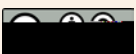




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## Peer-to-peer learning guide for creative industries

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

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

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



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# Introduction

The cultural and creative industries (CCIs) are a major part of the creative economy and provide a major contribution to growth and sustainable development. These industries are knowledge-intensive, based on creativity and innovation, and account for 2.9 per cent of global GDP and 6.2 per cent of all employment.<sup>1</sup> However, like all other industries, they need to be regulated and supported to have environments conducive to their development. Among the many challenges the creative sectors face, such as the increased role of the digital economy, the impact of the COVID-19 pandemic, access to fair remuneration and persistent gender inequality, a strong, committed political response based on evidence and innovation solutions is needed to address these challenges. In this regard, the 2022 UNESCO Global Report, *Cultural Heritage and Creative Industries: Culture is a Global Public Good that Requires Protection and Support for the Benefit of All*, states that culture is a global public good that requires protection and support for the benefit of all, and that it must therefore be considered 'an integral part of a new global deal to support sustainable development and among societies and between generations'.

The CCIs and sectors operate in a complex and dynamic environment. The cultural sector is often dispersed and functions informally; this aspect is even more prominent in developing countries. Furthermore, institutions regulating the sector vary from one country to another, and it is often difficult to reconcile multiple stakeholders with differing interests. Against this background, the EU/UNESCO programme *Supporting the Development of Cultural and Creative Industries*, implemented in 12 UNESCO Member States between 2018 and 2021, supported the design of regulatory frameworks and the formulation of strategic policy documents for CCIs and sectors. Peer-to-peer learning was a key component of this programme, facilitating the exchange of knowledge and information, and providing expertise to countries seeking to elaborate policies and regulatory mechanisms for their CCIs. Peer-to-peer learning enables participatory decision-making processes and, in the long-term, leads to the establishment of robust and informed strategies for the cultural and creative sectors. The opportunities resulting from this process included cross-industry dialogue and built capacity for the CCIs and sectors and the rest of the economy, both at the national and international levels. Peer-to-peer learning has also proved to be a powerful tool for facilitating diplomatic and cultural relations between the countries involved and has supported the expansion of regional markets for cultural products and services. This toolkit was developed thanks to the valuable lessons learned from peer-to-peer learning in the EU/UNESCO programme.

1.

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

*Angie Forero*

*Cooperation is about people, not just about policies.*

## **A** **s f** **s**

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

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

## **W** **s s** **f ?**

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





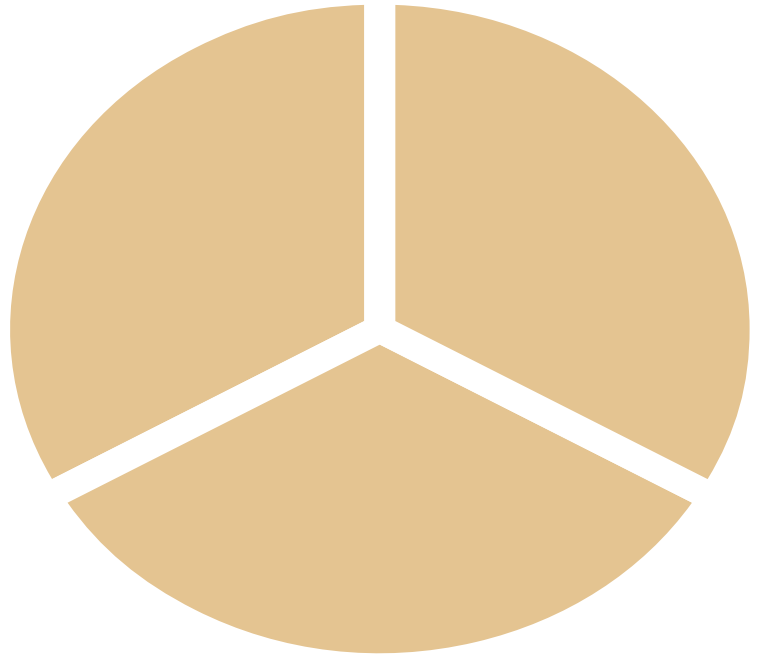




# 2

## Implementing peer-to-peer learning

F e 1 Ke a s s f e ee - - ee  
ea ce s





## Implementation

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

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

Identify an experienced professional **deaf** / **facilitator** depending on the chosen online and/or offline peer-to-peer methods. International experts are often well-positioned to provide a neutral perspective and can help navigate sensitive issues that may arise during discussions. In this regard, [UNESCO](#) provides a roster of international experts whose expertise can be leveraged to contribute to effective peer-to-peer learning.

Prior to the sessions, **share** **agenda** **decide** **dates** with all the participants as well as a reminder of the time, length of the session and location, and whether it is online or offline.

Appoint a **facilitator**

## C W a - a d f - a

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

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

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

*Timothy Owase*



Key aspects to consider during this phase

ed e- d ee s

**Re ec** ~~ee~~ ~~s~~ ~~s~~ ~~sea~~ ~~ed~~. Conduct a follow-up feedback session to reflect on the peer-to-peer learning process.

**E c a ec ac** ~~s~~ ~~s~~ ~~sa~~ ~~e~~ and, if appropriate, identify future opportunities for cooperation.

Key aspects to consider during this phase

ed e-ee ee ea :

**Re ec** ~~e~~ ~~a~~ ~~ee~~ ~~s~~ ~~sa~~ ~~d~~ ~~ac~~. Summarize the results of the peer-to-peer learning and discuss these with the national team. Aim to quantify the concrete impact of achieving the expected outcomes.

**C ca e**. Use the networks and associations of national team members and stakeholders to help spread the word about the peer-to-peer learning outcomes. Involve the media to ensure the results are disseminated widely.

**Ga e feedbac f** ~~e~~ ~~s~~ ~~e~~ ~~c~~ ~~a~~ ~~sc~~. It can be beneficial to share the lessons learned from the knowledge-providing peers with other stakeholders in the cultural sector to ensure all voices have a chance to be heard.

**C e e ce** ~~s~~ Work with the team to define the next steps to achieve the expected initial outcomes and ensure that policy actions continue beyond the peer-to-peer learning.

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

# 3

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

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

**Table 1** Possible obstacles

Preparation	Implementation	Learning
<ul style="list-style-type: none"> <li>Overall political and economic instability in the countries involved.</li> <li>Instability of the public administration officials at the top and middle level of decision-making.</li> <li>Complex ecosystem of the cultural and creative sectors and multiplicity of actors within this system.</li> <li>Incompatible interests, needs and goals of different sector representatives involved (public and private sector, and civil society).</li> <li>Mistrust between different stakeholders involved civil society decision-making.</li> </ul>		

# Peer-to-peer learning outcomes

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

**Table 2** Specific outcomes for peer-to-peer learning

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



# Success factors in peer-to-peer learning

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

**Successful engagement.** It is important to engage in peer-to-peer learning once the needs of the knowledge-seeking country have been clearly defined. This is usually the result of the diagnostic assessment that is carried out in the initial phase of peer-to-peer learning.

**Active leadership.** Each country should be encouraged to start a joint process of developing policies, regulations and programmes that take into account their visions and needs.

**Establish a network.**





