recording. • Challenge of defining and communicating specific tangible results, as peer-to-peer learning is a process. • Challenge for CCI and sectors practitioners to understand policy language and the need to 'digest' the policy documents. 	<ul style="list-style-type: none"> • Unstable or slow internet connection and expensive internet communication. • Difficulties in synchronizing peer-to-peer learning methods in real time (busy schedules of stakeholders involved). • Changes in the composition of the teams. • Language barriers. • Insufficient time for the overall project and lack of funding to continue the peer-to-peer learning beyond the project timeline.

Peer-to-peer learning outcomes

The table below provides an overview of specific outcomes that can be achieved as a result of implementing peer-to-peer learning to strengthen policy-making and regulatory frameworks for the CCIs and sectors. These outcomes can be used as a guide to define the type of outcomes to be achieved by including peer-to-peer learning in future projects or processes that aim to develop, design and implement policies and regulatory frameworks for the CCIs and sectors.

Table 2 • Specific outcomes of peer-to-peer learning

Policy level	CCIs and sectors level	Crossover and spillover effects
<ul style="list-style-type: none"> • Establishment of robust and informed regulations, strategies and policy papers. • Increased understanding of the overall ecosystem in which the CCIs and sectors operate. • Increased awareness of specific policy issues relevant to the CCIs and sectors and confidence, motivation and inspiration to undertake policy changes. • Practical knowledge acquired on efficient approaches and methods to develop and implement policy and regulatory frameworks for the CCIs and sectors. • Improved policy environment and resources to elaborate, draft and implement policy and regulatory frameworks for CCIs and sectors. • Networks and communities of practice developed at the regional and international level. • Improved policy evaluation and monitoring through critical stocktaking of the measures implemented and the results achieved so far. 	<ul style="list-style-type: none"> • Silos broken down and stakeholders become aware that their problems, which appear to be unique, are in fact shared by counterparts in other contexts. • Synergies created among the CCIs and sectors stakeholders at the regional/international level. • Reinforced associative processes in the cultural sectors and institutional inertia broken. • Improved distribution system for cultural goods/services in specific sector(s) (e.g. film, music) nationally, regionally and/or internationally. • New platforms, networks and avenues for cooperation established at the regional/ international level. • Efforts and resources in the CCIs and sectors mobilized to lobby political decision-makers. • Avenues of collaboration explored between countries involved in a specific CCI (e.g. film, music). • New business models identified in the CCIs and sectors. 	<ul style="list-style-type: none"> • Project goals, interim and final deliverables are better understood by the relevant stakeholders. • Capacities and technical skills in the CCIs and sectors' public and civil society organizations strengthened. • Gaps in information on policy, research and practice are filled. • Better communication between the three sectors – public, private and civil society. • Better coordination between the ministry of culture and other 'core' ministries (e.g. ministry of social affairs, regional development, economy, trade). • Sustainability of certain areas of the project secured, after finalization and timeline. • Emergence of synergies and opportunities for peer-to-peer learning in other policy areas and/or cultural sectors. • Diplomatic and cultural exchanges between countries on an institutional level facilitated. • Collaborative practical projects launched in the CCIs and sectors.

Success factors in peer-to-peer learning

This section of the toolkit includes a summary of success factors, based on the implementation of the peer-to-peer learning, that are to be kept in mind when implementing peer-to-peer learning on policy-making for creativity. These can be used as a checklist by the national team throughout the peer-to-peer process.

- ▲ **Start prepared.** It is important to engage in peer-to-peer learning once the needs of the knowledge-seeking country have been clearly defined. This is usually the result of the diagnostic assessment that is carried out in the initial phase of peer-to-peer learning.
- ▲ **Analyse in advance the communities' needs and implement a collaborative approach** to start a joint process of developing policies, regulations and programmes that take into account their visions and needs.
- ▲ **Establish strong national teams.** Ensuring that the knowledge-providing partners and experts at the national level are properly identified, is as important as identifying the international knowledge-providers.
- ▲ **Diversity and inclusion.** In many cases, the cross-cutting nature of the peer-to-peer learning topics requires the participation of administrative units from different ministries and public bodies, as well as the participation of civil society and the private sector. It is important to ensure that all voices across the cultural sectors are represented, including women, youth and underrepresented groups.
- ▲ **Involve and balance.** Involve national and/or local decision-makers during all phases of peer-to-peer learning. Balance the interests of the government representatives with the interests and needs of all other stakeholders from civil society and the private sector.
- ▲ **Ownership and buy-in.** Ensure that there is institutional and political buy-in from both the knowledge-seeking and knowledge-providing countries prior to initiating the peer-to-peer implementation in order to dedicate time and resources to the peer-to-peer learning process. Foster buy-in from the knowledge-providing country by agreeing to the workplan.
- ▲ **Use appropriate methodologies.** Where possible, consider hybrid models of peer-to-peer learning (online as well as face-to-face meetings) and prepare learning materials for stakeholders, such as presentations, brochures, guides, to help them understand the project and get involved.
- ▲ **Leverage international experts or regional and international organizations as neutral voices.** These can be involved as knowledge-providers, but also as moderators/facilitators.
- ▲ **Foster personal connections and open communication.** Secure transparent and effective communication during the entire peer-to-peer learning process and encourage participation as well as active listening. Investigate ways of putting official professional barriers aside during peer-to-peer learning.
- ▲ **Disseminate information and results** regularly among the national and international counterparts as a form of acknowledgement and a basis for continuous engagement.
- ▲ **Note the importance of measurements and statistics.** Leveraging the quantitative indicators, statistical data and analysis for the respective project can contribute to the effectiveness of peer-to-peer learning.
- ▲ **Consider new ideas, but do not forget your local context.** During peer-to-peer learning sessions, get inspired and embrace new ideas shared, while keeping in mind the project's original scope, the initial agenda and expected outcomes. It is also important not simply to replicate what the knowledge-provider has done, but to consider your local context and adapt as necessary.

Long-term benefits of peer-to-peer learning

The long-term benefits of peer-to-peer learning are multiple. It can influence policy-making processes and provide guidance on sustainable policies, regulations and measures for creativity. It broadens the implementation of participative policymaking, increases commitment and interaction among peers beyond the exchanges and could have spillover effects to other networks and international organizations. The figure below illustrates the main long-term benefits identified during peer-to-peer learning.

Figure 2 • Long-term benefits of peer-to-peer learning on policies for creativity and South-South cooperation

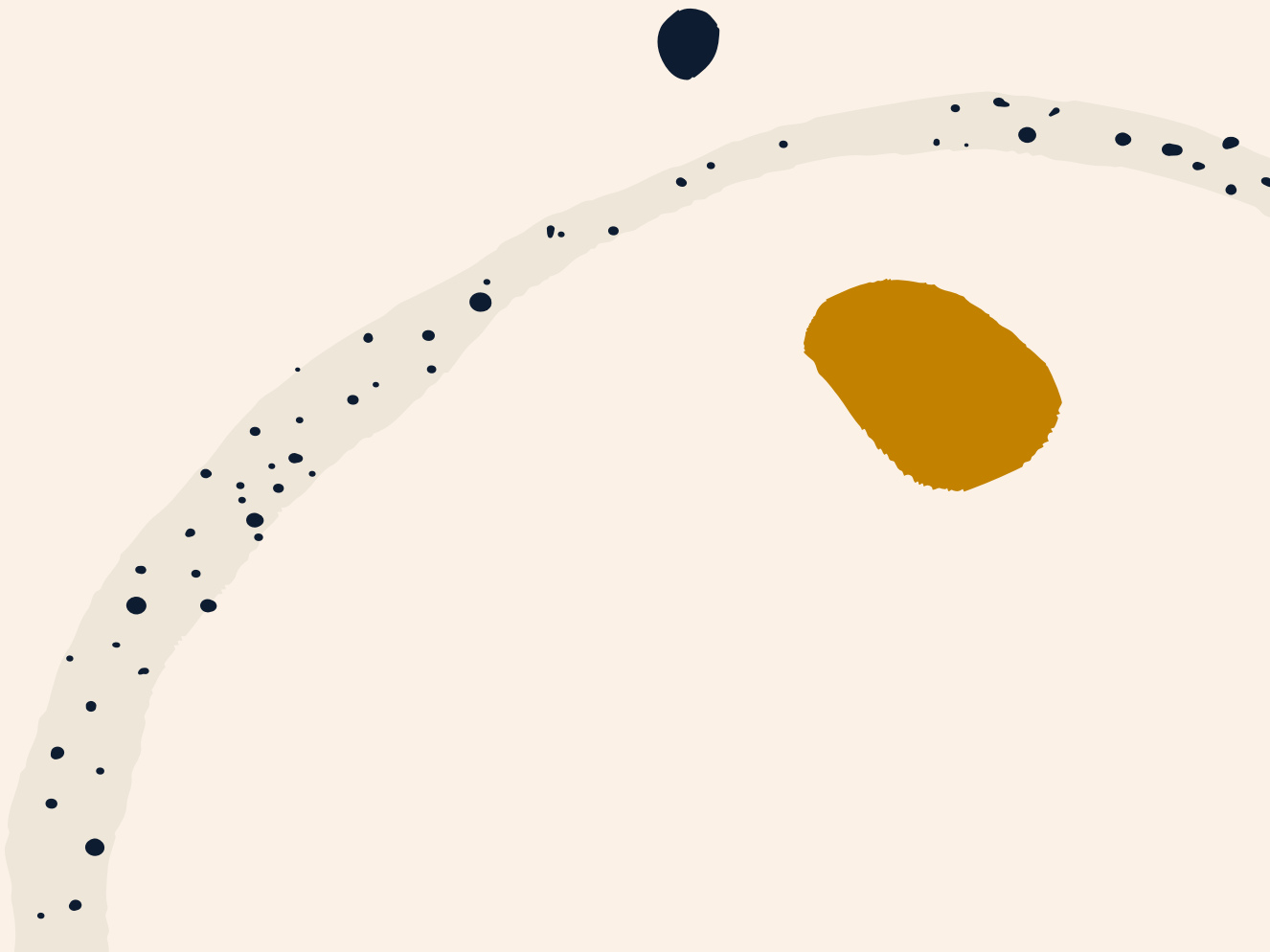




We understood well during the peer-to-peer learning process that we relate to each other on an ongoing basis, and we can certainly rely on each other in the future, when and where needed.

Letitia Ouko

*Head of Communications,
Kenya Film Commission*



Promoting Policy and Cooperation to Support Creativity

PEER-TO-PEER LEARNING **TOOLKIT**

UNESCO's 2005 Convention on the Protection and Promotion of the Diversity of Cultural Expressions, ratified by over 150 countries and the European Union, provides **a framework for informed, transparent and participatory systems of governance for culture**, aiming to strengthen cultural and creative industries (CCIs) and sectors, which are recognized for their role in achieving the United Nations 2030 Agenda for Sustainable Development.

This peer-to-peer learning toolkit is designed to assist in the process of creating, strengthening and updating the policy environment supporting CCIs and sectors at the local and national levels. It provides policymakers, civil society representatives, cultural practitioners and stakeholders with a step-by-step practical guide to conceive and implement peer-to-peer learning with knowledge-providers when developing regulatory, policy and strategic frameworks for creativity.

This toolkit is a collective endeavour, developed as part of the EU/UNESCO programme 'Supporting new regulatory frameworks to strengthen the cultural and creative industries and promote South-South cooperation' implemented in 12 UNESCO Member States between 2018 and 2022.



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