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## Del. 5.1

# Guide for Peer-to-Peer learning

|                      |                                  |      |                   |                 |
|----------------------|----------------------------------|------|-------------------|-----------------|
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## **A. PURPOSE OF THE GUIDE**

The regional peer-learning events are organized to promote the sharing of experiences among implementing partners in order to strengthen collaboration, learning, and adaptation of different national approaches. The peer-learning events focus on the approaches, outcomes and challenges of specific topics within value chain and systems development. By bringing together experts from the same region, the events aim to stimulate peer-learning communities to connect with their area of interest and work.

The purpose of this guide is to support the future planning and organization of similar events in other countries or contexts. This guide details some of the decision-making and planning to ultimately result in successful peer-learning events.

## **B. INTENDED AUDIENCE FOR THE GUIDE**

This guide is in response to a strong current interest to shift the focus for achieving improvements in public organizations and in civil society organizations 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, organizations, entrepreneurs and individuals 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. 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 maximize the learning of potential peers.

The ideal audiences for this guide are those who are involved in organizing project-level or country-level training or workshops with an overall goal of sharing learning.

## **C. HOW TO USE THE GUIDE**

This guide will include tips for organizing online events and potential areas of discussion, but because the focus is on peer learning, it is up to the facilitator(s) to drive the conversation and learning based on the examples, challenges and experiences raised by participants themselves.



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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).

## Introduction

The guideline undertaken suggests that peer learning is potentially powerful in facilitating the transfer of tacit knowledge about the softer dimensions of change (managing politics, inspiring teams, or building coalitions) between individuals—and beyond, to organizations, 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 guide suggests three main takeaways.

**Firstly**, any process of support through a practitioner-to-practitioner approach requires a thorough context analysis.



**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 organizations to achieve impact at scale. Hence, there is a need to better document and disseminate the changes at organizational 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 organizations to ensure an impact—at scale—on reform initiatives. While peer learning entails complex organizational logistics, it avoids the risk of focusing on process rather than product. It recognizes 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.

This Guide acknowledges the diverse realities regarding online learning that facilitators and beneficiaries face in different contexts. There are many options for carrying out peer to peer sessions in an online format, in this adapted guide, we provide some tips, guidelines and examples of how to organize and adapt activities for online/blended learning. You will find suggestions for a diversity of online activities, platforms and tools that can be used in each of the sessions.

There is not a single way to adapt sessions and peer-to-peer activities for online learning, the most important thing is that you always take into account your context and the needs of the target groups. Through the Guide, you will discover the options that work best for you and the participants. Remember that you already have extensive experience, creativity and skills that will help you in the process of converting face-to-face events into an online format.

We hope that this Guide will inspire facilitators to find the best adaptation solutions for a sustainable online learning environment in their own contexts and impulse their online facilitation skills.



## 1. Peer learning principles

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

When individual peers are matched appropriately, authorized, and empowered to engage effectively, peer learning is also optimized. 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 run 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 authorizing the engagement of these peers, to ensure continued support for the learning process. Peers should be encouraged and empowered to share their learning back into their organizations.

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 organizational learning (from the peers) and final reform impact.

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.

## 2. 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.

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

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



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.

---

*Guiding questions!*

- 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 are the goals of reform? What knowledge gaps are you trying to fill in this reform area?
- 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?
- How will you measure the success of the learning process, and when?
- What kinds of information will they need to share? How long will they need to engage?
- What are the political challenges? What are the logistical challenges?
- 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?
- 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 the peers have some role in defining the focal topics of the peer learning?
- Do you have a strategy to build trust between peers in the foundational engagements?
- 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. Assessing the needs of peer-to-peer learning event

When considering whether to organize an online peer-learning event, it is helpful to consider whether or not such an event is needed. Peer-learning events are particularly applicable for strengthening practice when cross-learning around a particular technical area is important yet there is currently scarcity of cross-learning taking place among projects. For assessing the needs, you can ask yourself whether there is another way of combining those people in one place? Is it more convenient to have them online or in person? Do we have the resources and knowledge needed to organize online peer-learning events?

### 4. Preparation

After you have gone through assessment of the needs of online peer to peer learning event, you need to start with the preparation before the actual event happens.



In this Guide you will find proposed steps for how to do it.

| Collaboration                                                                                                                                                                                                                                        | Learning                                                                                                                                                                                                                                                                  | Adaptation                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Emphasized spirit and tone of collaborative-style learning by:</p> <p>Including “Peer Learning” in title</p> <p>Not using “workshop” or “training” in title, but rather simply “event”</p> <p>Describing event as participative in invitation</p> | <p>Stimulated learning pre-event through:</p> <p>Requiring reflection on own activities during registration survey</p> <p>Sharing key technical readings before event</p> <p>Assisted participants to be at more of an equal footing technically through pre-readings</p> | <p>Adapted agenda through:</p> <p>Input from participants on key interest areas and challenge areas completed as part of registration process</p> |

When organizing a peer-learning event, it is useful to consider the profile of the participants, and the purpose and method of soliciting pre-event input. Each of these areas is discussed in detail below.

#### 4.1 Facilitating early input from the lead partners

It is key to ascertain early buy-in and input from key partners who have an interest in the peer-learning event. In the online peer-learning events, each stage of the initial planning process was designed to ensure high-level buy-in and ownership of the event. This emphasized the high-level nature of the event throughout the process, including during the invitation process. 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, 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. This means that you cannot match an organization with another organization. You must match people in the organizations, who have ideas to share and brains to receive.

#### 4.2 Identifying the organizing & facilitation team

Peer learning initiatives should target peers carefully. Peers are individuals, not organizations, 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 the design 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.

The organizing team for a peer-learning event functions best when it is comprised of organizations or individuals who have the following combination of skills sets:

- I. high-level technical expertise
- II. practical, field-based expertise
- III. facilitation, training and learning expertise
- IV. event organization and management expertise

#### 4.3 Defining participant profiles

Peer-learning events are particularly effective when the majority of participants have high-level technical experience, including extensive practical, field-based experience. This ensures enough room for active debate and discussion without too many participants operating as passive learners.

#### 4.4 Setting participant numbers

Peer-learning events are particularly effective when participation is limited to a small number. A small number of participants ensures a greater level of interaction. The online peer learning events intentionally limited participation to between 20 – 30 participants to ensure higher-level discussion.

The intention is for the events to act as a launching pad for continued technical support to other country- level projects and an even larger number of implementers.

#### 4.5 Inviting participants



It is important that projects are encouraged to recognize the value of a peer-learning event and are thereby incentivized to send high profile representatives (if this will add to the level of discussion necessary to achieve the desired outcomes). It is not necessarily, but in online peer-learning events, each stage of the design and invitation process emphasized the importance and high-level nature of the event.

The process included the following components to incentivize high-level involvement and responses from projects:

- I. Create a sense of competition between the IPs (Invited participants) to participate: The letter of invitation should include a list of the other participants that will be invited from the country and the region. that had been invited in the country and region.
- II. Create a perception (which was indeed a reality) of scarcity of available places: The letter of invitation should include that the number of participants per event and the number of participants overall is limited
- III. Registration process should require steps to demonstrate commitment of participants: As part of the registration process, participants were asked to complete an input survey. Participants were also asked to write a justification for requests for any additional participants

#### 4.6 Selecting participants

Often more people request participation than those initially invited, increasing the number of potential participants. This creates a challenge as the organizing team recognizes that too large a number of participants would likely limit the quality of the event. In that case, you need to make the best possible selection and if necessarily, to organize more than one event.

#### 4.7 Obtaining Pre-event input from participants

Learning is enhanced in peer-learning events when participants provide input on key areas of interest prior to the event. One option is to send participants a survey before the event to indicate areas that they were interested in having the event focus on.

#### 4.8 Deciding on Online Platform for the Event

With today's technology, there are a number of online platforms that you can use for facilitating peer-to-peer events. From your experience and the activities that you plan to have, in this Guide you can find several proposals of online platform including their positive and negative sides in using.

| Platform | PROs | CONs |
|----------|------|------|
|----------|------|------|



|                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                       |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Synchronous, “live” sessions/facilitation</b> | <ul style="list-style-type: none"> <li>• real-time classroom engagement,</li> <li>• dynamic learning, instructional depth</li> </ul>                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>• Rigid schedule, technical difficulties</li> </ul>                                                                                                                                            |
| <b>Microsoft Teams</b>                           | <ul style="list-style-type: none"> <li>• Increased Focus on Work</li> <li>• Increased Team Productivity</li> <li>• Easy Implementation</li> </ul>                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Confusing File Structures</li> <li>• Different Online Meeting Experience</li> <li>• Limited Flexibility</li> </ul>                                                                           |
| <b>Google Meet</b>                               | <ul style="list-style-type: none"> <li>• Connect easily</li> <li>• It gives one meeting with many peoples in the same link</li> <li>• It allows a participant QA and contributions by audio, video and SMS also.</li> <li>• it can connect to G MAIL</li> <li>• it supports by google slide, power point and the same platforms also</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>• It has a participant limitation</li> <li>• it is only manageable by admin or host</li> <li>• it has no offline platforms</li> </ul> <p>No session recording feature.</p>                     |
| <b>Viber</b>                                     | <ul style="list-style-type: none"> <li>• Instant communication</li> <li>• Easy to access if you only have a smartphone</li> <li>• Can send voice-notes, photos, videos</li> <li>• Receive notifications instantly</li> <li>• Easy to use, most youth are already using it</li> <li>• Receive notifications instantly</li> <li>• Easy to use, most youth are already using it</li> <li>• Beneficiaries do not need good quality equipment to use Viber</li> </ul> | <ul style="list-style-type: none"> <li>• Requires data/Wi-Fi</li> <li>• Need to be rigid about timing</li> <li>• 20 people in video chat</li> </ul>                                                                                   |
| <b>ZOOM</b>                                      | <ul style="list-style-type: none"> <li>• Break-out rooms</li> <li>• Polling feature</li> <li>• Chat box</li> <li>• Raise hand function</li> <li>• Allows for real-time classroom engagement</li> <li>• Can see many screens at a time</li> <li>• Share multifunctional screen</li> <li>• Good quality image and audio</li> <li>• Can record</li> <li>• Host has a lot of control over participants (admitting</li> </ul>                                         | <ul style="list-style-type: none"> <li>• Many features are only available for Zoom for business (recording, break-out rooms)</li> <li>• The mobile app is limited</li> <li>• You need a good internet connection to use it</li> </ul> |



|              |                                                                                                                                                                                                                                                                                                    |                                                                                                                                                           |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | participants into the meeting, muting participants, hopping into break-out rooms)                                                                                                                                                                                                                  |                                                                                                                                                           |
| <b>Skype</b> | <ul style="list-style-type: none"> <li>• User friendly</li> <li>• Most people are familiar with it</li> <li>• Chat function is advanced</li> <li>• Can be used on mobile</li> <li>• Affordable and free option</li> <li>• Scheduling and inviting options</li> <li>• Create group chats</li> </ul> | <ul style="list-style-type: none"> <li>• Charges for some calls</li> <li>• Recording meetings is limited</li> <li>• Need good internet connect</li> </ul> |

## 5. Facilitating using appropriate methodologies

Peer-learning events are most effective when different types of learning methodologies are used which emphasize participant interaction and maintain energy throughout the process.

### 5.1 Experiential learning cycle

The experiential learning cycle in its simplest form can be defined as learning by doing. The experiential learning cycle is especially effective in peer-learning events since it requires the active participation of the participants in the learning process. There are four basic phases in the cycle:

- I. Experience: The participant uncovers new information or contexts that requires a response on their part.
- II. Reflecting: The participant sorts out the information developed from the experience. They will use this information to develop key 'learnings' about the subject matter in the next phase, but first they need to analyze the experience.
- III. Generalizing: The participants interpret what was discussed to determine what it means and what lessons can be learned to draw principles.
- IV. Applying: In order for the participant to feel the discussions are significant, the new learning must relate to their own life situation. Here, the participant makes the connection between the peer- learning setting and the real world.

### 5.2 Small group dialogue circles

- I. This is a special type of small group activity that is used when participants need to discuss a topic, express opinions, and share examples to promote learning.
- II. Process: The main activity and/or discussion questions are introduced in a large group. The facilitator then divides the participants (or invites them to self-select) into groups of 3



or 4 each. Within these small groups, participants are able to discuss the topic or questions freely without an expectation of having to report out to the larger group. With this small group, participants are able to discuss in more detail a specific topic or question.

### 5.3 Ranking

- I. This technique allows participants to explore the items on a list and form an opinion about the value of each. This is useful when different categories or components are being introduced and the facilitator would like the participants to really think through and understand each component. The ranking itself is ultimately of no consequence, but simply a method to get participants to critically discuss each topic/ component.

**Process:** The facilitator presents a list of items. The facilitator asks participants to organize the items in order of importance and have a debate around why they ranked certain items as higher or lower than others did. There are no right or wrong answers. Some may place the items in a linear way, others as circular, etc. For this activity, you can use online tools and boards.



### General Tips for successful online facilitation:

- Keep in mind the duration of the event
- Facilitation dynamics: name the participant that should speak first, then the second etc. Give the floor to all of the participants who want to speak
- Ask participants to have their camera on during the event
- Combine synchronous and asynchronous learning
- Make individual contacts/emails after the sessions to check-in and clarify the questions if needed.
- be mindful of the group size
- Use visual support, like PowerPoint slides
- Don't overwhelm participants (yourself) with too many platforms (find the balance between variety and practicality)
- Contact participants –identify schedules, set expectations around learning
- Use different tools –questions, activities –avoid participants getting bored, turning off camera, disconnecting.
- Ask participants to facilitate discussion groups
- You can share the key messages either at the end of each session in a PowerPoint slide, in the group chat function or through follow up email.
- Get familiar with the suggested platforms and tools
- Use your knowledge and experience to incorporate different platforms and tools that you already know, be creative to develop your own material.

## 6. Length of the event

It is important to consider the length of the event. In reality, the organizers recognized that due to the time commitments of the participants themselves, they probably would not have registered for a longer session. In that direction, it is better to have a short one-day well-structured event with regular breaks and if necessarily follow up.



## Key Challenges in online peer learning events

**Motivation:** Keeping participants motivated during online events can be one of the greatest challenges. It is important to choose synchronous and asynchronous platforms that are easy to navigate and that work on all kinds of devices. As you introduce new platforms and activities, make sure to have enough time to carefully explain how they work, and to guide the participants through the process.

**Breakout rooms:** If using Zoom (or another platform with breakout room's options) is not available for you or it is not practical for the beneficiaries' needs and possibilities, you can still carry out many activities with additional modifications to the facilitation dynamics, for example doing the activity individually or with the whole group.

**Energizers and session wrap up:** Doing energizers and group dynamic activities can be challenging when using online tools.

Search and keep in mind small energizers to use when you feel that the participants are losing interest.

## 7. Capturing the learning and discussion

In order to capture the learning and discussion that emerge during a peer-learning event, it is important to have note-takers at all sessions and especially in breakout sessions where the discussions tend to be even richer. Note-takers should take notes verbatim rather than by summarizing, so that the facilitators can review these in detail afterwards to use in different ways. It is useful that the *Note-taker* is present in each session. It is also important for the note-takers to capture the rich examples shared during the peer-learning event.

This can be done through photos, capturing methodologies being utilized, use of video, to record interviews with participants.

### 7.1 Virtual Boards

An online/virtual board is a learning space where both organizers and participants can write and interact in real time via the internet. Virtual boards can be employed to visualize illustrative materials and documents, which serve as a basis for group discussion, for recording and summarizing the participants' differing opinions, and to do brainstorming. Virtual boards are an easy and efficient substitute for traditional flipcharts.

We advise you to get familiarized with one or two different virtual boards, as they are an important tool for online learning.

You can either work on the virtual board yourself, sharing your screen with the participants, or share the board's link with them and invite them to collaborate and write. Bear in mind that adapting to a virtual board might be challenging at first for you and the participants, but it will be a practical and useful tool as you all get more comfortable using these platforms. There are numerous virtual boards available, some of them are easier



to use than others, some are free, and some require a subscription. Take time to explore different options and choose the ones that work best for you and your situation.

We have mainly mentioned 4 different virtual boards in this Guide: Jamboard, Ideaboardz, Linoit and Miro.

| Virtual Board     | PROs                                                                                                                                                                                                                                                                         | CONs                                                                                                                                                                                                           |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ideaboardz</b> | <ul style="list-style-type: none"><li>• Easy to use</li><li>• You can add different titles and sections</li><li>• Participants can collaborate without an account</li><li>• Excellent flipchart substitute</li><li>• Participants can vote on their favorite ideas</li></ul> | <ul style="list-style-type: none"><li>• Simple layout (not many colours or templates)</li></ul>                                                                                                                |
| <b>Linoit</b>     | <ul style="list-style-type: none"><li>• Participants can collaborate without an account</li><li>• Possibility to add pictures and sticky notes</li></ul>                                                                                                                     | <ul style="list-style-type: none"><li>• Simple features</li><li>• Might need some adaptation time</li></ul>                                                                                                    |
| <b>Jamboard</b>   | <ul style="list-style-type: none"><li>• Easy to use</li><li>• You can add images, use different colors, shapes and visual support</li><li>• Good to show when sharing your screen</li></ul>                                                                                  | <ul style="list-style-type: none"><li>• For collaborating, participants need to have a google account</li></ul>                                                                                                |
| <b>Miro</b>       | <ul style="list-style-type: none"><li>• Offers many templates</li><li>• Different design possibilities</li><li>• Easy SWOT analysis and KWL charts</li></ul>                                                                                                                 | <ul style="list-style-type: none"><li>• When using the free plan, participants need to create an account in order to collaborate</li><li>• You will need more time to get familiar with the features</li></ul> |



### Additional virtual boards and collaborative art boards:

- Whiteboard
- AWW art board (Easy platform for collaborative activities)

#### VISUAL BOARD TIPS!

- Prepare the board beforehand so it contains the basic information, titles and instructions
- Make it visually engaging (when the platform allows)
- You can share your screen to show the virtual board to the group and add their suggestions and ideas as they mention them. You can also share the link to a collaborative virtual board and have the participants add their own reflections themselves. This could be more challenging at the beginning but slowly they will feel more comfortable using digital tools and working in online environments
- For Jamboard, you can also have some images prepared beforehand so you can easily add them

## 8. Having time for reflection and evaluation

As the experiential learning cycle shows, reflection is a key part of learning. A very successful way to close the day is by asking participants to share what stood out for them throughout the day, what excited them from the day's discussions, etc. This is an effective methodology to summarize the day's discussions in a way other than having the facilitator just summarize the key learning.

One of the primary reasons why evaluation of peer-to-peer events is essential is that it helps organizers identify areas of strength and weakness in the event's design, execution, and overall experience. This information can be used to improve future events, creating better experiences for attendees and improving the event's outcomes. Furthermore, evaluation can help identify trends and patterns in attendee feedback, which can inform event organizers of what attendees' value most in these types of events.

Overall, the evaluation of peer-to-peer events provides valuable insights into the event's effectiveness in achieving its objectives, improving the attendee experience, and demonstrating the event's impact. It is an essential tool for event organizers to make



informed decisions and continuously improve their events, ensuring that attendees receive the best possible experience and outcomes.

Evaluating a peer-to-peer online event is important because it allows you to gauge the success of the event and identify areas for improvement. By collecting feedback from attendees, you can gain valuable insights into what worked well and what did not. This can help you make changes to future events to ensure they are more successful and engaging. Additionally, evaluation can help you understand the impact of the event and how it aligns with your overall goals and objectives.

To evaluate a peer-to-peer online event, you can consider the following steps:

- Define your goals and objectives for the event.
- Identify the metrics you will use to measure success, such as attendance, engagement, and feedback.
- Gather feedback from attendees through surveys, polls, or other forms of communication.
- Analyze the feedback to identify areas of success and areas for improvement.
- Use the insights gained from the evaluation to make changes and improvements for future events.

### 8.1 Quizzes and polls

There are multiple options for doing online surveys, polls and quizzes. Make sure to check if the platform you choose is free or paid, and if the links are easy to access from a phone.

**Mentimeter** is one of the most popular options. It allows you to create quizzes, polls, ranking, voting, word clouds, among other interactive options. Some examples of platforms that offer free options are: Interact, Google forms, Firebox, Free surveys, Quiz maker. (Take some time to explore which platforms are available in your country).

## 9. Success of the event

The success of the event can be proven through written and oral evaluation as well as through the goals achieved described below:



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

## 10. General Data Protection Regulation (GDPR)

It is essential that peer-to-peer online events are compliant with the General Data Protection Regulation (GDPR) to protect the privacy and personal data of attendees. The GDPR is a legal framework that regulates the collection, use, and storage of personal data within the European Union (EU) and the European Economic Area (EEA). It applies to any organization that collects or processes personal data of individuals within the EU and EEA, regardless of where the organization is based.

Peer-to-peer online events often involve the collection and processing of personal data such as names, email addresses, and IP addresses, which are considered sensitive and require protection under GDPR. Organizers of these events must obtain explicit consent from attendees before collecting and processing their personal data, and they must have clear policies in place for the storage and protection of this data. In addition, the GDPR requires that attendees have the right to access, correct, and delete their personal data, and event organizers must comply with these requests. Failure to comply with GDPR regulations can result in significant fines and reputational damage to both the event organizers and their partners.



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Therefore, organizers must ensure that they have appropriate measures in place to secure personal data, obtain explicit consent for data collection and processing, and provide attendees with the ability to exercise their rights under GDPR<sup>1</sup>.

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<sup>1</sup> <https://gdprinfo.eu/>