

DRAFT FOR CONSULTATION

A Guide to Peer-to-Peer Learning

How to make peer-to-peer support and learning effective in the public sector?

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1. Introduction

This guide builds on research that the Effective Institutions Platform has undertaken on the process of peer learning, otherwise termed practitioner to practitioner learning. The research reflects on the experience of organisations which facilitate peer learning engagement and the experience of peer learners themselves.

The guide outlines the concepts and principles underpinning peer learning and is intended to support actors engaged in peer engagement activities to maximise the outcomes of such processes. This guide has been written for use by both groups—facilitators and peer learners.

The sections of the guide raise questions relevant for both types of users in terms of progressing through the various peer learning stages, with ideas that learners and facilitators might find useful as they pass through this process. It is not a prescriptive guide (giving specific ideas about what to do) but allows directed decision-making by users. Through the guide, peer learners may better understand how to ensure that they choose the right peer learning opportunity. Similarly, facilitators can better understand how to structure engagements to maximise the learning of potential peers.

The Effective Institutions Platform came to develop this guide in response to a strong current interest to shift the focus for achieving improvements in public organisations and in public service delivery from pre-defined solutions to more applied approaches for supporting reforms in contested and complex contexts. This interest has brought practitioners in the public sector reform realm to think about how change can better be enacted, not through externally driven solutions delivered by technical assistance, but through a more organic learning process involving other practitioners.

There are many efforts to facilitate and engage in this kind of peer learning and many people involved in reforms now have experience with peer learning. However, there is little analytical work about how well peer learning initiatives are working, or what works, what does not work (and why). A recent study developed for the Effective Institutions Platform by Andrews and Manning (A&M) attempts to fill this gap and informs this guide (see “The Study: A brief overview” box on page 6.)¹

Indeed, peer learning advocates hold that people embarking on reforms can learn from peers who are also going through (or have experienced) similar reforms. The A & M’s study identified peer learning as a potentially valuable process whereby individuals working on reforms learn from each other and then transmit this learning back to their own contexts.

The research undertaken suggests that peer learning is potentially powerful in facilitating the transfer of tacit knowledge about the softer dimensions of change (like managing politics, inspiring teams, or building coalitions) between individuals—and beyond, to organisations, sectors, and nations. Technical knowledge, about the types of reform one can choose, for instance, is more amenable to traditional transfer (like classroom teaching); peer engagement can also add value to this dissemination of technical knowledge exchange.

The research and guide suggest three main takeaways. Firstly, any process of support through a practitioner to practitioner approach requires a thorough context analysis. This analysis takes several considerations into account including political economy dimensions, as well as a problem driven approach allowing for the most productive and constructive peer matching to be identified and peer learning to be generated.

Secondly, there are many ways to do peer learning, which prohibits identifying a standard toolkit or set of guidelines on exactly how to do this kind of work. Emerging evidence suggests that peer learning is effective but there is a need to carefully design peer learning initiatives when it comes to the content and especially when focused on tacit knowledge transfer.

Thirdly, there is still limited evidence that initiatives claiming to facilitate peer learning successfully foster the transfer of deep, relevant tacit knowledge between peer individuals and ensure that this knowledge diffuses back to organisations to achieve impact at scale. Hence, there is a need to better document and disseminate the changes at organisational level by peer learning initiatives.

What do we mean by peer learning?

Peer learning is a potentially powerful way of sharing knowledge about doing public sector reform.

This learning involves individuals exchanging knowledge and experience with each other, and diffusing this learning back to their organisations to ensure an impact—at scale—on reform initiatives. While peer learning entails complex organisational logistics, it avoids the risk of focusing on process rather than product. It recognises that ultimately learning takes place between individuals and it facilitates interpersonal interchanges that are well-matched and that are based on trust and commitment.

Peer learning can be evaluated based on whether peer engagements and sustained individual contacts produced the right learning outcomes for the right individuals to achieve changes which matter.

1. Andrews, M. & N. Manning (2015), Peer learning in public sector reforms, Paris: Effective Institutions Platform (EIP).

The study: A brief overview

The study which forms the basis for this guide was primarily based on around 52 peer learning initiatives that can be seen in Annex 1.

The study is more of a mapping exercise than an extensive study; the theoretical and practical literature on peer learning is still in its early stages. This mapping makes use of three basic types of data: (i) online sourcing of the facilitative initiatives by the 52 facilitating organisations (ii) interviews and questionnaires for peer learning individuals (iii) brief case studies of specific peer learning initiatives or organisations. The authors acknowledge an understandable bias towards facilitators (not peer learners), international not national peer learning, and western higher education related processes.

2. Peer learning principles

Peer learning is most effective when learning objectives are clear, and peer engagements are structured to maximise these objectives.

When individual peers are matched appropriately and authorised and empowered to engage effectively, peer learning is also optimised. Learning is best facilitated when peers do things together, and reflect regularly on what they are learning.

Other driving factors for successful peer learning are that peers engage with each other in an honest and committed manner; they engage with each other over a medium to long run² period and they engage in multiple ways, including through shared work and site visits.

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. This is enabled when the home organisations of each peer commit to allow peers to communicate their learning back into the organisations, and structure a strategy to ensure this is done regularly. Peers should be encouraged and empowered to share their learning back into their organisations. This process is facilitated if the organisations authorising peers to engage give formal authorisation to these peers.

It is important for facilitators to simplify the process of peer engagement, to ensure peers find this process as easy-as-possible (with limited administrative demands and costs). The many facets of peer learning gains are evaluated—from initial engagement through individual learning, to organisational learning (from the peers) and final reform impact.

3. A process road map of peer learning

While there is no magic recipe for peer learning, and indeed all peer learning initiatives will look different (given the many tools available to do this work and the need to match tools to the peer learning context), the research suggests common stages involved in the peer learning process.

These stages combine into a peer learning process map (shown in Figure 1 below) and involve:

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.

2. The medium run could roughly be considered as 3-5 years, with the long beyond 5 years.

This peer learning guide identifies questions (and ideas) to guide potential facilitators of peer learning - and peer learners - through the stages in this process map. The questions are relevant to most or all peer learning initiatives, even if the answers will differ across these initiatives.

It is a simple guide that requires reflection about questions raised in five sections: A. Is this territory for you? B. Fostering peer engagement; C. Sustaining peer engagement; D. Fostering actual peer learning; E. Diffusing learning from peers (A & M's Annex 9 provides additional ideas to stimulate thinking here).³

Achieving deep individual peer learning, that also diffuses and leads to impact, requires addressing challenges in all four stages; initiatives that do not pass through these stages can still add value—facilitating peer engagement, for instance, or adding to the learning of individuals—but the real potential of peer learning involves covering the full territory shown in this process map.

There are risks to effective engagement at every stage, which can be mitigated with specific tools (as shown in Figure 1).

Why is it important to understand the 'political' in peer learning?

Peer learning as an approach arises from an emphasis on the political barriers to the reform process.

Public sector management is not separate from politics—political influences and interest group preferences pervade every system, every relationship and every transaction. The challenge of thinking politically is how to address the implicit and the unseen—the pressures that maintain the status quo or which support, or distort, formal institutions. Peer learning replaces abstract notions of “vision” and “political will” with an emphasis on practical problem-solving.

Practitioners actually involved in reforms are centrally important to peer learning because of the tacit knowledge they have about the practicalities of reform. It is hard to capture this tacit practitioner knowledge and package it for broad sharing—especially using traditional training and knowledge dissemination mechanisms. Such interest has spawned a focus on peer learning in development.



3. Andrews, M. & N. Manning (2015), Peer learning in public sector reforms, Paris: Effective Institutions Platform (EIP).

Figure 1. A stylised peer learning process map

Pre-foundational phase: Consideration given to engaging groups of peers

1 Peer group foundational engagement established

Tools

- › Purposeful matching
- › Group meetings
- › Common assessment product
- › Peer knowledge products
- › Training sessions
- › Expert peer review
- › Single- or multi-peer self-assessment



Risks

- › “Magic bullet” thinking – “it’s peer engagement, so it must be peer learning, so it must be good”

Risk Management

- › Structured assessment of the overall purpose of the engagement
- › Scoping the demand

Achieves sustained contact between individuals 2

Tools

- › Paired engagements
- › Online networking
- › Site visits
- › Joint peer activities
- › Community publications
- › Peer produced knowledge products



Risks

- › Hitting formal target but missing the politically-smart point

Risk Management

- › Exercises to help establish commitment and trust within the peer learning community
- › Activities for maintaining momentum

3 Learning outcomes achieved (technical skills, flexibility, political savvy, constructive subversion)

Tools

- › Peer produced products
- › Site visits
- › Joint activities
- › Community publications
- › Single- or multi-peer reflection
- › Good-natured competition
- › Defining learning objectives



Risks

- › Standard reform solutions are promulgated via peer learning
- › Scoping the demand

Risk Management

- › Using research evidence
- › Tools for meaningful and inclusive conversations
- › Including formal training within peer activities
- › Approaches to evaluate learning objectives
- › Tools to develop reflection

Learning applied to create change at scale 4

Tools

- › Individuals from the same organisation learning as a group
- › Ensuring organisational mandates provided to individual learners
- › Report back sessions
- › Domestic communities of practice to feed lessons forward



Risks

- › Weak evaluation of the peer learning engagement
- › Learning outcomes not focused on results at scale

Risk Management

- › Establishing links between the peer learning and the home context
- › Strategising through a “theory of change”
- › Activities to help in building negotiation skills
- › Developing coalition-building skills
- › Approaches for evaluating the overall peer learning initiative

3.1. The pre-foundational stage: What is the scope and added-value that is being targeted?

a) Defining the scope and goals

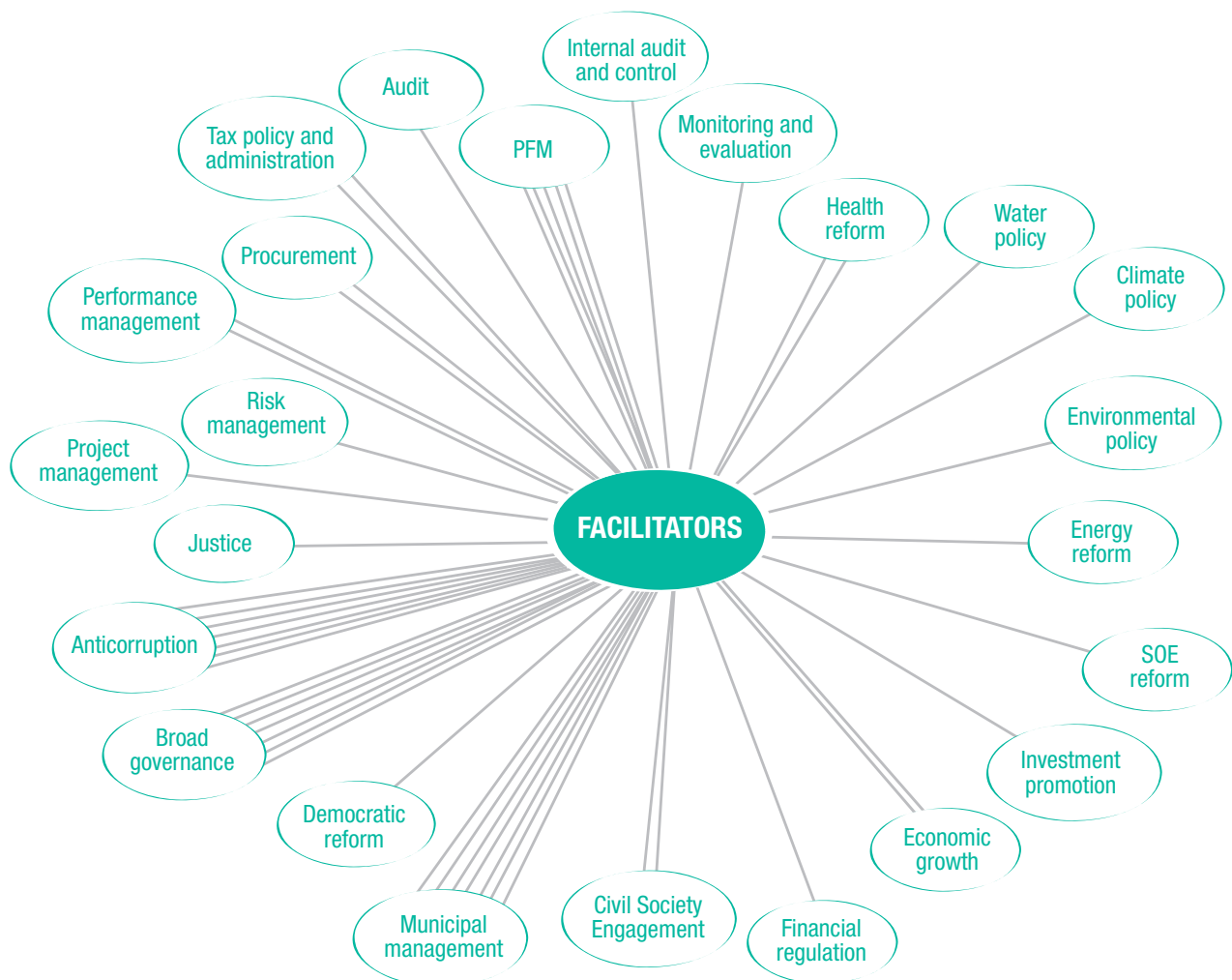
It is important to remember that peer learning is a specific tool and needs to be adopted when appropriate and possible. Clarity about the goals of the peer learning exercise is thus vital.

Peer learning can be a valuable approach to generate and disseminate knowledge and even a motivational tool in many public sector reform areas—from civil service reform to public financial management (PFM) and more (see figure 2).

Peer learning tends to work best when targeted at a specific sector or area, like civil service reform or anti-corruption or public financial management; especially when a community of practice already exists to mobilise peers to participate in the learning process.

Given that peer learning is a means and not an end, one must have a ‘theory of change’ about how peer learning is expected to contribute to reform results. This guides peer review process design and is important in maintaining interest and motivation in the process.

Figure 2. The many areas of peer engagement in public sector reform

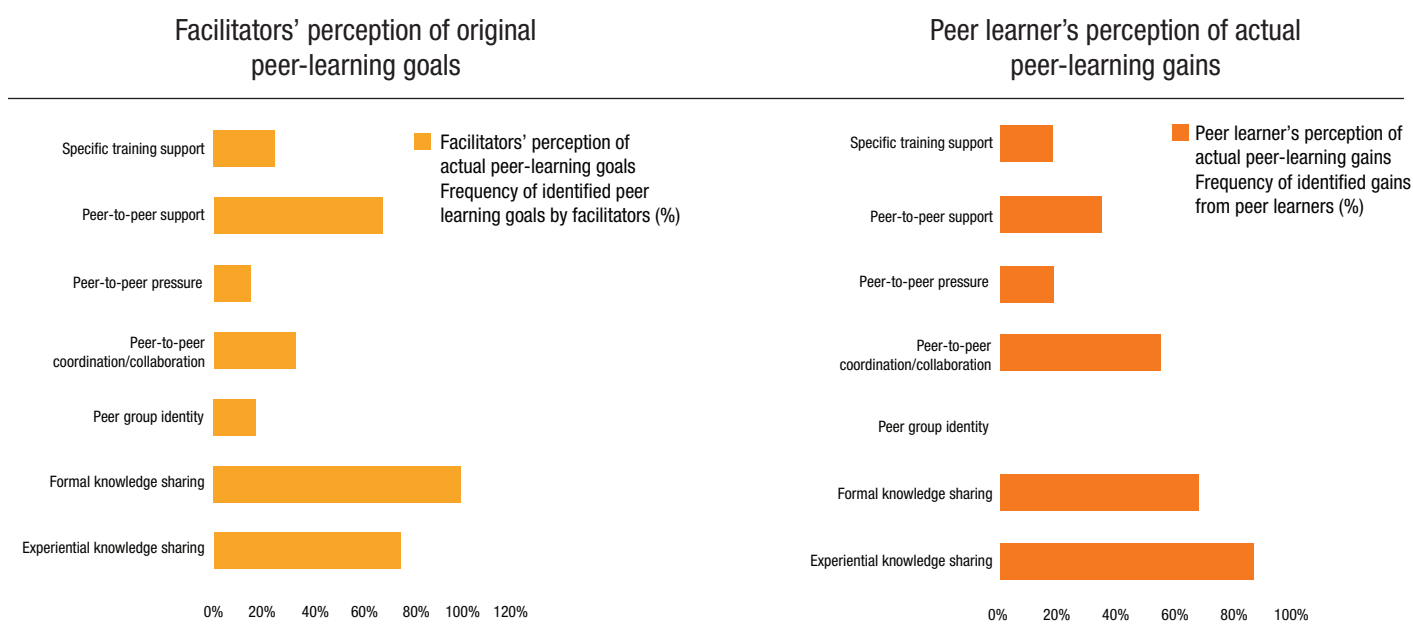


KEY: The number of lines linked to each form of peer engagement represents the proportionate frequency of different forms of peer engagement in public sector reform (out of a total of 52 initiatives).

Source: Authors' analysis of 52 peer engagement initiatives. It was a questionnaire with EIP collaborators, such as the Collaborative African Budget Reform Initiative (CABRI) and the African Peer Review Mechanism (APRM).

Peer learning is valuable in fostering learning about many dimensions of reform (technical, political, managerial) but the most valuable dimension is in facilitating the sharing of tacit knowledge among peers (about political, managerial and process issues in reform— (see figure 3 below). One can also note that peer engagement is valuable to foster more than learning (like professional networking or support).

Figure 3. Different perceptions of peer learning: facilitators original goals vs. peer learners actual gains



Key 1: The percentages show how frequently facilitators identified different peer-learning goals as important. (The percentages do not add up to 100 because facilitators could mention multiple goals.)

Key 2: The percentages show how frequently peer learners identified different peer learning gains as important. (The percentages do not add up to 100 because peer learners could mention multiple goals.)

Source: Authors' analysis of 52 peer engagement initiatives.

The more effective peer learning initiatives are clear about what the peers are expected to learn from each other. This does not mean they are prescriptive, but they can describe whether the initiative is about disseminating technical, process or other knowledge. This clarity helps in attracting peers and in designing the peer learning process.

Peer learning initiatives should target peers carefully. Peers are individuals, not organisations, so there is a need to target real people—and ensure that the type of peer can be described before the peer learning initiative is launched.

The more effective initiatives are also clear about the modalities they will adopt—from a wide range of tools at their disposal—and how peers will engage with each other in the learning process. This again helps in attracting peers and designing process.

Peer learning can be difficult to enable. Peers need political freedom to learn and engage, and logistical challenges can undermine the entire process. There is a need to pay attention to the political and logistical challenges at all times.

b) Guiding questions

Peer learning is a demanding process; and it may not always be the right process to foster when trying to strengthen the effectiveness of the public sector, its policies and institutions. These questions are meant as a guide in deciding if it is the right process, for your given purposes and context.

What public sector reform types are you focusing on?

- Do you have a clear focal sector in mind?
- Is there any kind of existing peer network or community in the sector?

What is your theory of change about this reform?

- What are the goals of reform?
- What are the means by which you think these goals will be reached?
- What are the assumptions underpinning your view of how means lead to goals?

What knowledge gaps are you trying to fill in this reform area?

- What other learning approaches could you try to fill these gaps?

Why do you want to bring peers together? Why do you want to engage with peers?

- Is it for learning or other reasons?

Are you clear about who the peers are that you plan to engage with?

- Do you know how you will attract these peers?

What are the hoped-for benefits of fostering peer learning in this context?

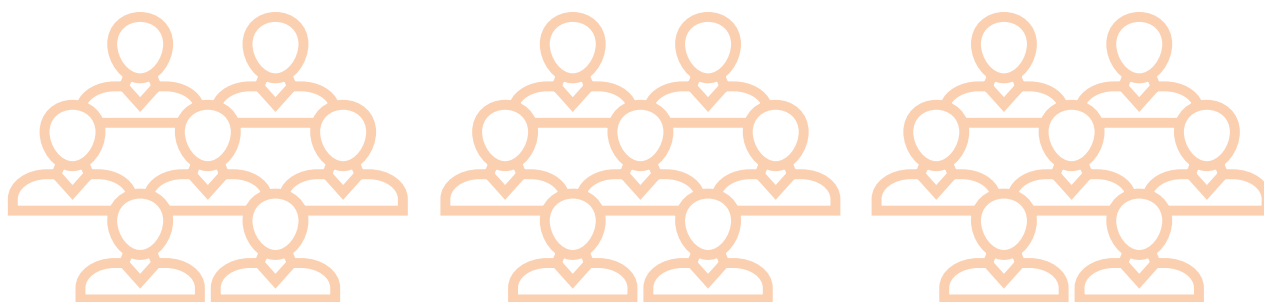
- Who will learn what, and from whom?
- How will the peer learning impact reform?
- How will you measure the success of the learning process, and when?
- What are the hoped-for benefits of engaging with other peers in this context? What kinds of information will they need to share?
- How long will they need to engage?
- What kinds of activities will they need to participate in?

What are the challenges to engaging peers for the full peer learning process? As a peer, what are the challenges for you to engage in the full peer learning process?

- What are the political challenges?
- What are the logistical challenges?

What costs/challenges do you expect in fostering peer learning in this context? As a peer, what costs/challenges do you expect in participating in peer learning in this context?

- How tough will it be to get this done politically?
- What resources and capacity do you need?
- Do you have enough support



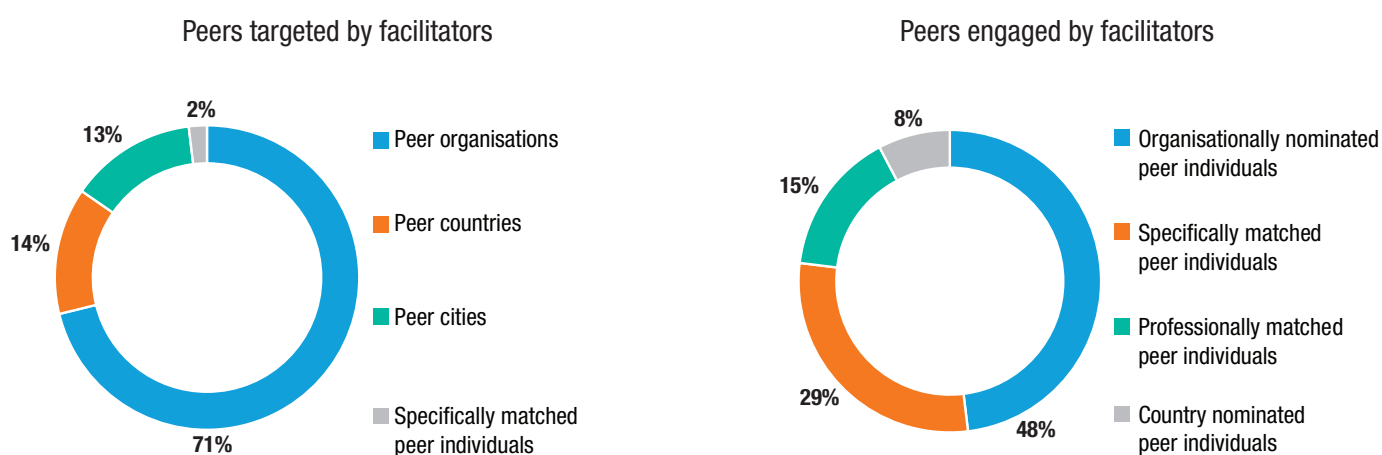
3.2. Phase 1. Establishing a foundational engagement: How to get things started?

a) Targeting peers and selecting working modalities

Peer learning processes usually begin by assembling potential peers together. There are many ways to do this, and it matters how it is done. Effective foundational engagements can build commitment and trust and interest in future engagement and sharing. Less effective engagement can undermine future learning potential.

If one wants to foster learning among peers, it is vital to bring the right group together and facilitate an effective communication and sharing environment. Peers who learn from each other are individuals, not organisations. Figure 4 below shows that even when facilitators target organisations the actual learners are individuals. This means that you cannot match an organisation with another organisation. You must match people in the organisations, who have ideas to share and brains to receive.

Figure 4. Who is being targeted?



Key 1: This donut chart shows what entry point facilitators originally targeted when initiating peer learning alliances (out of a total of 52 peer engagement initiatives).

Key 2: This donut chart shows what level facilitators actually engaged peer learners once initiatives were set up. This highlights that actual engagements take place at a more individual level than the original targeting process.

Source: Authors' analysis of 52 peer engagement initiatives.

What sort of existing peer targeting mechanisms do facilitating organisations have?

Here are selected examples of different facilitators and their emphasises:

- African Peer Review Mechanism (APRM) and OECD's Anti-Corruption Network (ACN) in Eastern Europe and Central Asia have a primary emphasis on **peer countries**
- Collaborative African Budget Reform Initiative (CABRI) is more focused on **peer organisations** in the PFM process. The African Union's Regional Anticorruption Programme for Africa targets state and non-state organisations working on anticorruption initiatives
- CityNet and Urban Futures programs emphasise **peer cities**
- Facilitators like the Corruption Hunters and the Club de Madrid's "Leaders Engaged in New Democracies" (LEND) network focus more on **explicitly matched or targeted individuals** (in these two examples the focus is on legal professionals engaged in anticorruption initiatives and hand-picked emerging leaders)

(Box continued)

The existing proportional emphasises can be seen in Figure 4. The fact that most facilitators emphasise ‘peer organisations’ shows that organisations are at the centre of the underpinning theory of change in public sector reform in development.

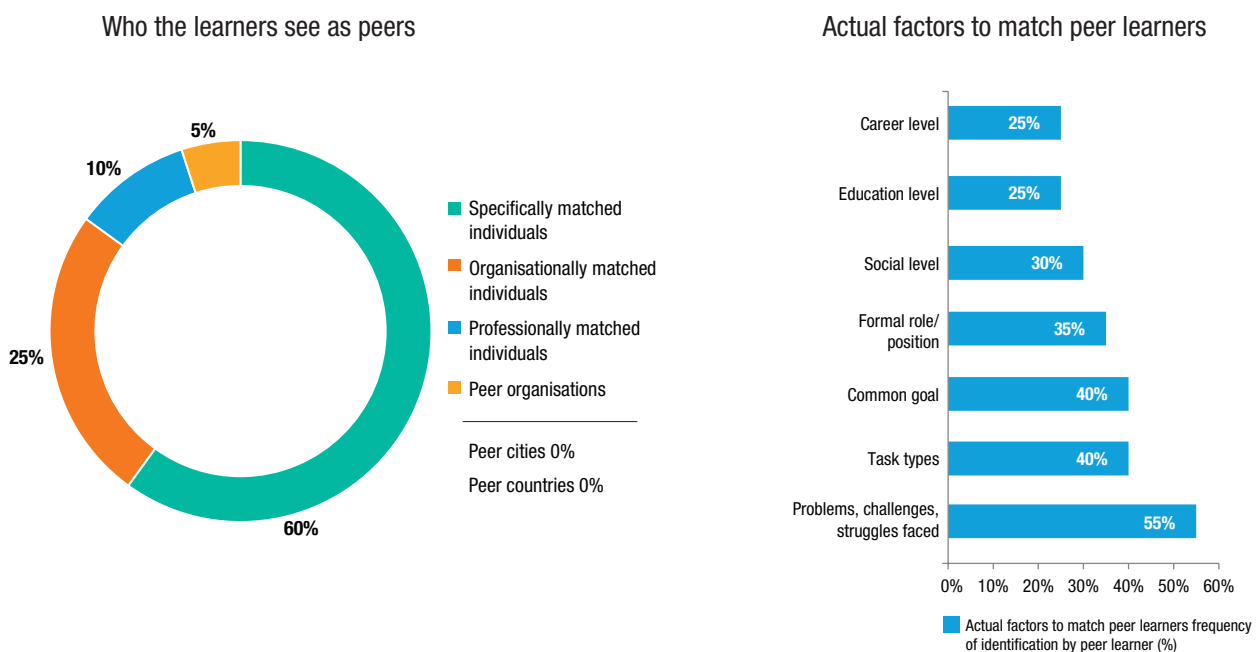
This raises a tension at the heart of peer learning. On the one hand, facilitators target peer learning ‘at scale’ (in countries and organisations and cities)—given a theory of change that results at scale require diffusion of lessons across a significant body of individuals—but on the other hand the peer learning actually happens more discretely in the hearts and minds of individuals, partaking in specific personal relationships.

It is not easy to match individuals, especially when their organisations choose who engages in peer learning events. There is a need to create space for individual selection within organisations, and even devise some matching criteria (based on professional background, years of service).

It is often effective to involve peers in the matching process, asking them to complete surveys before the peers are assembled (where they note the challenges they are facing, for instance). This pre-foundational engagement often helps build motivation and interest in peers.

One can match peers based on a variety of factors, but some stand out as more effective than others. Figure 5 below shows that peers learn most effectively when matched according to shared challenges and problems. Learning also happens when matched according to position and task or policy initiative.

Figure 5. Potential criteria for matching peers: peers perception and actual factors used to match peers



Key 1: When peer learners were asked who they see as peers that produced the best peer learning outcomes, the strong trend was to favour more individualised peer matching (the frequencies here add up to 100, hence the use of a donut chart).

Key 2: This bar chart shows the actual factors used by peer learning initiatives to match peer learners. It shows that the focus is often on larger peer entities or groupings in spite of the fact that peer learning is primarily about transfers between people around common experiences. (The possible identification of multiple factors means that the frequencies do not add up to 100.)

Source: Authors’ analysis of peer learner survey results.

How to avoid one 'best practice' matching mistake: The case of Georgia

Often countries will look to other countries that top a given index as an entry point for peer engagement. This is not always a good strategy for peer matching.

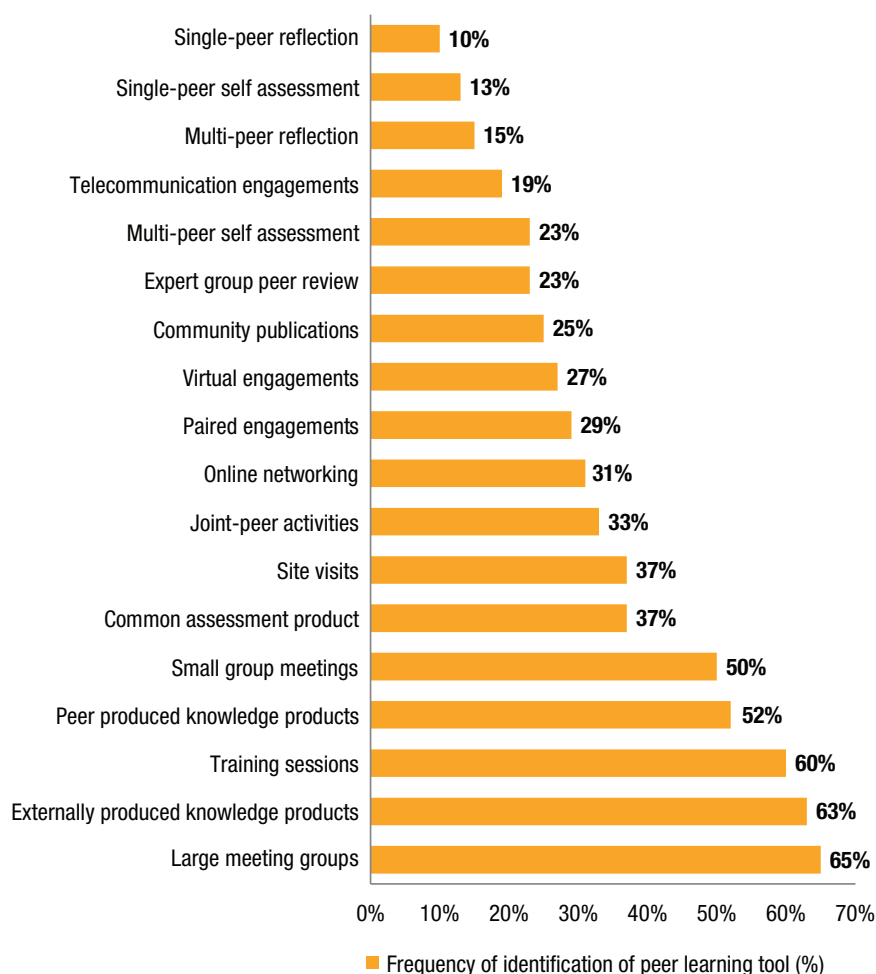
Georgia went through a land reform process after the 2003 revolution. The Georgians started by looking to Sweden which is often cited as a highly effective example of land reform. When Georgian reformers went to Sweden they realised that Sweden's century long, and culturally different process, had little relevance. Instead, the reformers moved on to Estonia, which was more relevant to Georgia. Likewise, Botswanan anticorruption officials realised the Hong Kong model had to be adapted to local circumstances and the Botswanians tailored their peer learning to consider the relevant adaptation.

The takeaway is that matching peers from other countries should never assume that the best practice stars should be an automatic starting point for peer matching. However, choosing a more appropriate country is only a starting point and not always the best way to begin the matching process as Figure 4. and 5. explore.

Peers find each other in foundational engagements when those attending engage fully, which is encouraged by ensuring that peers are motivated to attend. It is important to make communication easy between peers, ensuring the engagement space and agenda allow easy interaction, making peers confident to engage, and fostering commitment among peers by using contracts. Trust is the cornerstone of all peer learning. Trust building exercises must be incorporated in the foundational phase in order to enable later stages.

There are many different approaches and tools to use to bring peers together and generate trust and confidence (see figure 6).

Figure 6. Peer learning tools



Key: This figure shows how frequently different peer-learning tools are identified by facilitators. (Facilitators could identify several tools; the percentages do not add up to 100).

Source: Authors' analysis of 52 peer engagement initiatives.

It is important to choose a tool that fits what you are trying to do and fosters the best environment for the peers you are bringing together.

When selecting an engagement method, think about your own limitations, the traveling and time constraints of peers, their different backgrounds, and the goals of your initiative. All of these variables will need to be considered when deciding how to initiate contact.

There is a need to plan and engage with peers before any foundational meeting; so peers feel comfortable, have had a say on the structure of engagement, and know what to expect. It is also necessary to enable peer engagement after the foundational stage.

Peers seldom continue engaging after meeting, even if they want to. They often do not know how to. It is possible to make it easy for peers by having opportunities on offer, that are easy to sign up to and attractive.

The figure below summarises the key dimensions to ensuring that the foundational engagement is successful.

Figure 7. Challenges of facilitating peer learning with individual peers

'WHO' THE PEERS ARE	<ul style="list-style-type: none"> Identifying 'the right' peers to engage with/involve in process Ensuring peers are effectively matched through initial events Managing differences among peers (personalities, cultures, etc.)
GETTING PEERS TO ENGAGE FULLY IN THE PROCESS	<ul style="list-style-type: none"> Building trust among peers Ensuring all peers have the same willingness to learn Ensuring peers are fully engaged from the start Ensuring peers have authority to engage fully in the peer learning process
LOGISTICS OF PEER INTERACTION	<ul style="list-style-type: none"> Ensuring peers have the time to engage with peers (at face-to-face events) Ensuring peers have the means and the time to engage with peers (after face-to-face events) Finding the appropriate venues for face-to-face peer engagement Finding the appropriate media for non-face-to-face peer engagement Ensuring logistics are effectively and continuously addressed (so as not to get in the way of peers wanting to engage)

b) Guiding questions

Here are a set of questions to consider in designing foundational engagements.

How do you plan to bring peers together for the first time? How do you plan to engage with other peers for the first time?

- What kind of convening or connecting tool or event will be used?
- Why do you think this is the appropriate tool or event?

Do you have a strategy to select 'the right' peers to engage with/involve in process?

- According to your theory of change, do you have an idea of what 'the right' kind of peer will be to benefit from your facilitation?
- Can you write out the characteristics of that peer?
- Are you engaging with individual peers 'as people' instead of substitutable representatives of their agencies?
- Do you have a strategy to 'match' peers in and through initial events (so that peers are working most closely with those with whom they stand the best chance of learning)?

Do you have a strategy to ensure peers are fully engaged and invested in foundational events? Do you have the means to be fully engaged and invested in foundational events?

- Do the peers have some role in defining the focal topics of the peer learning?
- Do peers’ organisations have a role in defining the topics as well?
- Do you have a strategy to ensure the buy-in of individuals involved in initial events?
- Do you have a strategy to manage differences among peers when they start to communicate and interact in foundational events (personalities, cultures, etc.)?
- Do you have a strategy to establish commonalities between and among peers?
- Do you have a strategy to build trust between peers in the foundational engagements?
- Have you designed continued and deeper engagement opportunities after the foundational event? Do you have ways of identifying peers who are willing to stay connected?
- Do you have easy-to-access, easy-logistic options that peers can use to stay connected?
- Do you inform peers of the options you offer for continued engagement?

3.3. Phase 2. Achieving sustained contact between individuals: How to keep peer engagement going?

a) Tools, incentives and authorisers

This is the stage in the peer learning process map, after the foundational engagement, where peers keep connected and engaged. It is the stage where they build trust and learn from each other in a potentially deep and experiential way.

Few facilitators of peer learning activities have explicit strategies in place to foster sustained peer engagement. However, peers learn from each other most effectively when they engage over long periods of time. In order to foster deep and experiential sharing between peers, ensuring sustained engagement is key.

There are many tools one can use to keep peers engaged after the foundational event and tools need to be chosen to best fit context (see figure 8).

Figure 8. Different tools promote different parts of the peer learning process

PARTS OF THE PEER LEARNING PROCESS	INTERACTION FACILITATION	KNOWLEDGE GENERATION	SHARING AND EXCHANGE	REFLECTION, APPLICATION AND DIFFUSION
Phase 2: Creating the foundational engagement	<ul style="list-style-type: none"> • Purposeful matching • Large group meetings • Small group meetings 	<ul style="list-style-type: none"> • Common assessment product • Externally produced knowledge products • Peer produced knowledge products • Training sessions 	<ul style="list-style-type: none"> • Expert group peer review • Single peer self-assessment • Multi-peer self-assessment 	
Phase 3: Sustaining individual contacts	<ul style="list-style-type: none"> • Paired engagements • Online networking, virtual and telecom engagements 	<ul style="list-style-type: none"> • Peer produced knowledge products • Site visits • Joint peer activities 	<ul style="list-style-type: none"> • Community publications • Site visits • Joint peer activities • Defining learning objectives • Good natured competition between peer groups 	
Phase 4: Achieving learning outcomes		<ul style="list-style-type: none"> • Peer produced knowledge products • Site visits • Joint peer activities 	<ul style="list-style-type: none"> • Community publications • Site visits • Joint peer activities • Defining learning objectives • Good-natured competition between peer groups 	<ul style="list-style-type: none"> • Single-peer reflection • Multi-peer reflection

The tools most commonly used to sustain individual contacts include paired engagements, online networking, peer produced knowledge products, cite visits, joint peer activities, and a variety of tools to foster sharing and exchange.

Sustained engagement is not just about having the right opportunities, peers need to be committed and motivated to continue engaging. This requires ensuring that they have a personal commitment to the process, are interested in continued engagement, and have the support of their home organisation to continue engaging. The most effective tools to ensure peers remain motivated and committed to engaging involve face time connections where peers get to be with each other and even work together or experience each other's work environment first-hand.

Peers will keep connected to each other if they have an explicit incentive to do so. This need not be financial, and is probably most effective if it ties to their career progress or effectiveness at work. Peer learning initiatives that connect activities to actual work tend to be more sustained than others.

Peers are likely to get support for continued engagement from their home organisations if the political authorisers perceive that the engagement is yielding positive results. Hence, there is a need to ensure that there is a specific reporting process for all authorisers, and that this process emphasises the value of continued peer engagement for them and their organisations.

Continued peer engagement requires technological solutions for communication. Peers who want to engage with each other will be put off if they have to organise all the engagements. Sustained engagement is more likely if a facilitating agency provides logistical support to peers who want to continue engaging.

Innovative and structured practices to sustain peer engagement

The one-off 'foundational event' is common and is limited in its capacity to sustain peer engagement. As part of the study, some 'informal experiments' were carried out to envisage how peer engagement practices could go beyond traditional practices.

Take one illustrative 'informal experiment': three small teams were tasked with preparing foreign direct investment (FDI) projects in a specific country. They were engaged in a multi-year peer learning initiative with professionals who had worked in similar roles in other countries. After six months of learning in their small teams, these individuals were brought together with other professionals from their country to diffuse the lessons learned, and turn these lessons into action. They attended one and a half day lecture events every month, and then worked on specific products in-between. The process centred on the production of a country-specific FDI proposal.

The project was intentionally designed to: (i) mix outsiders with new ideas and industry insiders (ii) feature regular activities structured around a minimal course (iii) focus on a clear problem (an FDI investment issue) (iv) be tied to day-to-day problems relevant to the peers.

This process highlighted the following possible lessons, the: (i) diffusion of lessons tends to happen only after individuals develop some trust and camaraderie (ii) diffusion of lessons tends to happen when they are faced with similar challenges and see the opportunity to share (iii) outsiders who have made interesting discoveries often find it hard to persuade insiders (iv) diffusion happened best when matching occurred around problems and then profession (vi) observation that peer pressure—such as OECD-style benchmarking initiatives—can help locate areas for improve and motive peers.

b) Guiding questions

Sustained engagement requires attention to various questions.

How will you keep peer connections after the foundational engagement?

- Do you have specific proposals in mind to offer peers interested in follow-up interaction after the foundational event?
- Can you facilitate and support ongoing active engagements between selected peers after the foundational event, if they choose to engage?
- Do you have the resources in place to respond to the ideas that peers might have for ongoing interaction after foundational events?

Do you have a strategy?

- To keep building trust among peers, after the foundational event?
- To ensure that peers who engage in follow-up events stay interested and motivated in the initiative?
- To ensure that peers who engage in follow-up events have the same willingness to learn?
- To ensure that peers who engage in follow-up events have ongoing authority from their home organisations to engage fully in the peer learning process?
- To ensure that peers who engage in follow-up events have the time to engage with peers (at face-to-face events)?
- To ensure that peers who engage in follow-up events have the means to engage with peers (after face-to-face events)?
- To locate the appropriate venues for ongoing face-to-face peer engagement?
- To identify the appropriate media for ongoing non face-to-face peer engagement?
- To ensure that logistics are effectively and continuously addressed (so as not to get in the way of peers wanting to engage)?

3.4. Phase 3. Achieving learning outcomes: How to foster actual peer learning?

a) Defining and evaluating learning objectives and gains

Peers can engage with each other in sustained ways but not learn from each other; or they can learn only easily observable things, with little transfer of latent knowledge of shared experience. This can undermine the value of a peer learning initiative, where even individual peers fail to learn from each other.

There are a number of practical ideas to help ensure learning goals are met. The most effective peer learning focuses on sharing of tacit knowledge between peers, which includes knowledge about how to do reforms (managing politics, and more). This is only one kind of learning goal, however (others include formal knowledge sharing, peer to peer support and collaboration, specific training support, and more. Figure 9 below captures the learning objectives of peer learning engagements in different reform areas.

Examples of more successful peer learning initiatives are clear about the kinds of peer sharing and learning they hope to generate. However, most peer learning engagements do not specify the details of what kind of learning is expected or hoped for.

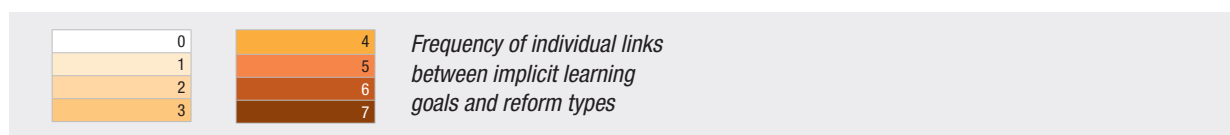
Figure 9. Peer learning goals by reform type

Reform type	IMPLICIT LEARNING GOALS						
	FORMAL KNOWLEDGE SHARING	EXPERIENTIAL KNOWLEDGE SHARING	PEER-TO-PEER SUPPORT	PEER-TO-PEER COORDINATION/ COLLABORATION	SPECIFIC TRAINING SUPPORT	PEER GROUP IDENTITY	PEER-TO-PEER PRESSURE
Municipal management	7	6	5	4	0	0	0
Anti-corruption	7	4	4	1	1	1	1
Broad governance	7	1	4	1	1	0	4
Public Financial management	1	1	1	1	1	0	0
Civil society engagement	1	1	1	0	1	0	0
Economic growth	1	1	0	1	1	0	0
Procurement	1	1	0	1	0	1	1
Health reform	1	1	1	0	0	0	0
Performance management	1	1	1	1	1	0	0
Project management	1	1	1	0	1	0	0
Internal audit and control	1	1	1	0	0	1	0
Audit	1	1	1	0	0	1	0
Monitoring and evaluations	1	1	1	0	1	0	0
Investment promotion	1	1	0	1	1	0	0
State owned enterprise reform	1	1	1	0	1	0	0
Energy reform	1	1	1	0	0	0	1
Tax policy and administration	1	1	1	0	0	0	0
Democratic reform	0	1	1	0	0	1	0
Risk management	1	0	0	1	0	0	1
Climate Policy	1	1	1	0	0	0	0
Justice	1	0	0	0	0	1	0
Financial regulation	1	0	0	0	1	0	0
Environmental policy	1	0	0	0	1	0	0

Key: An analysis of reformers’ written work, from different reform types like anticorruption or audit, led to a 2-way matrix categorisation based on different ‘implicit learning goals’. The darker the shade of red, the greater the number of times a specific reform type had a given ‘implicit learning goal’.

You can see that the first three implicit learning goals, which are more ‘formal’ than ‘tacit’, were more common than the four to the right. Also certain areas of reform—such as broad governance, anticorruption or municipal governance—have had more peer learning engagement.

Source: Authors’ analysis of implicit learning goals.



Using evidence in the peer learning process helps provoke real learning. Real and deep peer learning is often effectively produced through meaningful and inclusive conversations between the peers.

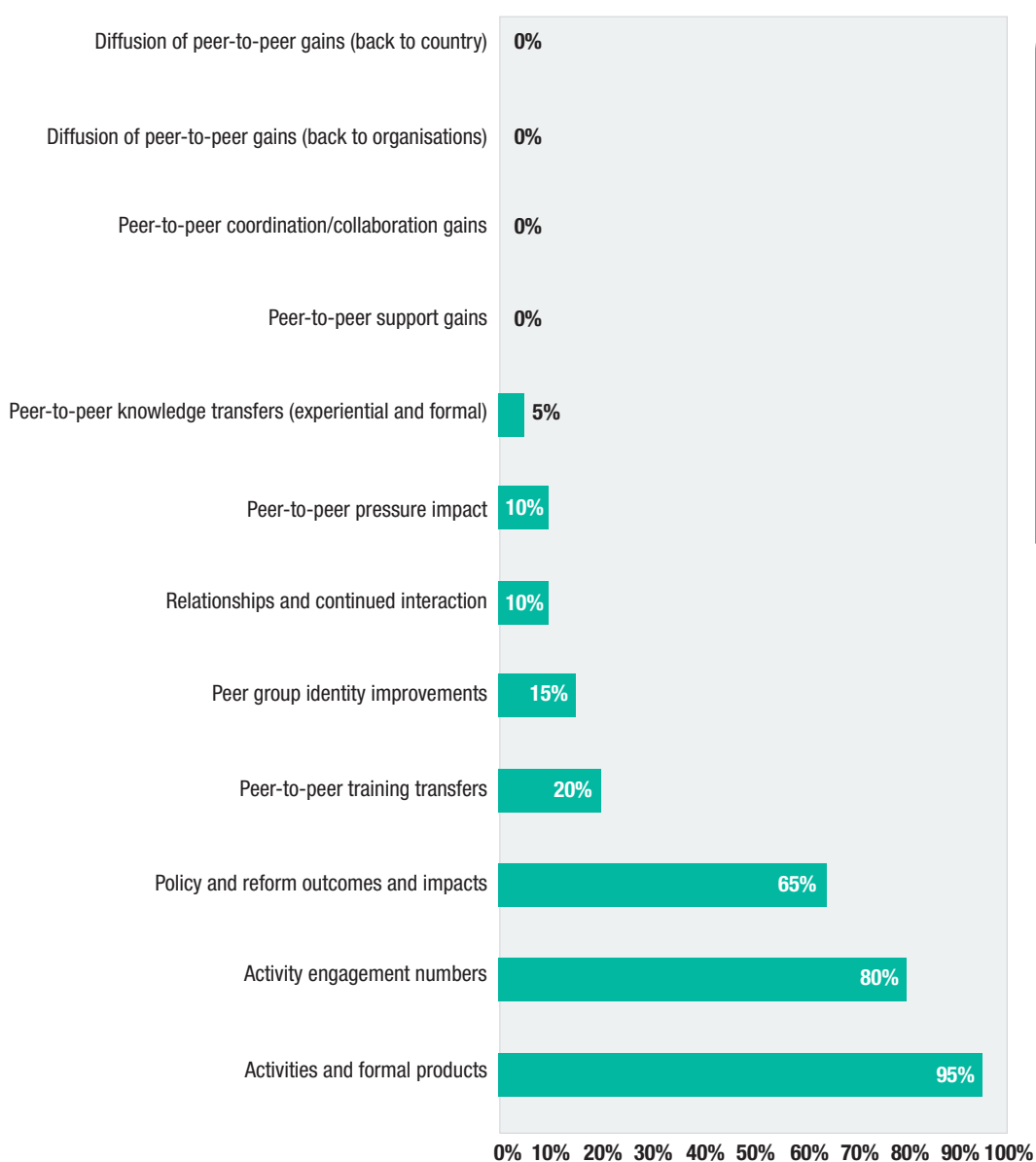
Many peer learners note the value of combining more directed and specific training activities (sometimes tied to certification) with other peer learning activities. The training activities have stand-alone value for individuals (and their organisations) but could also provide opportunities for peer engagement and relationship building, and offer ways of framing more flexible follow-up peer learning connections.

Reflection is a key part of improving the effectiveness of individual learning and of providing guidance on the overall impact of the peer learning community so that strategy and direction can be improved for the future. Research has shown that taking time away from the process of training and reallocating that for reflection on what has been learned significantly enhances peer learning.

It is useful to communicate learning objectives with host organisations before starting a peer learning initiative, and to report on learning gains as the process progresses. It is important to have a mechanism to evaluate the learning gains from peer learners; this is used to guide the learners about what is expected, to promote the kind of tools that will maximise the learning, and to ensure accountability in the process (for peer to peer and facilitator to host organisations).

However; the common factors captured in evaluations of peer learning engagements do not focus on actual learning outcomes of individuals. Figure 10 below shows that evaluations tend to focus on initial engagements and overall outcomes and not the intermediate learning objectives. Intermediate learning objectives need to be evaluated.

Figure 10. Impact of peer learning according to current evaluations



Key: The figure illustrates how frequently facilitator organisations evaluated different dimensions of the peer engagement and learning process. It highlights how facilitator organisations emphasised formal ‘activities’, ‘events’ and ‘overall impact’, in contrast to the other more neglected peer learning goals.

Source: Authors’ analysis of 52 peer engagement initiatives.



b) Guiding questions

Actual peer learning at the individual level follows from the stages of initial engagement and sustained engagement. The questions here centre on ensuring that the engagements actually foster learning between peers.

Are you clear about what learning gains you expect between peers?

- Do you have a clear idea of the focal issues peers will be learning about?
- Do you focus on technical aspects of change that you expect peers to learn about, and, if so, what aspects are you most focused on (country systems, reform sequencing, or avoiding collateral damage in reforms)?
- Do you focus on learning about flexibility and humility in change management?
- Do you focus on learning about “politically savvy” perspectives on change?
- Do you focus on “constructive subversion” and resistance to promotion of poorly fitted reform packages?

Do you have a communications, evaluating and reporting mechanism to capture and build support for (and around) the peer learning gains?

- How will you assess expectations about peer learning gains, about how and when these learning gains are assessed and reported back to organisations?
- How will you assess whether peers are learning, and if the learning is a result of peer-to-peer interaction?
- How will you communicate learning gains to organisations, individuals involved?
- Do you have a proposed timeline in place for evaluations, monitoring and feedback about the peer learning process?
- Do you have a strategy to ensure that your own funders/authorisers accept the plan to assess peer learning gains?

Are you employing the appropriate tools to evaluate peer learning gains?

- Can you assess success in i) facilitating interaction between peers; ii) generating knowledge through peer learning; iii) knowledge sharing through peer learning; iv) facilitating peer reflection of new lessons?; v) applying new lessons by peers; vi) diffusing lessons by peers into their organisations?

3.4. Phase 4. Creating change at scale: How can learning from peers be diffused to their organisations?

a) Enabling local networks and coalitions

The final stage of the peer learning process map involves diffusion (or scaling) of lessons learned from peer engagements back to host organisations, sectors, and communities. This is the stage where peer learning at the individual level is ratcheted up to impact actual reform progress—and hence where the practical tacit knowledge gained from peers helps improve the success of reforms.

Unfortunately, there is limited evidence that this kind of diffusion happens very often. The following ideas will assist those designing peer learning engagements (or engaging in such) to diffuse more often.

Effective diffusion starts with some knowledge of what is being diffused. Organisations that know what learning they are trying to facilitate tend to have a better chance of structuring an appropriate and effective diffusion process.

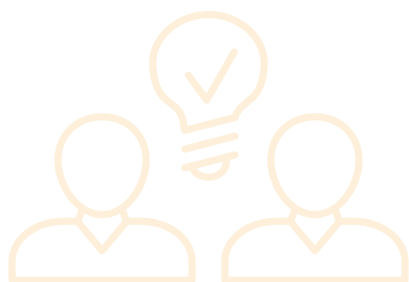
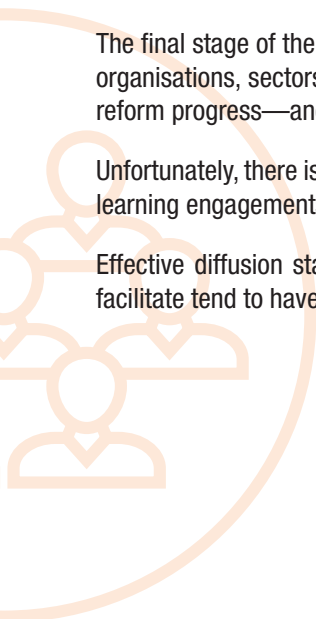


Figure 11. Keys to successful diffusion and scaling the peer learning of individual peers

GETTING PEERS TO 'SHARE FORWARD'	✓ Ensuring 'peers' reflect effectively on their peer learning gains
	✓ Ensuring 'peers' are willing to share learning back into their organisations
	✓ Ensuring 'peers' are able to share learning back to their organisations
ENSURING HOME ORGANISATIONS ARE OPEN TO LEARNING	✓ Ensuring organisations are open to learning from 'returning peers'
	✓ Ensuring organisations are willing to invest in learning from 'returning peers'
	✓ Creating time and spaces to bring lessons home

In order to ensure diffusion and scaling of peer learning, both the peers and the organisations in which they work need to be considered (see figure 11 above).

Not all home organisations are open to learning. The peer learning initiative needs to ensure that home organisations actually want their peers to learn and return home with new ideas. This can be done by contracting with the home organisation, and requiring the organisation to support the peer learner and provide her with opportunities to share her learning.

Individual peers are more likely to share forward into their organisation if they are aware of this as a requirement up-front, and if methods of sharing are established by the home organisation.

Peer learning can diffuse from individuals to organisations through networks; these can be constructed in various ways, including as mimics of the outside peer network where the peer individuals are accessing new lessons. Building local peer networks is thus an interesting strategy to promote diffusion of learning .

There are other tools that can be used to create links between the home context and the learning environment; the appropriate tool should be chosen for each situation. Learning in groups is an effective way of ensuring diffusion of peer lessons; group-based learning involves people from the home organisation working alongside colleagues who have benefited from external peer learning. They work together on the job and this gives opportunities for diffusion to the colleague who has been through external peer learning.

Coalitions are very effective means for diffusing lessons, especially when these lessons involve tacit knowledge transfer. Governments should invest in coalition building skills among both those who benefit most directly from peer learning and those who are targeted as secondary beneficiaries.

Diffusion of peer learning gains may be enhanced if it is actually measured. This is difficult to do, but could be possible and influential if organisations are clear about the kinds of lessons they expect to come from the peer learning and how they expect these to impact home organisations and scale into reform impacts (as will have been identified in any theory of change).

b) Guiding questions

Questions here focus on the challenges of such diffusion.

What reform impacts do you expect from the peer learning initiative?

- What results do you expect to see, and when?
- Can you show, conceptually, how learning by individual peers will lead to these results?
- What assumptions are you making about how peers will share the lessons they learned?
- Do you have strategies to ensure these assumptions are met?

Are home organisations open to learning?

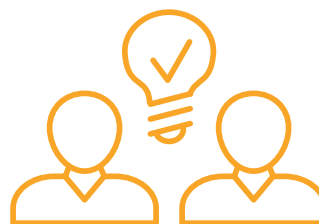
- Are participant organisations clear about the impacts they expect from peer learning?
- Are the organisational change goals clearly identified, with measurable indicators?
- How can you ensure that home organisations actively support the diffusion or scaling of peer learning gains into the organisations (with plans to provide time and resources to facilitate such process, in advance of the actual peer learning events)?
- How can you ensure that home organisations are open to learning from ‘returning peers’ and do not punish the peers (for time taken in peer learning or for new ideas they adopt)?
- How can you ensure that home organisations invest in learning from returning peers?
- How can you ensure that home organisations create time, space to bring lessons home?

Will individual peer learners ‘share forward’? Have you ‘shared forward’ as an individual learner?

- How can you ensure that ‘peers’ reflect effectively on their peer learning gains?
- How can you help peers capture the lessons they have learned?
- How can you ensure that ‘peers’ are willing to share learning in their organisations?
- How can you ensure that ‘peers’ are practically able to share learning in their organisations? (able to communicate lessons in a structured and constructive manner?)
- How can you help ‘peers’ share in their organisations without fear of recrimination?
- How can you ensure that ‘peers’ share lessons without appearing superior to others?
- How can you initiate or support peer learning inside the individual’s home organisation?

How will you get feedback about the utility of the learning? Have you reflected on the utility of the learning?

- Do you have a strategy to identify how learning outcomes are used in practice and how they contribute to an individual’s personal success and the success of their organisation?



Annexes

Annexes

Annex A. The 52 peer engagement and learning facilitators ‘mapped’ in the study

INITIATIVE	WEBSITE
Africa Electricity Regulator Peer Review and Learning Network	http://www.gsb.uct.ac.za/s.asp?p=155
Africa-Asia Drought Risk Management Peer Assistance Network (AADP)	http://www.undp.org/content/dam/undp/library/Environment%20and%20Energy/sustainable%20land%20management/AADP%20Brochure.pdf
African Community of Practice on Managing for Development Results (AfCoP),	http://www.impactalliance.org/ev_en.php?ID=49248_201&ID2=DO_TOPIC
African Development Bank WOP Africa Project	http://www.afdb.org/en/projects-and-operations/project-portfolio/project/p-z1-ea0-005/
African Peer Review Mechanism (APRM)	http://www.pacweb.org/Documents/APRM/APRM_Seven_countries_March2010-E.pdf ; http://aprm-au.org
African Risk Capacity	http://www.africanriskcapacity.org/events/past
African Transitional Justice Research Network	http://www.transitionaljustice.com
Centre for Excellence in Finance	http://www.cef-see.org
Centre for Financial Reporting Reform (CFFR), Strengthening Auditing and Reporting in the Countries of the Eastern Partnership (STAREP)	http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/ECAEXT/TCENFINREPREF/0,,contentMDK:23584520~pagePK:64168445~piK:64168309~theSitePK:4152118,00.html
Centres for Learning on Evaluation And Results (CLEAR)	http://www.theclearinitiative.org/PDFs/ar-2013-2014.pdf
Circle of Sustainability	http://www.circlesofsustainability.org/tools/peer-review-process/
Cities Development Initiative	http://cdia.asia/2014/11/21/asian-cities-to-strengthen-peer-to-peer-learning-on-urban-infrastructure-innovations/
CityNet association of urban stakeholders committed to sustainable development	http://citynet-ap.org
Club de Madrid LEND Network	http://www.clubmadrid.org/en/programa/lend_network_for_leaders_engaged_in_new_democracies
Collaborative African Budget Reform Initiative	http://www.cabri-sbo.org
Conference on PIC Systems in EU Member States	http://ec.europa.eu/budget/events/pic2012_en.cfm
Corruption Hunter Network	http://www.wsj.com/articles/SB10001424052748704067504575305200456314876
Demand for Good Governance Peer Learning Network	http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTSOCIAL/DEVELOPMENT/0,,contentMDK:21589459~pagePK:210058~piK:210062~theSitePK:244363,00.html
Development Alternatives and Resource Centre	http://ptfund.org/2012/12/transparency-public-procurement-nigeria/
Ethiopian Cities Association	http://www.citiesalliance.org/node/3668
GoPemPal	http://www.gopempal.org/?q=about-us
Horizontal Learning Program in Bangladesh	http://www.wsp.org/sites/wsp.org/files/publications/horizontal_learning_strengthening_capacities.pdf
IMF African Technical Assistance Centres (AfriTAC)	http://www.imf.org/external/pubs/ft/survey/so/2014/car121614a.htm ; http://www.imf.org/external/pubs/ft/survey/so/2015/car020215a.htm
International Association of Anticorruption Authorities (IAACA)	http://www.iaaca.org
International Organisation of Supreme Audit Institutions (INTOSAI)	http://www.intosai.org/news.html
IPAC International programming	http://www.ipac.ca/international_programming
Kyrgyz Transparency and Accountability in Budgeting Peer Assisted Learning Network	http://www.efca.kg/project-view/transparency-and-accountability-in-local-budgeting-peer-assisted-learning/
Management Effectiveness Tracking Tool Peer Learning	http://www.wildernessfoundation.co.za/index.php?option=com_content&view=article&id=142:mett-peer-learning-sessions-help-identify-effective-solutions&catid=2:news&Itemid=18

INITIATIVE	WEBSITE
Medicines Transparency Alliance	http://www.medicines Transparency Alliance.org/meta-countries/uganda/
MENA-OECD Procurement network	http://www.oecd.org/gov/ethics/Governance%20structure%20of%20the%20Network.pdf
Mistra Urban Futures	http://www.mistraurbanfutures.org/en/node/1065
OECD Anticorruption Network for Eastern Europe and Central Asia	http://www.oecd.org/corruption/acn/aboutthenetwork/
OECD Joint Learning Studies	http://www.oecd.org/corruption/ethics/oecdjointlearningstudies.htm
OECD Knowledge Sharing Alliances	http://www.oecd.org/knowledge-sharing-alliance/
OECD Peer Reviews	http://www.oecd.org/site/peerreview/
Pacific Islands Forum Secretariat	http://www.forumsec.org/pages.cfm/about-us/
Public Expenditure Management Network in Asia (PEMNA)	http://blog-pfm.imf.org/pfmblog/2014/12/sharing-success-in-asia-through-pemna.html
Public Expenditure Management Peer Assisted Learning Network (PEMPAL)	http://www.pempal.org
Regional Anticorruption Programme for Africa	http://www.auanticorruption.org/uploads/Regional_Anti-Corruption_Programme.pdf
Results for Development Transparency and Accountability Program (R4DTAP)	http://r4d.org/about-us/press-room/r4d's-transparency-and-accountability-program-convenes-african-civil-society-org
SADC SOE Network	http://www.oecd.org/southafrica/soe-africa.htm
South African Community Grantmaker Leadership Cooperative	http://www.sacglf.org/document.centre.reports.of.peer.learning.events
Tax Administrators eXchange for Global Innovative Practices (TAXGIP)	http://blogs.worldbank.org/voices/tax-lessons-peers
TCI: The global practitioners network for competitiveness, clusters and innovation	http://www.tci-network.org/reviews
The International Financial Corporation's (IFC) 2009 peer event on Doing Business reforms.	https://openknowledge.worldbank.org/bitstream/handle/10986/10497/547650BRI0IFC011peer0learning0event.pdf?sequence=1 http://web.worldbank.org/WBSITE/EXTERNAL/COUNTRIES/ECAEXT/EXTCENFINREF/0,,contentMDK:23468684~menuPK:9341783~pagePK:64168445~piPK:64168309~theSitePK:4152118,00.html
The Peer Learning Programme for Small and Diaspora Organisations	http://cgi-africa.org/who-we-are-plp/
The Southeast Europe Tax Transparency and Simplification Program	http://www.ifc.org/wps/wcm/connect/region__ext_content/regions/europe+middle+east+and+north+africa/ifc+in+europe+and+central+asia/countries/the+southeast+europe+tax+transparency+and+simplification+program
Transparency International School on Integrity	http://www.transparency.org/news/event/transparency_international_school_on_integrity_lithuania
Urban Nexus Project	http://www2.gtz.de/urbanet/opencommunity/news/detail.asp?number=4220
WHO Peer learning district initiative	http://www.afro.who.int/pt/tanzania/press-materials/item/6590-who-improves-district-health-service-delivery-through-the-peer-learning-district-initiative/6590-who-improves-district-health-service-delivery-through-the-peer-learning-district-initiative.html
World Bank Knowledge Hubs	www.knowledgehubs.org
World Vision Project Model Accelerated Learning and Support (PALS)	https://www.worldvision.com.au/Libraries/SEED_page/PALS.pdf

Annex B. Key terms

AADP	Africa-Asia Drought Risk Management Peer Assistance Network
CAN	OECD Anti-Corruption Network (Eastern Europe and Central Asia)
ADB	Asian Development Bank
AfCoP	African Community of Practice on Managing for Development Results
AfriTAC	IMF African Technical Assistance Centres
ANCPI	National Agency for Cadastre and Property Registration (Romania)
APRM	African Peer Review Mechanism
AREC	Macedonia Agency for Real Estate Cadaster
AusAID	Australian Agency for International Development (now DFAT)
BPSR	Bureau of Public Sector Reforms (Nigeria)
CABRI	Collaborative African Budget Reform Initiative
CAFRAD	African Training and Research Centre in Administration for Development
CEF	Centre for Excellence in Finance (Slovenia)
CHU	Central Harmonisation Unit (Hungary)
CLEAR	Centres for Learning on Evaluation And Results
COP	Community of Practice
DFAT	Department of Foreign Affairs and Trade (Australia)
DG	Director General
DRC	Democratic Republic of Congo
ECOWAS	Economic Community of West African States
EIP	Effective Institutions Platform
EU	European Union
GIZ	Deutsche Gesellschaft für Internationale Zusammenarbeit GmbH
GoPemPal	Government Performance Management Peer Assisted Learning (India)
GoV	Government of Vietnam
GPEDC	Global Partnership for Effective Development Cooperation
HR	Human resources
IAACA	International Association of Anticorruption Authorities
IACOP	PEMPAL Internal Audit Community of Practice
IFC	International Financial Corporation
INROSAI	International Organisation of Supreme Audit Institutions

INTRAC	International NGO Training and Research Centre
IPAC	Institute of Public Administration of Canada
IPPIS	Integrated Payroll and Personnel Information System (Nigeria)
IT	Information Technology
LEND	Club de Madrid network for “Leaders Engaged in New Democracies”
METT	Management Effectiveness Tracking Tool (South Africa)
M of LGRD&C	Ministry of Local Government, Rural Development and Cooperatives (Bangladesh)
MoF	Ministry of Finance
MoLISA	Ministry of Labour, Invalids, and Social Affairs (Vietnam)
NANA	Gambia’s National Nutrition Agency
NEPAD	New Partnership for Africa’s Development
NQI	National Quality Infrastructure (Uzbekistan)
OBB	Outcome-based Budgeting
OECD	Organisation for Economic Cooperation and Development
PALS	World Vision Project Model Accelerated Learning and Support
PATH II	Land Administration Program Second Phase (Honduras)
PEMNA	Public Expenditure Management Network in Asia
PEMPAL	Public Expenditure Management Peer Assisted Learning network
PFM	Public financial management
PIC Systems	Public Internal Control systems (EU).
PISA	OECD Programme for International Student Assessment
R4D TAP	Results for Development Transparency and Accountability Program
SADC	Southern Africa Development Community
SOE	State-Owned Enterprise
SP	Social Protection
STAREP	Strengthening Auditing and Reporting in the Countries of the Eastern Partnership)
SWFs	Sovereign Wealth Funds
TAXGIP	Tax Administrators eXchange for Global Innovative Practices
TCI	The global practitioners network for competitiveness, clusters and innovation
UZstandart	National agency responsible for NQI (Uzbekistan)
WAHO	West African Health Organisation
WOP Africa Project	Water Operators Partnership, African Development Bank

Annex C. Key terminology

Note: For works referenced here, please consult the original study.

Community of Practice	Groups of people who, despite geographical distance, share a concern or a passion for something that they do and generally seek to learn how to do it better as many of them interact regularly (adapted from (Wenger, n/d, p.1). Communities of practice comprise: a professional/technical/functional domain (they are not merely a club of friends or a network of connections between people and have an identity defined by a shared interest and set of competences); a community (members engage in joint activities and build relationships that enable them to learn from each other); and a practice (members are practitioners with a shared repertoire of experiences, stories, tools and ways of addressing recurring problems) (Wenger, n/d).
Facilitated peer group engagement	Actively bringing together groups of potential peers, selected on criteria such as function or professional affiliation.
Facilitating organisations	The groups or organisations that are supporting peer group engagement.
Knowledge generation	Producing and promoting some kind of knowledge to share.
Learning Alliances	Collaborative multi-stakeholder groupings of institutions/organisations that are willing to actively share experiences on and approaches to public sector reforms, using different peer learning tools and methods to engage with each other over time through continuous, mutual learning about effective approaches to public sector reform and what makes peer learning processes successful (GPEDC, 2014).
Learning tools	Devices or techniques used during peer engagements, including: <ul style="list-style-type: none"> • Modes of meeting such as: large group meetings (like annual workshops); small group meetings (where only a few peers engage in more close-quarters engagement than an annual conference would allow); online and virtual engagement mechanisms and telecommunication devices (allowing peers to connect outside of face-to-face contexts). • Focus areas for discussion such as: externally produced knowledge products (like expert papers on different budgeting reforms); common assessment products (review templates); expert group reviews (where external experts analyse reviews); peer-produced knowledge products • Shared experiences such as site visits (where different delegations can visit others to learn first-hand about new ideas); • Formal training sessions.
Peer contracts	Soft contracts to foster commitment by individuals and their organisations to work together, attend peer meetings, communicate regularly, and to apply lessons learned in one's own organisation.
Peer group engagement	Groups of potential peers, selected on criteria such as function or professional affiliation, brought together.
Peer interaction logistics	Organisational challenges facing peer group facilitators, including: <ul style="list-style-type: none"> • Ensuring peers have the time to engage with peers (at face-to-face events); • Ensuring peers have means, time to engage with peers (after face-to-face events); • Finding the appropriate venues for face-to-face peer engagement; and • Finding the appropriate media for non-face-to-face peer engagement.
Peer learning	Public officials or other practitioners with some responsibility for reform design gaining practical insights into technical reform options and tactical modes of implementation from each other.

Peer learning communities of practice	Specific professional, technical or functional domains which peer learners may focus on within their overall peer learning (e.g. the Budget, Internal Audit and Treasury communities of practice within PEMPAL (Folscher, 2009, 2012).
Peer learning community	A group of people within a larger community of practice who come together to learn from each other.
Peer learning goals	<p>Specified measures of the degree to which intermediate and final objectives have been achieved.</p> <p>Intermediate objectives:</p> <ul style="list-style-type: none"> • Peer group foundational engagement established; • Peer group engagement mechanisms lead to sustained individual contacts; • Sustained individual contacts lead to practical peer learning. <p>Final objective: Peer learning applied to create change at scale.</p>
Peer reviews	A process by which a country or an agency assesses its performance against a set of benchmarks with the assessment often facilitated, and always ultimately reviewed, by a panel of country/agency peer experts. Peer reviews are a “facilitated peer group engagement” and are generally intended to assist in setting an agenda for reform, but that does not necessarily refer to improving the knowledge and skills or specific senior staff through sustained individual level contact – although it might. Thus peer reviews may or may not lead to peer learning and skill-building at the individual level. Peer reviews at the country level are an example of “soft modes of governance” by which policy dialogue is pursued and a general “best practice” agenda set, without any particular concern to develop individual skills.
Peer selection	The development and use of criteria for selecting and connecting peers with similar profiles.
Reflection mechanisms for application and diffusion	Discussion and review of efforts to ensure that lessons learned by individuals are actually reinforced and taken to scale.
Sharing forward	Ensuring lessons learned go beyond the individual to their home organisation.
Theory of change	“(T)he rationale behind an... intervention, describing the relationships – and identifying the assumed links – between activities and desired outcomes. It shows a series of expected consequences...” (Dart, Hall, & Rudland, 2010, p.17).
Transformational change in the public sector	Significant improvements in public sector capacity envisaged by the post-Busan process and specifically implied by the negotiation of the post-2015 Sustainable Development Goals.

