

# **MINLAND: Mineral resources in sustainable land-use planning**

A H2020 Project

**Topic:** SC5-15d - Linking land use planning policies to national mineral policies

**Deliverable:** D.6.1 Common approach for peer learning and good practice guidance

Authors: Andreas Endl, Gerald Berger, Sara Louise Gottenhuber <sup>1</sup>

<sup>1</sup> Vienna University of Economics and Business, Institute for Managing Sustainability

With Contributions by:

Gerry Stanley, Jerry Barnes

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## 1. General Introduction

Work Package (WP6) is tasked with synthesising the **MINLAND project’s good practice examples and, thus, provide useful and comprehensive guidance for EU Member States’ peer practitioners** in public policy, land use planning, geological surveys, industries and other relevant groups. The main objective is to highlight good practice on integrative minerals and land use policies<sup>1</sup> in the form of “Practitioner Guidelines” and to create knowledge exchange and networking opportunities for stakeholders in this field through peer learning. The information base for these good practice examples, as stipulated by the MINLAND Grant Agreement, derives from the project’s input stream of available data from other EU initiatives, in depth case study descriptions of mineral land use, and consultations of a stakeholder network.

Conclusions drawn from the case studies and peer learning on how to best link minerals and land use policies will be formalised in a set of guidelines in a final manual. Thus, WP6 **manages the process of peer learning to design, elaborate and finalise a good practice guidance document for practitioners (the Final Report D6.2 “Final Manual for Good Practice Guidance”)**.

WP6 is divided into **two major outputs**. The first is the **MINLAND common approach for peer learning and good practice** (deliverable 6.1). The common approach outlines processes and methods that foster exchange and learning from cases and good practice examples amongst peers. The purpose of which, is to increase context-relevance and foster discussion on good practice examples, as well as the transferability thereof, at the 8 MINLAND peer-learning Local Workshops (LWS). Learning from cases often constitutes a learner-centred process where interaction and exchange lies at the core of knowledge construction,<sup>2</sup> thus, case learning is often solution-oriented and strives to operationalise success-factors and challenges in order to ‘solve’ a specific challenge at hand.<sup>3</sup> Hence, the MINLAND common approach supports case learning in two ways; first, by the **Good Practice Template Guide** that supports good practice on the elaboration of the MINLAND case results and; secondly, through the **Peer Learning Guide**, which supports the Local Workshop organisers in designing and facilitating a workshop that enables peer learning (see *Figure 1*).

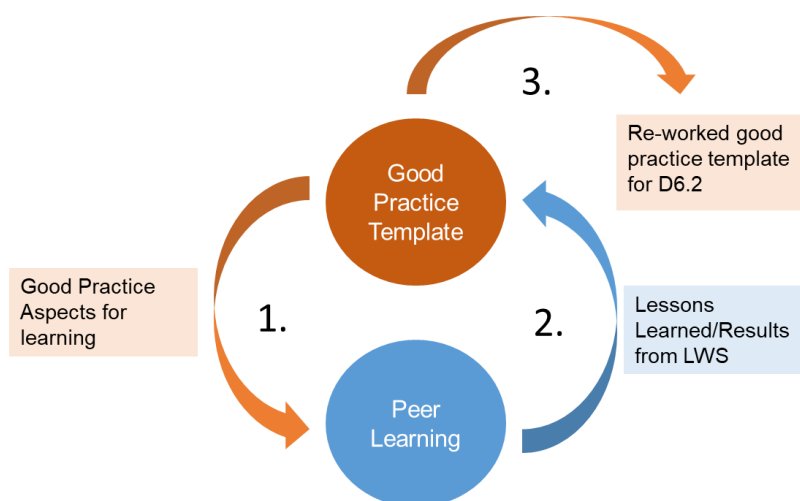


Figure 1 Interlinkages between the Good Practice Template, Peer Learning and D6.2

<sup>1</sup> Minland objective 2 “Facilitate minerals and land use policy making through peer-learning”, GA, p 6

<sup>2</sup> Jonassen, D.H. and Hernandez-Serrano, J., (2002) Case-based reasoning and instructional design: Using stories to support problem solving. *Educational Technology Research and Development*, 50(2), pp.65-77.

<sup>3</sup> Shapiro, B. P. (1984). *Hints for case teaching*. Harvard Business School, 9-585-012

As seen in *Figure 1* the **Good Practice Template Guide** also forms the basis of elaboration for the **second major output of WP6**; namely, the Final Manual for Good Practice Guidance (deliverable 6.2), together with the combined results of the 8 Local Workshops, a post-event survey and project key-outputs.

*Figure 2* shows how D6.1 (final structure and content) serves as guidance document for the Local Workshops preparation (“Peer Learning Guide”) and the elaboration of the Good Practice Template (“Good Practice Template Guide”).

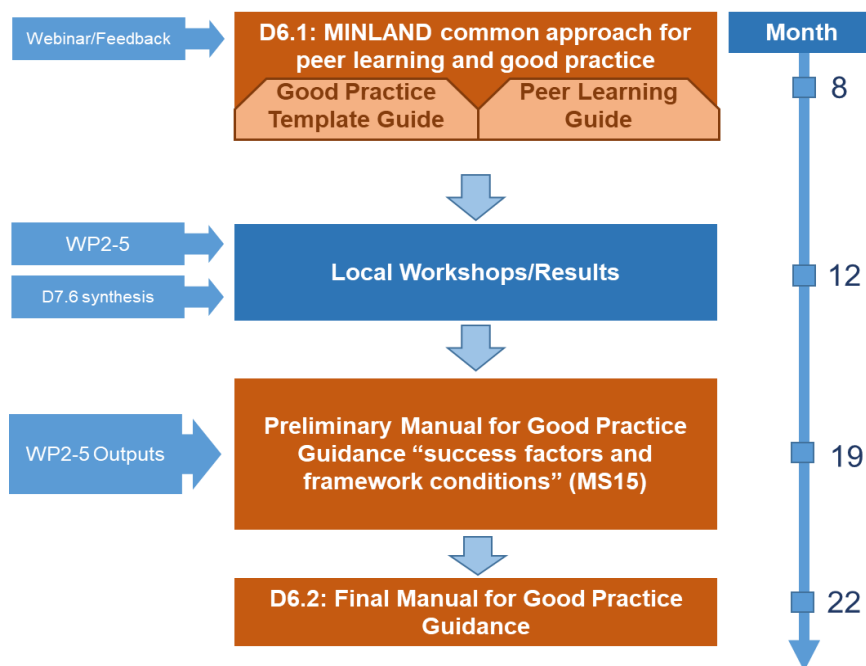


Figure 2 WP6 Outline

### Purpose of this Document

This deliverable will outline the concept of an adaptable good practice template (see [chapter 2](#)) as well as the MINLAND peer learning approach (see [chapter 4](#)). Chapter [3 Good Practice Template Guide](#) and [Chapter 5 MINLAND Peer Learning Guide](#) will give support to MINLAND case elaborators and Local Workshop organisers, both in terms of good practice comprehension/ elaboration, and in terms of structuring a peer learning workshop.

Hence, this deliverable incorporates, and builds on, these two guides:

- The Good Practice Template Guide
- The Peer Learning Guide

**Good Practice Template Guide** will inform **MINLAND case elaborators** to fill in the Good Practice Template, while the **Peer Learning Guide** will inform **MINLAND workshop organisers** to setup a peer learning approach for Local Workshops.

These guiding documents have been **elaborated and validated through the set of two webinars** (20 participants each), and aim to give process guidance and concrete tools to Local Workshop organisers by: 1) enable in-depth understanding and discussion on Good Practice Guidance documents, and; 2) elaborate on

recommendations for transferability and favourable framework conditions (Knowledge-co-creation) in a peer learning setting.

### Concept of the Final Manual for Good Practice Guidance (D6.2)

Both the MINLAND peer learning approach and the Final Manual for Good Practice Guidance will ensure project-wide knowledge exchange and learning among practitioners, which will aid in facilitating transferability and diffusion of good practices into other EU Member State contexts. The final deliverable D6.2 will integrate good practice relevant information and lessons learned into a fit-for-purpose manual that can be used and shared amongst EU Member States minerals policymakers, land use planning authorities, and other decision-makers.

The ultimate rationale for writing up the **Final Manual for Good Practice Guidance** is to **synthesise and contextualise project results** in a way that is useful for practitioners.

To that end the information compiled in D6.2 needs to adhere to certain quality criteria:

- **Easy to understand language...** other practitioners who have not been involved in the MINLAND project need to make sense of the results (i.e. avoidance of project language and technical terminology without any further explanation).
- **Well-structured...** practitioners from various institutional background with various needs for good practice learning need to be able to find the information they are looking for.
- **Integration and synthesis of project outputs and activities...** information relevant for good practice learning in the project will be brought together in this document and put in context with each other (e.g. case elaboration, Local Workshop results, WP4 analysis on WP2 and WP3 data etc.)
- **Coherent and harmonised approach...** good practice relevant information needs to be put into context and communicated in a “story-based” structure (highlighting key aspects, introduction/background, actors involved, specific framework conditions) to allow for a good understanding and, ultimately, transfer of good practice into other institutions and countries etc.

The envisioned D6.2 contains a general part with an introduction to the project, the challenges for minerals and land use policy in Europe, and the MINLAND Good Practice Stream(s) (A), a description of MINLAND case Good Practice Aspects (B), a comparative analysis of Good Practice Aspects (C) and a final chapter on recommendations and transferability of Good Practice Aspects (D).

A) The **general part**, which corresponds to an introduction to the project, the challenges for minerals and land use policy in Europe, and the MINLAND Good Practice Stream Topics;

B) **Good Practice Aspects** (compiled and elaborated through the good practice template developed in D6.1), contain both a descriptive part and evaluative part of cases/WP-outputs;

C) **Comparative analysis**, which draws conclusions from the cases on similarities and differences of good practice aspects, and;

D) **Recommendations & Transferability**, utilises the finding to stipulate good practice recommendations and how they are implemented in other settings (i.e. transferability).

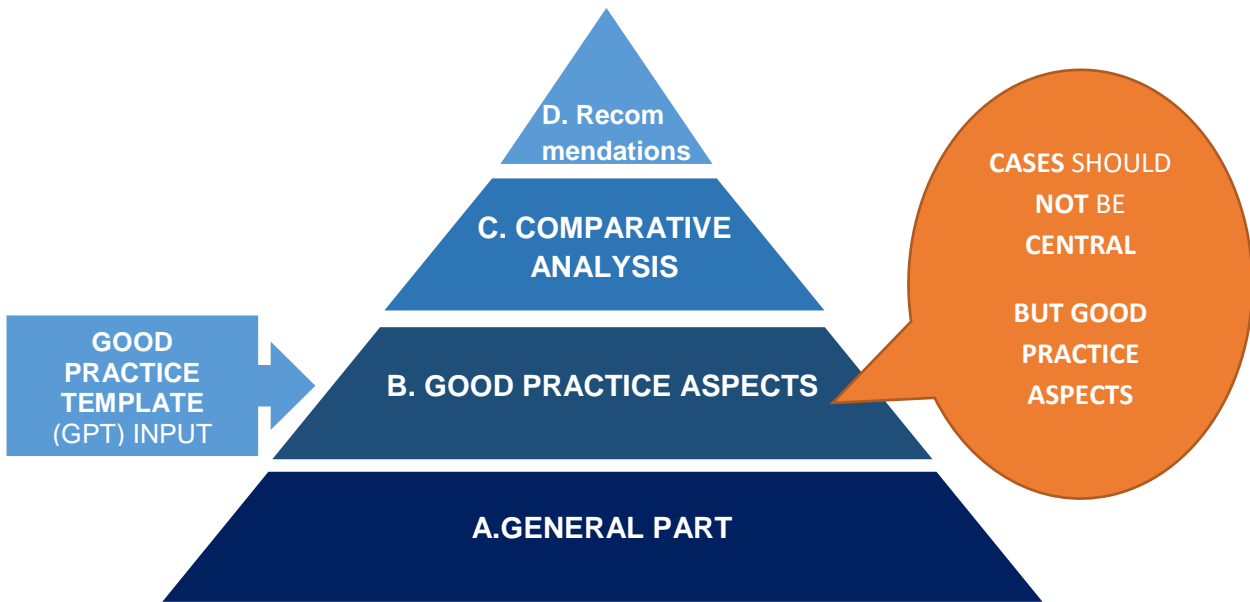


Figure 3 Macrostructure D6.2

We use *Figure 3* to illustrate the **importance to clearly and distinctively identify good practice relevant information in MINLAND cases** (i.e. Good Practice Aspects) in order to allow for a comparative analysis and the formulation of recommendations. The **Good Practice Stream** in part A act as a **framework for structuring good practice relevant information into different overarching topics (i.e. Good Practice Topics<sup>4</sup>)**. The **analytical criteria<sup>5</sup> from WP3 and WP4, representing the case Good Practice Aspects, constitute a solution approach to a specific Good Practice Topic**. This will help us to 1) cluster **case Good Practice Aspects according to a Good Practice Topic** (e.g. Social License to Operate or valuation methods), and; 2) come up with the comparative analysis and synthesis of similar good practice aspects in part C. This approach allows WP6 and the final Manual to have a none-case centred approach but instead focus on the Good Practice Aspects (see *Figure 4* for an overview of the structure).

<sup>4</sup> These Good Practice Topics are derived from the MINLAND GA under the Good Practice Stream

<sup>5</sup> Analytical criteria outlined in Work Package 4 (e.g. valuation methods for other land use practices) and tables 3-5 of WP3 D3.1 Case Framework

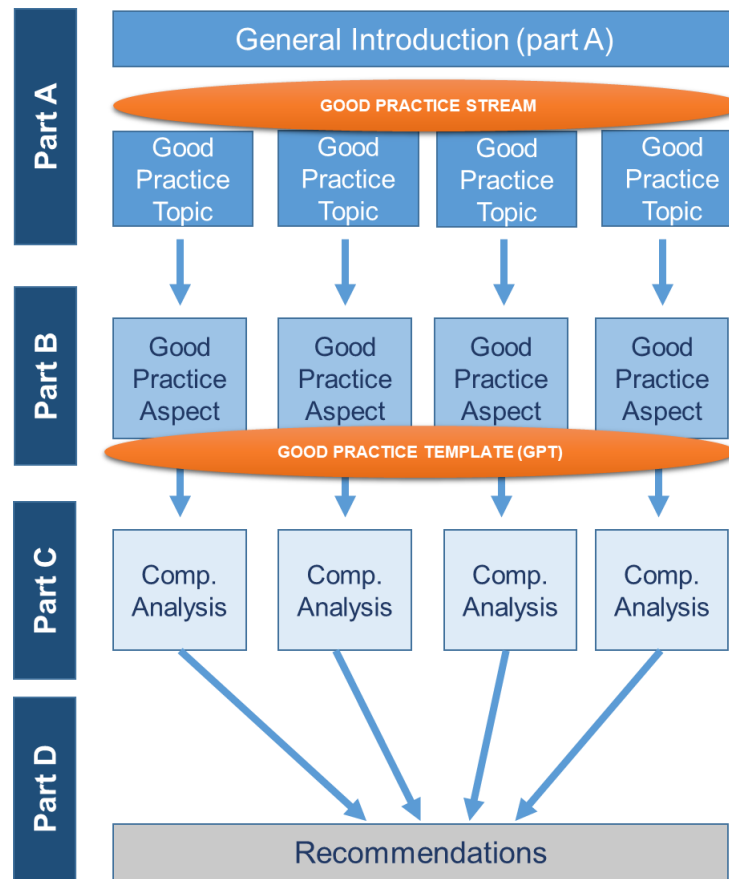


Figure 4 Deliverable 6.2 and the Good Practice Template

WP6 will synthesise results of all good practice relevant information, and, consequently, feed into the Preliminary Manual for Good Practice (Ms15) (i.e. acting as a Work-in-Progress Document for the Final Manual). The final WP6 deliverable D6.2 “Manual for Good Practice Guidance” will contain a synthesis and analysis of GPT documents and derive key recommendations for practitioners.

For WP6 in order to come up with a **coherent approach in D6.2**, the **MINLAND case elaborators need to compile good practice relevant information in the Good Practice Template (GPT)** – the common reference point of good practice relevant information for each individual MINLAND case.

### Roles and Responsibilities

Several MINLAND partners are key for the elaboration of the Good Practice Template and its content originating from various sources in the project. In order to synthesise good practice relevant information in the GPT for the final Report D6.2, **WP3 MINLAND case elaboration partners** as well as **Local Workshop organising partners** are key. An overview of all involved partners is provided below:

Partner	Roles and Responsibilities
<b>Good Practice Template - elaboration</b>	
<b>WP 3 MINLAND case elaboration partner for Local Workshop (case elaborators)</b>	→ Provide information on a MINLAND case relevant for Local Workshop organising partners → Conduct GPT elaboration (Local Workshop results+WP3+WP4+WP5)
WP3+WP4+WP5 Leaders	→ Support for identification and elaboration of good practice relevant information: provision of analytical information to case elaborators through various deliverables that can be centrally compiled through the good practice template (GPT)
<b>Peer learning - process implementation</b>	
<b>Local Workshop organising partner</b>	→ Provide process support on peer learning at the Local Workshop to the case elaborator → Support elaboration of respective cases discussed at a LWS
WP7 Leader	→ Compile D7.6 by summarising LWS outputs
<b>General process coordination and guidance</b>	
WU WIEN	→ Design the approach for good practice elaboration and peer learning (D6.1) → Coordination of D6.2
GSI+MDB	→ Coordination of good practice template compilation and overall quality control (task 6.2/Ms15)
SGU	→ Support quality control and elaboration D6.2

## 2. Good Practice Learning

A key aspect of learning from, or transferring, a good practice is that peers understand its broader context as well as challenges and success related to a specific case. But how does one utilise the lessons learned from successful practices? How can we identify factors that enabled the success, and could these factors be applicable in other contexts? WP6 aims to contextualise and synthesise the project's good practice relevant information from WP2-5 in the **Final Manual for Good Practice Guidance** (deliverable 6.2). In order to acquire in-depth understanding for transferability of good practice(s), this chapter discusses:

- 1. The conceptual underpinning & the approach on how good practice can be best structured and communicated** to practitioners (see [this chapter on Good Practice Learning](#)) and, deriving from that;
- 2. Guidance on how to collect good practice relevant information** by MINLAND case elaborators from various project activities, via the Good Practice Template (see [chapter 3 The Good Practice Template Guide](#)).



The project and its dissemination tools for learning from good practice (i.e. D6.2 Report and peer learning at Local Workshops) need to identify and structure MINLAND case data:

- from which good practice relevant information (i.e. Good Practice Topic, Good Practice Aspect, Element of a Good Practice Aspect) can be derived from;
- that help WP6 to cluster related good practice relevant information for the comparative analysis and recommendations for transferability in D6.2;
- that help practitioners at Local Workshops as well as readers of D6.2 to learn from the project..

### Background to Good Practice

We have conducted a desk-research of influential good practice guidance documents in order to construct a template that will enable identification of key aspects for learning and transferability of good practice. The desk-research drew conclusions from good practice guidance reports made by the European Union (Natura2000, sustainable supply of raw material, minerals extraction in EU), the UN (land-use/land-use change, mobilisation of wood in Europe, best practice database), the FAO (sustainable land management in practice), and the ICMM (good practice guidance on mining and biodiversity). (See Annex I for the full literature review).

The results of our desk-research enabled WP6 to provide a structure of how to compile, elaborate, and communicate transferability of good practice from different MINLAND cases and informed the final structure of the Good Practice Template (GPT). The Good Practice Template **consists of 3 parts**; an overview, a descriptive part and an evaluative part of the case (see *Figure 5*). The overview and descriptive part should be quite brief, whereas the evaluative part should be the main and largest part as it describes the Good Practice Aspects of the case. As *Figure 5* shows, there are a few overlaps between the Good Practice Template and other project activities. For instance, **WP 2 stock-taking on policies and legislation** might provide useful information on land use planning systems, decision-making processes and what policies, legislations and permitting procedures may have affected the outcome of a specific case. Furthermore, **WP 3 D3.1 case framework** (see D3.1 table 6) provides first insights into Good Practice Aspects of a case and, thus, early guidance to case elaborators on what to focus on in the Local Workshops. As the project progresses, **WP4 and, potentially, WP5 project outputs** add to the analytical power and insights on the MINLAND case Good Practice Aspects that will be compiled via the Good Practice Template.

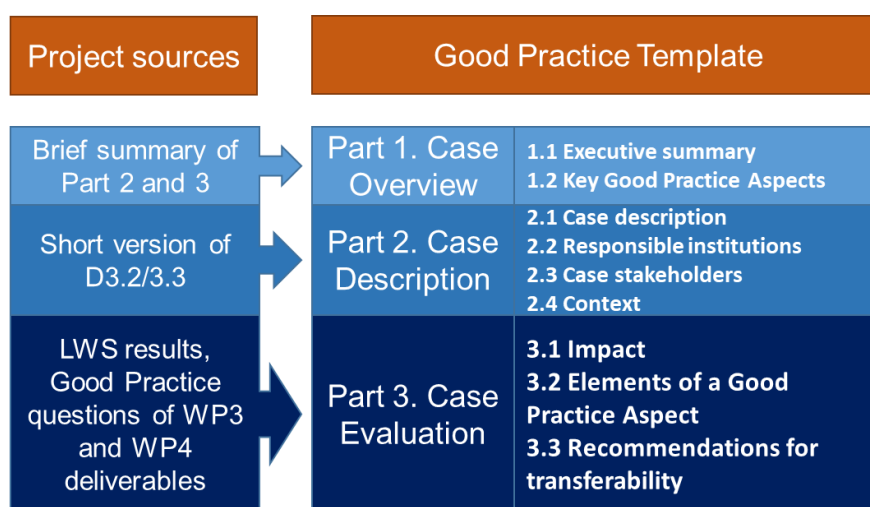


Figure 5 Overview of Good Practice Template and respective project sources

Firstly, this approach guarantees that the MINLAND project centrally compiles and structures results relevant for good practice learning. Secondly, WP 6 will enable MINLAND peer practitioners (see chapter “Peer practitioner classification and identification”) to better understand good practice information and transfer the lessons learnt into their own home organisations. For that purpose, we have developed a Good Practice Template that enables MINLAND peers to: 1) acquire an in-depth understanding of a MINLAND case (Part 1+2), and; 2) understand the impact, aspects and elements that constitute good practice; as well as to contextualise good practice in other EU MS settings (transferability aspects) and provide recommendations for transferability (Part 3) (see *Figure 5*).

### Structuring good practice relevant information

In this part we **clearly describes the meaning of the following good practice relevant information** that is both required for increasing a peers’ understanding and for the central elaboration of the Good Practice Template:

1. **Good Practice Topic:** A “Good Practice Topic” is one out of eight major MINLAND project topics that each addresses one of the major challenges for linking mineral and land-use planning policy in Europe (see *Figure 6* below). Each MINLAND case might respond to one or several Good Practice Topics.
2. **Good Practice Aspect:** A “Good Practice Aspect” represents a solution or an approach to address a challenge or problem related to a Good Practice Topic. For the MINLAND cases, a Good Practice Aspect outlines the highest aggregated level of information of good practice. A MINLAND case might address one or several Good Practice Aspects that relate to one or several Good Practice Topics.
3. **Elements of a Good Practice Aspect:** Elements of a Good Practice Aspect represent important building blocks describing in more detail what constitutes a Good Practice Aspect. Essentially, it is a way of explaining to an outsider how a Good Practice Aspect of a case study came to resolve a certain problem. The elements refer to a “Success Factor”, “Strategic Decision”, “Challenges / Problems encountered”, or “framework conditions/contextual factors” that help to understand and describe one MINLAND case Good Practice Aspect.

In the following part, we mention the MINLAND Good Practice Topics (A-H) that act as a framework for structuring good practice relevant information<sup>6</sup>:

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<sup>6</sup> These Good Practice Topics are derived from the MINLAND GA under the Good Practice Stream. Additional background information on the meaning of the Good Practice Streams and respective topics can be found in ANNEX II (representing important information from the Minland GA)

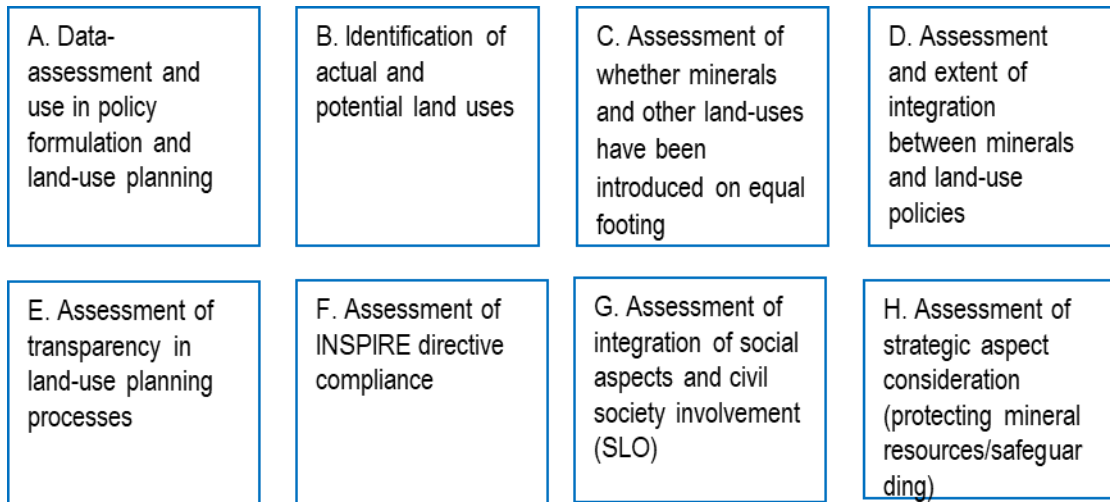


Figure 6 The MINLAND Good Practice Topics

### The importance and relation of Good Practice for Peer Learning

The intention with the Good Practice Template is to guide case elaborators in how to formulate and communicate good practice efforts in a user/practitioner-friendly manner by:

...acting as a **common point of reference** in the project for **compiling MINLAND case good practice information** for the elaboration of D6.2

...bringing together different project outputs for **centralised case data gathering** (and other information items; e.g. country legislative or policy governance aspects)

...providing **background information for Local Workshop** good practice dissemination, exchange, information improvement

The Good Practice Template **provides content guidance to the Local Workshops**, but it also utilises results from the peer learning at the Local Workshops to feed it into a reworked GPT, which subsequently will be used for deliverable 6.2 (as illustrated by *Figure 1* in the introduction).

### 3. The Good Practice Template Guide

#### Introduction

The Good Practice Template is intended to be used by case elaborators as a tool to help them structure and formulate information of their cases for the Local Workshops into:

1. Good Practice Aspects and Elements thereof from which Local Workshop participants can learn, and contribute to, in a peer learning setting.
2. A reader-friendly background document for the workshop participants (to be sent out before the workshop).

... as well as to support the elaboration of the final MINLAND Report D6.2 “Final Manual for Good Practice to:

1. Compile MINLAND case relevant good practice information from other project activities as a foundation for synthesis in D6.2
2. Facilitate a comparative analysis of Good Practice Aspects in order to derive key recommendations for EU practitioners

#### Utilising the Good Practice Template for informing the Local Workshop

Figure 7 illustrates the process of how the Good Practice Template (GPT) is used to structure the Local Workshop (for more details see [chapter 4](#) and [5 on Peer Learning Guidance](#)). The figure also shows the post-workshop steps where case elaborators include the lessons learned and discussion from the workshop into a revised GPT.

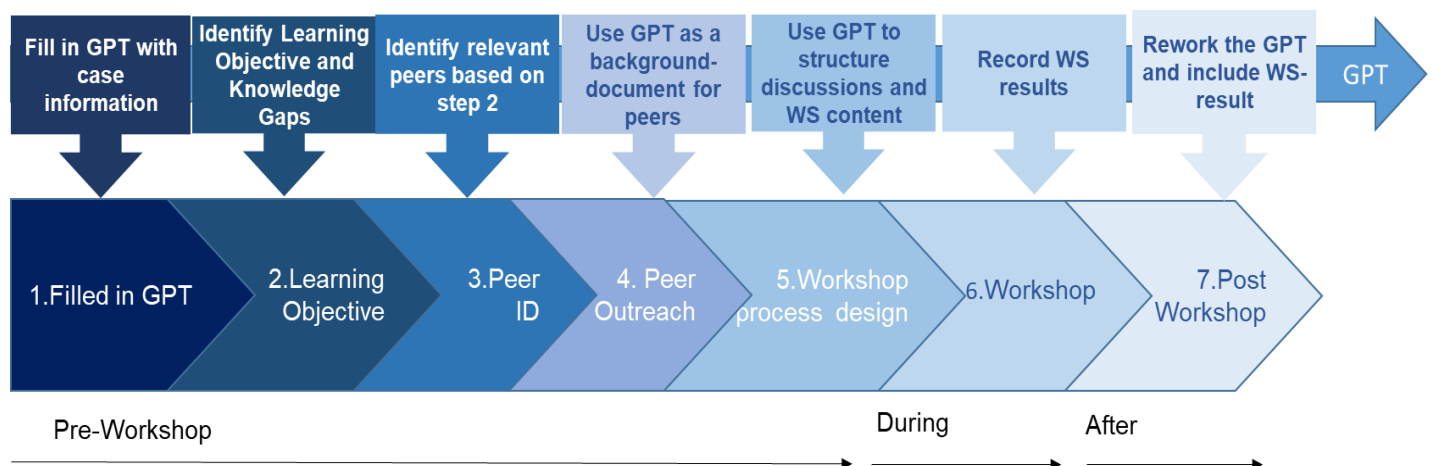


Figure 7 Good Practice Template and the Local Workshops

The Good Practice Template and the peer learning at the Local Workshop are closely interlinked: the specific Good Practice Topic(s) to be addressed at the workshop will guide both the selection of peers as well as the Good Practice Aspects discussed during the interactive sessions (see *Figure 8*). The GPT, updated with results from the Local Workshops, will feed into the preliminary Manual for good practice guidance (Milestone 15 and D6.2). How the GPT links to peer learning will be elaborated in the actual peer learning guidance document (see [chapter 5](#)) but *Figure 8* provides a rough overview of how the GTP links to the interactive LWS sessions and vice versa.

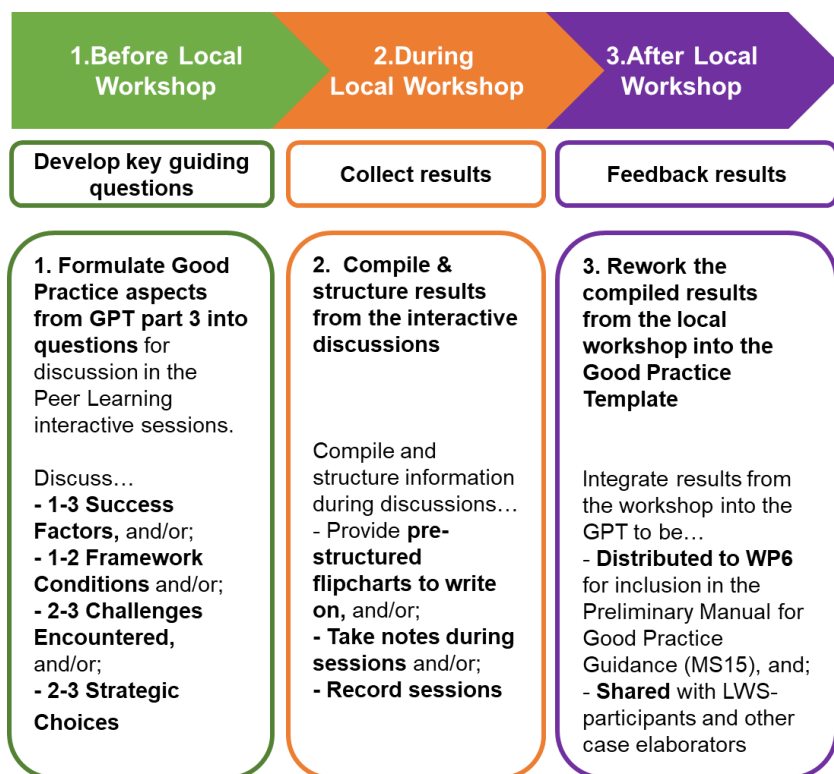


Figure 8 GPT operationalisation and feedback for the Local Workshop process design

## User Guidelines

The Good Practice Template (GPT) **consists of 3 parts**; an overview, a descriptive part and an evaluative part of the case. The overview and descriptive part should be quite brief, whereas the evaluative part should be the main and largest part as it describes the Good Practice Aspects of the case. The GPT will **be filled in by case elaborators** as they have the most in-depth knowledge of the case.

The GPT **builds upon information and outputs from other Work Packages** and Deliverables within the MINLAND project in an effort to create project coherence and give case elaborators the opportunity to draw information and insights from existent deliverables. For example, Part 2 is closely related to information compiled in the deliverable 3.2 and 3.3 regarding the description and synthesis of cases and their characteristics. Part 3 involves elements from the ‘good practice questions (table 6)’ posed in 3.1, but also incorporates the analytical output from WP4 in order to include this analysis in the filled in GPT. **Part 3 is the most crucial element for good practice learning of peers and the peer learning process during Local Workshops.** The next chapters will provide guidance on what and how information should be included in the different parts of the GPT.

## Part 1: Case Overview

The structure and respective guiding questions below will guide the case elaborators on writing a brief overview of the case at hand. This information is valuable to create a common understanding amongst participants prior to the workshop and to provide an overview of detailed information in part 2 and 3.

Part 1. Overview

Part 2. Case Description

Part 3. Case Evaluation

## Part 1: Case Overview

- To be filled out by case elaborator.
- Should contain a brief overview and summary of the information presented in Part 2 and 3.

## Structure

- 1.1 Executive Summary
- 1.2 Key Good Practice Aspects

## Guiding Questions

- 1.1 Executive Summary (part 2 and part 3)
  - Which Good Practice Topic(s) does the case address?
  - Provide a short summary of the latter part 2 and part 3
- 1.2 Key Good practice Aspects
  - What are the most important/prominent Good Practice Aspects (of each relevant Good Practice Topic)?
  - Highlight/summarise the most important “Elements of a Good Practice Aspect” and “recommendations for transferability” thereof (see part 3)

## Part 1 example

**A brief case overview from the OECD/LEED report on Best Practices in Local Development\*:**

*“Jerez (located in the province of Cadiz, in the Region of Andalucía) has the **highest levels of unemployment** in Spain. An **integrated strategy and partnerships** have been implemented. The institutional base includes an Economic and Social Council, a joint public-private promotional enterprise named Local Management of Economic Development, and a Municipal Institute of Promotion and Development of the City. Jerez has one of the most **active city authorities in the Region of Andalucía**, and one which has obtained **positive results in local economic development**.”(p.18)*

*\*This example does not mention a Good Practice Topic*

## Part 2: Case Description

Part 2 of the Good Practice Template focuses on the descriptive information of the case (i.e. **not containing good practice relevant information**). This information has already been extensively compiled for the deliverables in Work Package 3 (D3.2 and 3.3). For the purpose of the Good Practice Template and the subsequent background document for the Local Workshop this information should be elaborated in a more brief and summarising way. Part 2 is intended to give the workshop participants information on case specific context as well as involved institutions and stakeholders.

Part 1. Overview

Part 2. Case Description

Part 3. Case Evaluation

### Part 2: Case Description

- To be filled out by case elaborator.
- Should contain a brief description of the case (utilising information already provided for WP3).
- Should describe the general case context factors e.g. economic, political, legal factors.
- Should include involved/responsible institutions and stakeholders.

### Structure

- 2.1 Case Description
- 2.2 Institutions
- 2.3 Stakeholders
- 2.4 Context

### Guiding Questions

- 2.1 Case Description
  - Which Good Practice Topic(s) does the case relate to?
  - How did the case develop?
- 2.2 Institutions
  - Which institutions are/were involved?
  - Which role did the institutions have (responsible, implementing etc.)?
- 2.3 Stakeholders
  - Which stakeholders are/were affected by the case and in which way?
- 2.4 Context
  - To what extent was the context/framework/institutional set up relevant for the case (e.g. political, socioeconomic etc.)?



## Part 2 example

A case description from EC guidance on NEE activities in accordance with Natura 2000 requirements\*:

***“The Non-Energy Extractive Industry (NEEI) provides many of the basic raw materials for Europe’s manufacturing and construction activities. In November 2008, the European Commission adopted a Raw Materials Initiative, which sets out targeted measures to secure and improve access to raw materials both within the EU and globally. It identified a range of factors, which could potentially influence the competitiveness of industry. One of these factors relates to the difficulties it sometimes faces in having access to land. This has led to situations where individual plans and projects have come into conflict with competing land uses or broader societal interests, including nature conservation.”(p.7)***

*\*This example does not mention a Good Practice Topic*

### Part 3: Case Evaluation

Part 3 of the Good Practice Template focuses on the evaluation of the case with regard to good practice. This information will be compiled through WP3 (D3.2 and 3.3), WP 4 (D4.1, D4.2, D4.3, D4.4) and potentially WP 5.

**This is the part of the GPT that require more time and effort for elaboration, since it is the most crucial element for good practice learning of peers and the peer learning process during Local Workshops.**

WP4 (and WP5) will comparatively assess WP 3 cases according to certain analytical criteria and rank cases in their performance along these criteria (comparative / relative ranking of better or worse practice). This will help the MINLAND cases **by systematically and methodically identifying Good Practice Aspects** & Elements of Good Practice Aspects analytical criteria. This information will be **not part of WP 3 outputs** (D3.2/D3.3), but be available at a later stage in the project.

**Case elaborators** will need to identify important information from the analysis in WP4 and WP5 deliverables and **transfer it into the structure of Part 3 in the GPT**. For the case elaborators this requires to have a good understanding of the GPT, in particular its part 3, in order to be able to fill in the GPT in a reasonable way.

Thus, **structuring good practice relevant information in the GPT is necessary to understand and contextualise information originating from different MINLAND Work Packages** (see *Figure 9* for an overview):

1. Case elaborators should clearly outline which Good Practice Topic(s) they respond to
2. Case elaborators should identify one or more Good Practice Aspect(s)
3. Case elaborators should be able to explain Good Practice Aspect(s) in more detail by using and defining Elements of a Good Practice Aspect

Part 1. Overview

Part 2. Case Description

Part 3. Case Evaluation



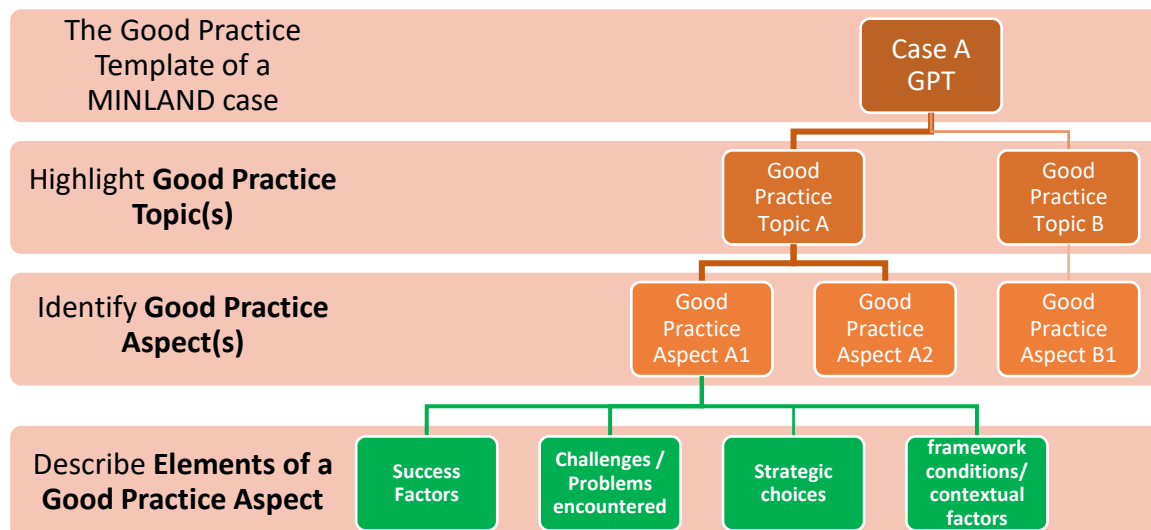


Figure 9 Example structure of GPT Part 3 responding to the respective Good Practice Topic, Good Practice Aspect, and Elements of a Good Practice Aspect.

**Part 3 is crucial for good practice learning for peers and practitioners, the Local Workshop (LWS) background document, and ultimately the final Report D6.2.** Part 3 is a first input to LWS participants (via the background document), informs the discussions at the LWS (via peer learning interactive sessions), and will be complemented and validated by the LWS interactive sessions and the analytical deliverables from WP 4 and WP5.

### Part 3: Case Evaluation

- To be filled out by case elaborator.
- Should contain information from WP3 (D3.1, D3.2, D3.3 filled-in table 6).
- Should contain information from non-WP3 case information (i.e. WP4+WP5 deliverables).
- Should earmark Key Good Practice Aspects (i.e. WP3+WP4+WP5 deliverables) with the respective Good Practice Topic.
- Should describe the impacts (3.1), key Good Practice Aspects and Elements thereof (3.2: Success Factors, Strategic choices, Challenges / Problems encountered, framework conditions/contextual factors), and recommendations for transferability (3.3).
- Should keep information originating from one Good Practice Topic distinct and separate from other Good Practice Topic.
- Recommendations for transferability (3.3) will be elaborated through discussions at the LWS.

## Structure

### 3.1 Impact achieved

- Effects of the new approach in relation to the Good Practice Topic
- Actual impact

### 3.2 Aspects of Good Practice and elements thereof, according to:

- Success Factors
- Strategic choices
- Challenges / Problems encountered
- Framework conditions/contextual factors

### 3.3 Recommendations for transferability of Good Practice Aspects

## Guiding Questions

### 3.1 Impact achieved

- **Effects of the new approach in relation to the Good Practice Topic/Analytical criteria:** State in how far the case managed to reach its goal and achieve its anticipated impact on its intended beneficiaries/stakeholders with regard to the contributing to the Good Practice Topic/Analytical criteria. Potentially describe on which parts it could still improve.
- **Actual impact:** What measurable/quantifiable impact/effect did the specific case have (e.g. jobs created, social licence to operate improvement)?

### 3.2 Elements of a Good Practice Aspect

- **Element "Success Factor":** What were the case- internal factors that contributed to success (policy related: legislation or policy strategy, organisational: new institution created or altered institutional process etc.) and describe WHY they are considered as success factors.
- **Element "Strategic choice":** Outline what decisions were taken by case stakeholders or actors during its life-time that had a fundamental impact for becoming a good practice (e.g. actions taken by the institutions or decisions made during the life-time/process of the case).
- **Element "Challenge / Problem encountered":** Describe some shortcomings, challenges, problems overcome or not-overcome during the case's life-time (i.e. In after-thought how would you have addressed the problem in hindsight, ex-post optimisation).
- **Element "framework condition/contextual factor":** Describe the external factors that facilitated the development of the case (aspects that influence the development of the case in a negative or positive way; e.g. a positive SLO setting, a legislative instrument, changing economic development/commodity price etc.)

### 3.3 Recommendations for transferability of key aspects of good practice

Reflect on Good Practice Aspects from another perspective. This part will be complemented through interactive sessions at the LWS. For example what would I, as a Case Elaborator, suggest to an outsider?

- What should a person do to transfer the Good Practice Aspect(s) of the case into another setting (e.g. organisation, region, country etc.)?
- Are some factors very specific for the case-context or could Good Practice Aspects and Elements thereof potentially be applied in other settings?
- Reflect about their potential/degree to which they could be transferred: What resources/capabilities/framework conditions needed to achieve transferability?

### Part 3 example

**Example of a case evaluation from the “Austrian Minerals Resource Plan” case:**

**Addressing GOOD PRACTICE TOPIC C:** *“Assessment whether minerals/land uses factors in economic and other values”*

**Good Practice Aspect:** *“Effective tools for assessing values of minerals and other land uses”*

**Success Factors 1:** *“independent, transparent, objective way of setting up an evaluation model for mineral resources”*

**Success Factors 2:** *“computer based evaluation process of mineral deposits of economic importance”*

**Addressing GOOD PRACTICE TOPIC D:** *“Integration of minerals and land use policies”*

**Good Practice Aspect:** *“Successful vertical policy integration process between national and regional level public authorities”*

**Impact achieved:** ***“implementation of AMRP in municipalities”***: *“municipalities refer to the federal digital map of mineral deposits when elaborating zoning areas or spatial planning decisions”*

**Challenges / Problems encountered:** ***“Implementation of the AMRP on regional and local level”***  
*There was no clear guidance on how and what parts of the Austrian Minerals Resources Plan should be implemented by both the regions (counties, level of regional authorities) as well as municipalities (local authorities).*

**Framework conditions/contextual factors:** ***“good networking between stakeholders”***: *the ÖROK (Austrian Spatial Planning Conference) supported the coordination of the elaboration of the AMRP by liaising the regional (county governments), national level (e.g. ministry responsible for mining matters) and other stakeholders.*

## 4. Peer Learning

The peer learning guide, together with the Good Practice Template Guide forms the MINLAND common approach for peer learning and good practice guidance. The Good Practice Template provides content guidance to case learning, whereas the peer learning guide supports the process of the Local Workshops. The peer learning guide is intended to be used in a step-by-step manner leading to the final design and execution of the Local Workshop. The intention of the guide is to provide the reader with a systematic process-approach by asking guiding questions and providing concrete action-steps for each question. The guide is in chronological order with 5 preparatory steps, as well as a delivery step (6) and a post-workshop analysis step (7) (see *Figure 10*).

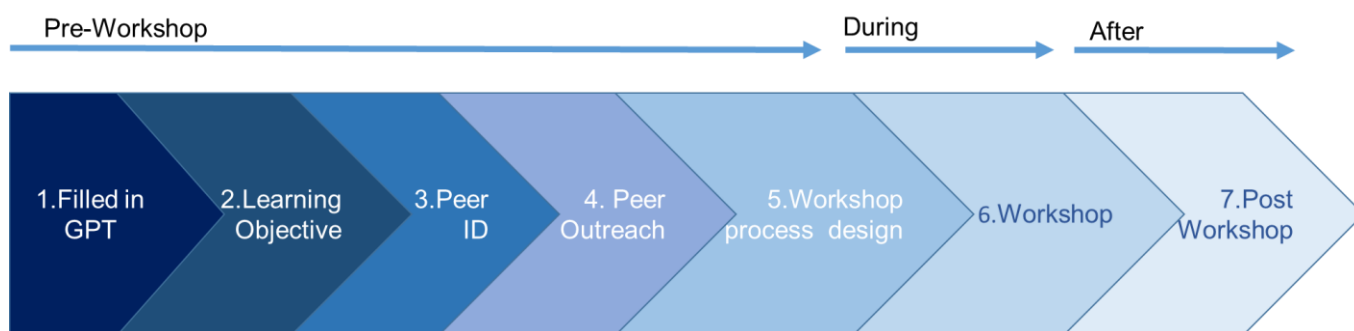


Figure 10 MINLAND Local Workshop - Process

The MINLAND Peer Learning approach is comprised of a set of unique, interactive and adaptive moderation formats and techniques for the local workshops (LWS), in which practitioners share knowledge and experiences on good practices. The purpose of the peer learning approach is to develop strong participation and active involvement of participants, which aims to foster peer-to-peer, interpersonal, and open exchange on success factors, challenges, and lessons learned from linking mineral and land-use policies. Thus, as stipulated in the project's grant agreement, the MINLAND peer learning approach supports:

- **Exchange among practitioners and experts** on integrative land use and minerals policy;
- **Exchange and transfer of experience** and tacit knowledge amongst peers;
- **Diffusion of learning back to peers' home organisations** to enable reform initiatives (transferability and change), as well as;
- **Tools to enable** all of the above by creating a learning setting for peer practitioners.

The process and applied tools will: 1) enable in-depth understanding of MINLAND good practice cases, 2) contextualise success-factors in other settings and; 3) provide suggestions and recommendations for transferability.. This chapter will give an overview of concepts underpinning the peer learning guide, including definitions and an overview of the MINLAND classification of peers.

## Peer Learning Background

Peer learning is commonly defined as a ‘two-way reciprocal learning activity’ in which learning should be “mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants”.<sup>7</sup> Peers are defined as equals in, for example, position (e.g. national policy makers), or individuals that are brought together by a shared practice (e.g. communities of practice).<sup>8</sup> Peers learn extensively by explaining their ideas to others, working collaboratively with others, giving and receiving feedback, and evaluating their own learning.<sup>9</sup> This also goes in line with the definition of case learning as a learner-centred process where interaction and exchange lies at the core of knowledge construction,<sup>10</sup> thus, case learning is often solution-oriented and strives to operationalise success-factors and challenges in order to ‘solve’ a specific challenge at hand.<sup>11</sup>

The MINLAND peer learning approach is based on the Effective Institutions Platform’s (EIP) *A Guide to Peer-to-Peer Learning – How to make peer-to-peer support and learning effective in the public sector*, as well as the European Sustainable Development Network’s (ESDN) quarterly report on *Exploring Peer Learning to Support the Implementation of the 2030 Agenda for Sustainable Development*. Based on these two reports important notions to consider when devising a peer learning approach are: (1) clear identification of peers, (2) shared challenge(s) to be addressed, (3) active participation and engagement for knowledge co-creation and learning, (4) continuous process and pre/post-event influence by participating peers, and related to this; (5) diffusion of knowledge to peer/sending organisations (to ensure change at scale). Moreover, peer learning or peer-to-peer learning (often used interchangeably) utilises concepts of collaborative learning methods and informal exchange, as pinpointed by the ESDN report. The mixture of tools applied though, varies, and needs to be adapted to context and e.g. practical factors such as time and number of participants. Beyond this, recent developments in literature, as well as the latest operationalisation of the peer learning concept of international organisations (e.g. UNDP and OECD) were investigated to ensure MINLAND compliance with state-of-the-art tools and processes of peer learning (see [Annex I](#) for a full literature review). An overarching theme of the recent studies seem to indicate that the complexity of certain challenges require a more holistic approach to learning in order to facilitate long-lasting change and solutions.

## Peer practitioner classification and identification

The MINLAND peer classification derives from the Grant Agreement (an overview of the peer classification can be seen in *Figure 11*). These are practitioners which either have a stake in the cases presented or in learning from the case; with the overall objective of fostering transferability of good practice cases from one context to another.

**Peer learning Crowd tier 1 – Land Use Planners/practitioners:** Tier 1 includes land use planners i.e. public bodies directly responsible for implementing land use planning at local, regional and national levels. Tier 1

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<sup>7</sup> Boud, D., Cohen, R., & Sampson, J. (Eds.). (2001). *Peer learning in higher education: learning from & with each other*. London : Sterling.

<sup>8</sup> Wenger, E. (2000). *Communities of Practice and Social Learning Systems*. *Organization*, 7(2), 225–246.  
<https://doi.org/10.1177/135050840072002>

<sup>9</sup> Pisano, U., Berger, G. (2016), *Exploring Peer Learning to Support the Implementation of the 2030 Agenda for SD*, ESDN Quarterly Report, ed. 40, April.

<sup>10</sup> Jonassen, D.H. and Hernandez-Serrano, J., (2002) Case-based reasoning and instructional design: Using stories to support problem solving. *Educational Technology Research and Development*, 50(2), pp.65-77.

<sup>11</sup> Shapiro, B. P. (1984). *Hints for case teaching*. Harvard Business School, 9-585-012

also includes mining inspectorates (contact person = civil servant) as well as industry actors who implement and organise permitting processes and exploration activities (e.g. company managers/planners) and related land use planning aspects.

**Peer learning Crowd tier 2 – Policy framework experts:** Tier 2 includes authorities who have the responsibility for formulating or designing mineral and/or land use policies. Tier 2 also includes experts (academia, consultancy) that have in-depth knowledge of the mineral and land use policies (policy design & formulation).

**Peer learning Crowd tier 3 – Geo data and management experts:** Tier 3 includes national geological surveys who have the responsibility for geological data management and mining inspection etc. as well as experts who have an in-depth knowledge of geological data management.

**Other groups that may be relevant within the scope of the project (depending on the case selected for the workshop):** Groups that are not represented in the 3 Tiers may still be relevant depending on the case selected. These include:

- 1) Other **Industry actors** e.g. associations, investors, land use consultants, as well as contacts from exploration and mining companies not responsible for permitting aspects (as they would then be Tier 1).
- 2) **Civil society actors** e.g. NGOs with a stake in land use planning, environmental organisations, and local interest groups affected by mining (farmers, citizens, Sami reindeer-husbandry communities etc.)

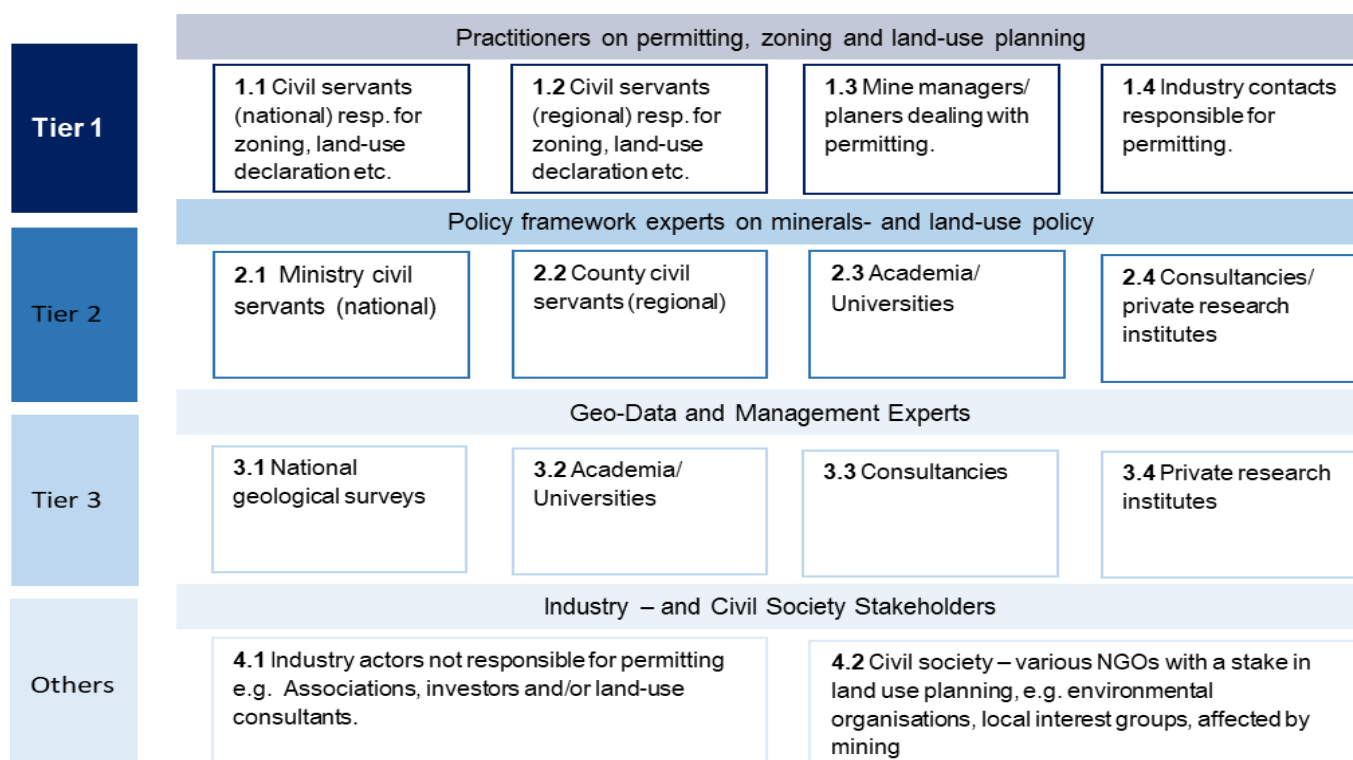


Figure 11 MINLAND Peer Classification

The MINLAND Local Workshops are built on learning from cases and Good Practice Topics, through the means of peer learning. Case learning and peer learning often fosters exchange between participants, which enables knowledge co-creation, in that sense peer learning differs greatly from information dissemination and teaching (see *Box 1*). Another important distinction is that between a stakeholder conference and peer learning; as the main objective of peer learning is knowledge co-creation, the aspiration is not full stakeholder representation but rather a setting where participants can learn from each other and together (see *Box 2*).

*Box 1 Teaching vs. Learning*

### Teaching vs. Learning

The MINLAND Local Workshops apply a method of peer learning that is different from a 'traditional learning setting'. A peer learning event focuses on the process of knowledge exchange amongst participants as opposed to a 'traditional' approach of a few presenters sharing their knowledge (information dissemination). Hence, peer learning entails the utilisation of 'the knowledge present in the room' instead of a handful of 'lecturers' teaching a group of students. In order to facilitate this process of 'knowledge exchange' peer learning events use 'collaborative learning' exercises such as table discussions, interactive mapping exercises and group work to name a few.

*Box 2 Stakeholder Conference vs. Peer Learning*

### Stakeholder Conference vs. Peer Learning

The MINLAND peer learning Local Workshops differ from a stakeholder conference in the way that there is no need of having all relevant stakeholder groups represented. A peer learning event should rather be based on participation of peers that could learn from each other and potentially apply the new knowledge in their own organisation.

The Peer Learning Guide utilises the Good Practice Template to provide Local Workshop organisers with content guidance on what is good practice and what can be learnt from the case. Using the Good Practice Template, case elaborators and Local Workshop organisers are supported to identify good practice topics as well as how to communicate and learn from such topics. The peer learning guide further provides concrete guidance on identifying learning objectives, the importance of peer constellations, as well as how to structure content and exercises in the actual workshop. The [chapter "the Peer Learning Guide"](#) below constitutes the concrete guidance and support given to MINLAND Local Workshop organisers.



## 5. The Peer Learning Guide

### Introduction

This section provides a guide on how to organise a successful peer learning Local Workshop by identifying good practice and choosing methods that foster knowledge exchange and learning. The process is presented in *Figure 12* and the Guide follows the same structure.

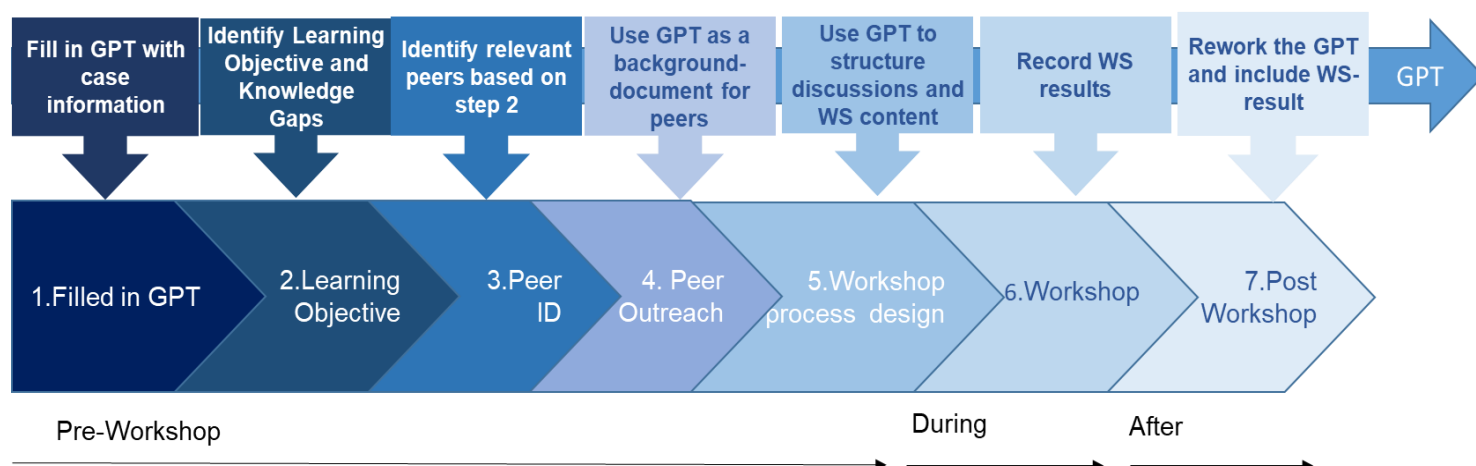


Figure 12 GPT LWS Step 1-7 and GPT

### User Guidelines

The guide is intended to be used in a step-by-step manner leading to the final design and execution of the Local Workshop. The intention of the guide is to provide the reader with a systematic process-approach by asking guiding questions and providing concrete action-steps for each question. The guide is in chronological order with 5 preparatory steps, as well as a delivery step (6) and a post-workshop analysis (7). Readers may also choose to use the workshop checklist provided in [Annex III](#). This guide is a support tool for Local Workshop organisers, the final responsibility of case- and peer selection still lies with the organisers themselves. The steps of the guide (as shown in *Figure 12*) are:

1. **Fill in Good Practice Template**
2. **Identify Workshop Learning Objectives**
3. **Identify and Select Peers**
4. **Invite Selected Peers**
5. **Design a Workshop**
6. **Workshop (during)**
7. **Post-Workshop Peer Learning Assessment & revised GPT**

The first step of the guide is based on the MINLAND Good Practice Template (GPT), concrete steps on how to fill in the GPT is provided in the [Good Practice Template Guide](#). The GPT provides a basis for the following steps of the peer learning approach and case elaborators should have a good understanding of this template (see [chapter 3](#)).



## Step 1. Fill in the Good Practice Template

Since all Local Workshops are based on a MINLAND good practice case the first step aims to give guidance on using the Good Practice Template (GPT) to identify 1) a good practice topic, 2) good practice aspects, and 3) elements describing the good practice aspects. Case elaborators should frequently consult the GPT to elaborate their own case as this permeates the workshop process and provides input and structure for discussions. The elaborated GPT (or parts thereof) will furthermore be used as a background document to establish a common understanding amongst peers prior to the workshop. For an elaborated guide on how to fill in the good practice template please see *The Good Practice Template Guide*.

### Guiding Questions

- Using the GPT: what Good Practice Topic(s) does the case relate to? (GPT part 1).
- Using the GPT: what are important descriptive factors of the case? (GPT part 2)
- Using the GPT: what are the most important Good Practice Aspects and Elements thereof for each Good Practice Topic that the case relates to? (GPT part 3)
- What good practice aspects and elements thereof will be discussed at the workshop?
- What potential knowledge gaps in the case have you identified (while filling in the GPT) that you may want to address in the workshop?

### GOOD PRACTICE TEMPLATE

#### Part 1: Case Overview

- 1.1 Executive summary
- 1.2 Key Good Practice Aspects

#### Part 2: Case Description

- 2.1 Case description
- 2.2 Responsible institutions
- 2.3 Case stakeholders
- 2.4 Context

#### Part 3: Case Evaluation

- 3.1 Impact
- 3.2 Key elements of Good Practice Aspects
- 3.3 Recommendations for transferability

### Actions

- Fill in the Good Practice Template based on the case.
  - Fill in Part 1, 2 and 3 of the Good Practice Template.
  - Think about how the GPT can be used as a background document for 1) workshop content preparation and; 2) to establish a common understanding amongst peers prior to the workshop.

## Step 2. Identify Workshop Learning Objectives

An important aspect of constructing a peer-learning event is to define clear learning objectives i.e. what do we want to learn from the case and what do we seek to achieve in the workshop? The benefits of having clear learning objectives can be seen in both the selection of peers (step 3) as well as the choice of facilitation methods used in the Local Workshop (step 5).

### Guiding Questions

- What is the overall objective of the Local Workshop, and how do you plan to achieve it?
- How does this case address the overall challenge(s) related to a good practice topic?
- What good practice topic(s), aspects and elements thereof do you want to focus on in the Local Workshop?
- What can peers learn from this specific case or Good Practice Aspect(s)?
- Who is able to talk knowledgeably about the case and its different components?

### Actions

- Using your filled in Good Practice Template please reflect on, and write a one page document containing the following:
  - Your intended outcome/objective of the Local Workshop.
  - How you plan to achieve this objective.
  - The Good Practice Topic(s), aspects and elements thereof to be addressed at the Local Workshop.
  - Identify who could learn from the particular Good Practice Topic(s), aspects and elements.
- Select experts from your team for the workshop who is able to deliver information on: 1) the case study, and/or 2) the Good Practice Aspect(s) and Elements of the study, and 3) potential transferability.
- Reflect on what you need to be able to explain the case to others and ultimately achieve your learning objective.

### Step 3. Identify and Select Peers

A crucial step in conducting a peer learning event is the selection of appropriate peers **using the MINLAND peer classification** and tier groups (*Figure 13*). The workshop **participants should be selected based on the case and its Good Practice Aspects and Elements**, as well as the learning objective(s) selected in step 2. The specific case chosen will guide the selection of peers; e.g. **peers who can learn from the case study or peers who can contribute with their knowledge to the case**. It is important to note that peers are participants of equal standing and thus as a workshop organiser you should strive to ensure, as best as possible, an equal representation from your selected peer groups (as this may affect the group dynamic).

#### Guiding Questions

- Which peers **relate to the case studies** under investigation?
- Which peers are needed to **achieve the learning objective**?
- Who could **benefit from learning from the case, the good practice topic, aspects and elements**?
- Which peers could **learn from each other** in relation to the selected case?

Tier 1	Practitioners on permitting, zoning and land-use planning			
	1.1 Civil servants (national) resp. for zoning, land-use declaration etc.	1.2 Civil servants (regional) resp. for zoning, land-use declaration etc.	1.3 Mine managers/planers dealing with permitting.	1.4 Industry contacts responsible for permitting.
	Policy framework experts on minerals- and land-use policy			
	2.1 Ministry civil servants (national)	2.2 County civil servants (regional)	2.3 Academia/Universities	2.4 Consultancies/private research institutes
Tier 2	Geo-Data and Management Experts			
	3.1 National geological surveys	3.2 Academia/Universities	3.3 Consultancies	3.4 Private research institutes
	Industry – and Civil Society Stakeholders			
Tier 3	4.1 Industry actors not responsible for permitting e.g. Associations, investors and/or land-use consultants.		4.2 Civil society – various NGOs with a stake in land use planning, e.g. environmental organisations, local interest groups, affected by mining	
Others				

Figure 13 Minland Peer Classification



### Actions

- Keeping the **learning objective** and the **elaborated case** in mind: **write down** the peer groups that you see as **relevant** using the MINLAND **peer classification** above.
- **Write down** the **number of participants from each peer group**. Aim for an **equal representation** if selecting participants from different peer groups.
- Determine and write down **what knowledge each peer group bring** with them or **may need** in order to achieve the learning objective(s)!

### Key Factors to Consider

- Choose peers who could **benefit from learning** from the case, the good practice topic(s), aspects and elements, as well as **from each other**.
- Consider **pre-existing knowledge** and **knowledge gaps of peers** as well as case elaborators.
- Remember representation when selecting peers from different peer groups – an **equal representation** helps create a group that could overcome potential power imbalances.
- Ask yourself if you have **targeted ‘the right group’** or if there could be other potential groups that stand to gain more from learning from the good practice topic(s), aspects and elements of the case.

### Options

Keeping the different stakeholder groups in mind, we foresee workshop organisers having **three options**: Which mix of peers you opt for is your choice, but please consider the learning objective and differences in e.g. group dynamics or previous experiences.

#### Option 1: Sub-Tier Group

In this option workshop-participants are selected **from the same tier** and from the **same tier-sub group**, e.g. 1.1. national civil servants responsible for zoning and land-use declaration. The peers can however, still be from **different regions or countries**. The benefit of choosing participants from the same sub-tier group is that you are **unlikely** to run into **unforeseen hierarchies** amongst peers, and most likely the participants already share a **common understanding of concepts and terminology**.



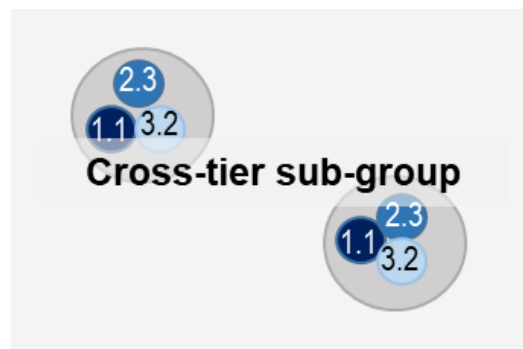
### Option 2: Intra-Tier Group



In this option workshop-participants are selected from the **same tier** and **from different sub-groups** within that tier, e.g. 1.1 National Civil Servants, 1.2 Regional Civil Servants and 1.3 Mine managers. The participants may thus be operating in the same field and **share a common understanding** of the context. One should bear in mind that there may be unforeseen hierarchies or agendas at play. Therefore, you should seek to have an **equal number of representatives** from each sub-group.

### Option 3: Cross-Tier Group

In this option workshop-participants are from **different tiers** and **different tier sub-groups**, e.g. 1.1. National Civil Servants, 2.3 Academia/University representatives who are experts on minerals and land-use, and 3.2 Academia/University representatives who are geo-data management experts. The **benefit of a cross-tier group** is the **dynamic** that may arise from **sharing different experiences and knowledge** on a particular matter. However, there may be a greater **need to establish a 'common understanding'** of terminology and concepts related to the case study. One should also **consider equal representation**, hierarchies and the different agendas of participants.



## Step 4. Invite Selected Peers

When you have identified the peers, you need to **invite them to the workshop**. This step also requires you to consider what **information you need to provide** to the invited peers, both to **capture their interest** in the workshop but also to **establish a common understanding** of the case. For this step we recommend that you try to **identify existing groups or networks** that work with matters related to the case as this may **simplify the outreach process**. The process can be seen in *Figure 14* below.

### Guiding Questions

- Are there any **established peer networks or groups** for the selected peer groups?
- What type of **information/knowledge will the peers need** prior to the workshop?
- What particular interest in the case may the peers have?
- What type of **information/knowledge will you as organiser need** from the peers beforehand?

### Actions

- Identify **established peer networks** or groups that **match the peer groups you selected** – make sure each group is equally represented!
- **Invite peers via email**, include the following:
  - A **background paper** (the elaborated Good Practice Template or selected parts thereof)
  - A small note on peer learning (found in [Annex II](#))
  - A draft **agenda** (see Step 5 example agenda)
- **If needed** you could:
  - **Ask the participants**, what they **are most interested in from the case**. Send out e.g. a survey letting peers know that their opinion will frame the content of the workshop.
  - You can also ask the selected participants **to list questions** that they have regarding the case as this will help you to **identify knowledge gaps** to be addressed during the workshop.
- Make sure you **reach out in a timely manner**; at least a few weeks prior to the workshop – you can use the checklist provided in [Annex III](#).

### Key Factors to Consider

- To **bring diverse peers** to a **common understanding** of the **workshop context** and the **basic understanding of the case**.
- Selecting **diverse peer groups** or a group with **no prior case-relevant knowledge** may **create obstacles** to learning and more time set aside for a 'basic' understanding of the case.
- **Selecting 'expert' peers** may also require the **workshop organisers to be aware of certain terminology** and the case-related interest of peers.

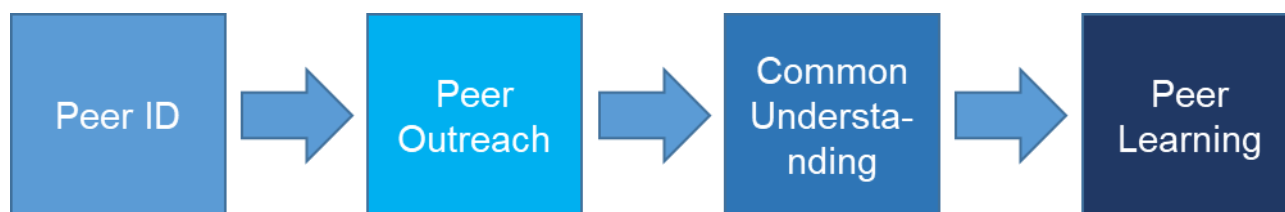


Figure 14 Process from peer ID to Learning

## Step 5. Design a Workshop

When you have gone through Steps 1 to 4 it is time to plan the actual workshop. The workshop is divided into three stages; where **Stage 1** establishes the **common understanding of the case study, good practice elements thereof, and the peer learning method to be used**. **Stage 2** offers methods of knowledge exchange so that an in-depth understanding of the case study and/or related good practice elements is achieved. **Stage 3** aims to address the take-home messages and potential transferability of lessons learned applied to the context of the participants. This stage also addresses the continuity of peer engagement.

There is flexibility in terms of time but make sure that enough time is given to each stage, to enable in-depth understanding of the case, knowledge co-creation and discussions on take-home messages and potential transferability of Good Practice Aspects and Elements. The following suggested LWS stages are estimated to take 1 hour and 30 min (Stage 1), 2 hours and 40 min (Stage 2), and 2 hours (Stage 3). As can be seen in the example agenda (see end of Step 5), the day also contains two coffee breaks and a lunch break with the workshop running from 9 to 17. The content and times presented below (in the 3-stages of the workshop) are indicative and suggested. The final responsibility of the LWS structure still lies with the organisers.

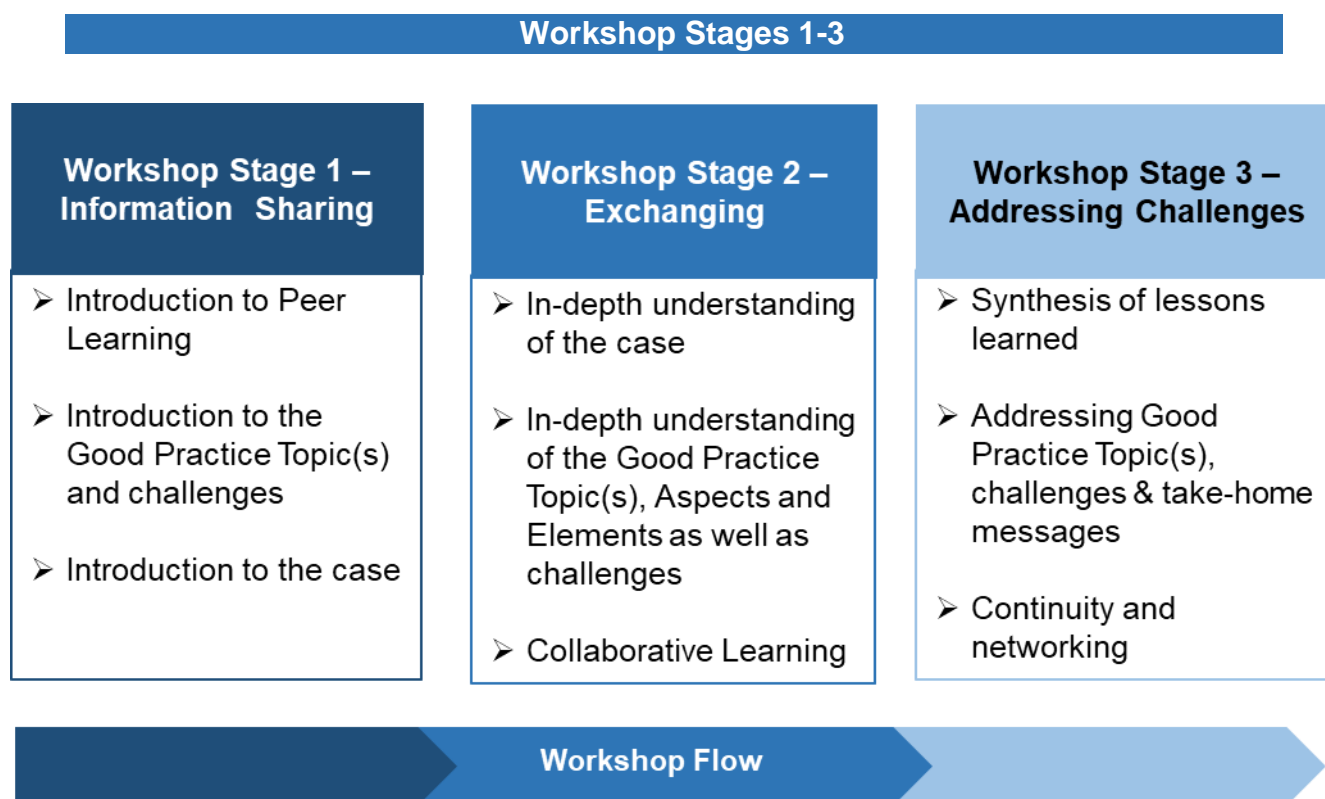


Figure 15 LWS Stages 1-3



### Guiding Questions

- Which **peers have you selected** and how will the selection affect methods used for learning?
- What methods do you need in order to achieve your selected **learning objective(s)**?
- What **questions based on the GPT** do you want to address?
- What are the **learning needs/ knowledge gaps** you hope to address in the workshop?
- What information/ questions have you gathered from the peer outreach and how do you want to address this?

### Actions

- Use your **learning objective** and **peer groups** to devise a fit-for-purpose workshop structure.
- Introduce the MINLAND project (and if needed, the peer learning approach).
- Make sure **enough attention given to the case study** (or good practice topic).
- Make sure that there is **enough time for collaborative learning and reflection**.
- Plan the workshop according to both your own **experience and logistical factors** (time, venue, catering etc.)

### Key Factors to Consider

- Build a **common understanding** of both the **peer learning concept** and the **case study**.
- Ensure that everyone is **willing and able** to participate in the workshop and in the **collaborative exercises**.
- Be aware of your **own role as a facilitator** when it comes to interactive methods.
- Allow appropriate time for exercises and for breaks – networking is just as important!
- Remember that you will use **the results from the peer discussions to rework and further elaborate your Good Practice Template**. Think about how to best **'record' the results** e.g. flipchart, pictures, notes, audio recording etc. This is specifically important for the discussions/results from stage 2 and 3 in the workshop where peers contribute with their views and knowledge on the case and good practices!



## Design a Workshop: Stage 1

### Objectives

- Establish a **common understanding of the peer learning concept** and foster a good atmosphere for learning.
- Establish a **common understanding of the good practice topic(s)** that the case study relates to.
- Establish a **common understanding of the case study** with time for peer inquiries.

### Stage 1: Steps

- The following steps are designed to meet the objectives of stage 1. Methods are suggestions and can be changed according to context, learning objective and peer constellation.
- The workshops could contain the following steps:
  1. *Setting the Scene for Peer Learning*
  2. *Overview of the Challenge – Good Practice Topic(s)*
  3. *Common Understanding of the Case Study*

#### 1. Setting the Scene

*Setting the Scene for Peer Learning* contains the following elements:

1. Introduction and Welcome – MINLAND project
2. Optional: A short **introduction to** the fundamentals of peer learning e.g. peers should be of equal standing and can come as individuals without representing their organisation.
3. **Ice-breaker** e.g. peers discuss in pairs ‘what can I learn from you?’ and ‘what can you learn from me?’

*Proposed time: 30 min*

#### 2. Overview of the Challenge – Good Practice Topic(s)

*Overview of the Challenge – Good Practice Topic(s)* contains the following elements:

1. A **presentation** of the ‘bigger picture’ i.e. the context of the challenge to which the selected case study is representative. Focus on the MINLAND good practice topics and challenges.
2. **Q&As from peers**

*Proposed time: 30 min*

#### 3. Common Understanding of the Case

*Common Understanding of the Case Study* contains the following elements:

1. A **presentation** of the MINLAND case study by case elaborator or expert – to provide an overview of the case study using the filled in Good Practice Template.
2. **Q&A from peers** on relevant aspects of the case study to foster a deeper understanding.

*Proposed time: 30 min*

### Outcomes

- Understanding of the Peer Learning concept.
- A learning-friendly atmosphere amongst peers.
- An understanding amongst peers on the case study and general Good Practice Topic.

## Design a Workshop: Stage 2

This is the second Stage of the workshop – it should focus on an **in-depth understanding of the MINLAND case, good practice topic(s) and good practice aspects and elements thereof** using **collaborative methods**. This section is highly **dependent on the peer group**, their **previous knowledge** and the **learning objectives**. Hence, this stage offers the workshop leaders some general ideas of how the workshop might look.

### Objectives

- In-depth exchange of knowledge and experience on:
  - **In-depth understanding of the case study**
  - **Good Practice Topic(s) and challenges**
  - **Good Practice aspects and elements**

### Stage 2

This is a general suggestion and Local Workshop organisers are welcome to modify the content, bring in other exemplifying cases, discuss more than one good practice topic (and aspects/elements thereof) etc. **Stage 2** is centred on the case study and works best with 2-3 'case experts' as facilitators. This approach enables peers to **gain a deeper understanding of the case, good practice topic(s) as well as good practice aspects and elements**.

#### 1. In-depth understanding

***This part of the Local Workshop should*** focus on **in-depth knowledge from the case (guided by the filled in Good Practice Template)** and could contain the following elements:

1. An **in-depth presentation** by one or more '**case expert(s)**' on case-specific good practice aspects and elements (45min).
  - Workshop organisers can choose to focus on specific good practice topics, good practice aspects and elements and/or bring in other relevant exemplifying MINLAND cases.
2. Q&A from peers

*Proposed time: 1 hour and 10 min*

#### 2. Overview of the Challenge – Good Practice Topic

3. A **collaborative exercise** where the 'case-experts' become group discussion leaders at individual tables – e.g. representing a particular good practice aspect. Peers are then invited to join a table and/or walk around to tables of their interest to ask specific questions and use the experts as 'knowledge resources'. Peers are asked to record the most crucial aspects learned from each table (for themselves or in general) and write this down on a flip-chart present at each table.
4. A **synthesis by facilitators** and/or experts to discuss commonalities of the messages on the flip-charts.

*Proposed time: 1 hours and 30 min*

### Outcomes

- **In-depth understanding of the case**, Good Practice Topics(s), case-specific Good Practice Aspects and Elements.
- **Peer learning** through **collaboration and discussion**.

## Design a Workshop: Stage 3

The final Stage of the workshop aims to **identify the possibility of transferring the Good Practice Aspects** of the case to other contexts (e.g. organisations, jurisdictions etc.). It will allow peers to reflect on the **lessons learned and provide recommendations for transferability**. We also suggest discussing how to ensure **continuity of the peer exchange** by e.g. establishing networks and inviting peers to join other MINLAND clustering events.

### Objectives

- To **synthesise** the lessons learned.
- To **reflect upon transferability** to other contexts.
- To **establish continuity** through MINLAND and other networks.

### Stage 3

The following steps are designed to meet the objectives of Stage 3, methods can be changed according to context, learning objectives and peer constellations. This stage contains lessons learned, transferability recommendations, take-home messages and a summary of the day.

#### 1. Lessons learned

1. Form **smaller groups** and let peers **exchange their main lessons learned from the case Good Practices Aspect(s)**, by recommending how to address major good practice topic and challenges.
  - Peers could be grouped according to the 'expert table-discussions' in stage 2
  - Write down recommendations or do a ranking of what the peers consider 'most important good practice aspect(s)' to tackle a Good Practice Topic
  - Reflections of the exercise in the group.

*Proposed time: 1 hour*

#### 2. Transferability & take home messages

2. Ask the peers to reflect individually and write down the 3 good practice elements (of good practice aspects) and what they would need to implement/transfer these elements to their home organisation.
  - Ask peers to fill in answer sheets (and specify their respective tier group).
  - Invite peers to discuss their reflections in the group.

*Proposed time: 45 min*

#### 3. Summary and network

3. Present highlights from the workshop and wrap-up the day.
  - Invite peers to fill in the peer learning questionnaire (translated into your LWS language, see Step 7).
  - Invite peers to participate in MINLAND clustering events and form networks of their own to foster continuous exchange.

*Proposed time: 15 min*

Workshop Flow

### Outputs

- **Individual and group reflections** of the workshop.
- **Recommendations of transferability** to tackle challenges of a specific good practice topic.
- **Synthesised take-home messages**.
- Foster **continuous exchange amongst peers**.
- **Filled-in peer learning questionnaire**.

## Design a Workshop: Example Agenda

*This is only a suggested agenda to display what a 1-day event may look like. You as organisers are, in the end, responsible for designing an appropriate process*

<b>09:00 – 09:30</b>	<i>Welcome and Introduction</i> <ul style="list-style-type: none"> <li>- The MINLAND Project</li> <li>- Fundamentals of the Peer Learning Concept</li> <li>- Ice-breaker</li> </ul>	<b>Stage 1</b>
<b>09:30 – 10:00</b>	<i>Overview of Good Practice Topic(s)</i> <ul style="list-style-type: none"> <li>- General Challenges</li> </ul>	<b>Stage 1</b>
<b>10:00 – 10:20</b>	<i>Coffee Break</i>	<b>Break</b>
<b>10:20 – 10:50</b>	<i>Case Presentation</i> <ul style="list-style-type: none"> <li>- Overview of the MINLAND case</li> </ul>	<b>Stage 1</b>
<b>10:50 – 12:00</b>	<i>Case-Expert Presentations</i> <ul style="list-style-type: none"> <li>- Q&amp;A</li> </ul>	<b>Stage 2</b>
<b>12:00 – 13:00</b>	<i>Lunch</i>	<b>Break</b>
<b>13:00 – 14:00</b>	<i>Group Exercise</i> <ul style="list-style-type: none"> <li>- Experts from presentation become group-leaders at a table – participants are invited to walk around</li> </ul>	<b>Stage 2</b>
<b>14:00 – 14:30</b>	<i>Reflections on the Exercise</i>	<b>Stage 2</b>
<b>14:30 – 15:00</b>	<i>Coffee Break</i>	<b>Break</b>
<b>15:00 – 15:45</b>	<i>Lessons Learned on Good Practice Topic(s) – Challenges and Recommendations</i>	<b>Stage 3</b>
<b>15:45 – 16:00</b>	<i>Results from Reflections and Recommendations</i>	<b>Stage 3</b>
<b>16:00 – 16:45</b>	<i>Transferability &amp; Take-home messages</i> <ul style="list-style-type: none"> <li>- Personal Reflections</li> <li>- Optional sharing exercise</li> </ul>	<b>Stage 3</b>
<b>16:45 – 17:00</b>	<i>Wrap-up and Questionnaire</i>	<b>Stage 3</b>
<b>17:00 – 18:00</b>	<i>Network and Mingle</i>	<b>Optional</b>



## Step 6. Workshop

Step 6 is conducting the actual workshop; as you have been given the preparatory tools on how to construct the peer learning process now it is time to put it into practice. It may however, be worthwhile to reflect upon a few items during the workshop.

### 1. Time Management

Time is of course a crucial factor during the workshop – it is always helpful to structure the workshop in a way that allows for breaks (and time for networking), as well as with some ‘buffer’ time between exercises so that you as the organiser or the workshop facilitator won’t have to ‘break-up’ interesting discussions just to keep to a schedule.

### 2. The role of the organiser/facilitator

The question may not only be how do the peers interact with each other but also how do you as an organiser or facilitator interact during the workshop? You may choose to have a more active role in steering discussions or keeping time; or you may be more of an observer in discussions and more lenient on time management. Playing an active role may be crucial if, for example, participants are new to the peer learning format and not used to working collaboratively with others. Some facilitation challenges that should be considered also include potential language barriers; when possible and if deemed necessary the organiser can always choose to hold the workshop in a local language.

### 3. Support

Think about the means you have at your disposal to create a workshop flow – first of all utilise your team, experts or speakers if needed e.g. let expert speakers be discussion leaders in smaller break-out groups etc. Secondly, you may choose to use various tool to engage peers e.g. write on flip-charts, post-its etc. Support could also be given from previous workshop-organisers, we should all learn from- and help each other!

### 4. Summarising

A useful tool when learning is to always allow time for summarising and discussing key-messages of either presentations, question-rounds or of an exercise. This can be done both in smaller groups as well as in the entire group. It also allows the organiser or facilitator to address relevant aspects and/or questions that the participants may have.





## Step 7. Post-Workshop Peer Learning Assessment & revised GPT

The activities of step 7 comprise the assessment of both the workshop peer learning processes (e.g. usefulness of group discussions) as well as the individual peers' learning outcomes (e.g. lessons learned or useful take home messages). The results of the assessment will inform upcoming Local Workshops and their organising team to improve the peer learning formats and processes for their event. To that purpose, WU WIEN will design a questionnaire to be filled in by the workshop peer participants.

### Objectives

- Revise the Good Practice Template.
- Improve and adapt the peer learning process.
- Report to WU WIEN and NTUA the results of the peer learning and Good Practice Template.

### Actions

#### Complement information in the GPT.

- **Collect and structure any results** in the form of minutes, notes, filled-in flipchart papers from **LWS sessions** (LWS stage 2 + stage 3).
- **Integrate results gathered during these LWS sessions** on the MINLAND case to complement information in the GPT file, **PART 3: evaluative case description**.
- **Send the updated GPT to GSI+MDB and WU WIEN.**

#### Assess the peer learning approach

- **Summarise results** of filled-in **peer learning questionnaires**.
- **Translate** the results and summary of peer learning questionnaires **into English language**.
- **Send the translation to WU WIEN** to adapt/improve the MINLAND peer learning Guide.

### Outcomes

- **A revised and enhanced GPT file.**
- **A written english summary of the evaluation of the MINLAND peer learning approach & process.**



## ANNEX I

Table 1. Desk Research: Good Practice Reports

Document name	by	Topic overview	Main Structure	link	interesting aspects
<b>Guidance on Aquaculture and Natura 2000</b>	EC	Most fisheries in the world are currently near or above sustainable exploitation limits. In parallel, global consumption of fish as food has doubled in the period 1973-2003. The challenges for the EU aquaculture sector are numerous; the limited access to space/water and licensing have been highlighted in particular. A better implementation of relevant EU legislation by Member States should ensure a level-playing field among economic operators on decisions affecting the development of aquaculture. In view of this, the Commission has committed itself to developing guidance documents to facilitate knowledge and implementation of its main environmental policy instruments, notably a guidance document on aquaculture activities and Natura 2000.	<ol style="list-style-type: none"> <li>1. Purpose of the guidance document</li> <li>2. Limitations of the document</li> <li>3. Aquaculture in the EU</li> <li>4. Natura 2000 (network overview)</li> <li>5. EU policies</li> <li>6. Potential Impacts of aquaculture activities</li> <li>7. Importance of strategic planning</li> </ol>	<a href="#">Link</a>	general part (explanation of the background and contents)
<b>Managing Natura 2000 sites</b>	EC	The extraction of raw materials must be done with a concern for the natural world to ensure sustainability. These guidelines show how the needs of extractive industry can be met while avoiding adverse effects on wildlife and nature. They examine how the potential impacts of extraction activities on nature and biodiversity can be minimised or avoided altogether. They highlight the importance of strategic planning, the appropriate assessment of new developments, and the need for adequate mitigation measures.	<ol style="list-style-type: none"> <li>1. Purpose of the guidance</li> <li>2. the non-energy extracting industry</li> <li>3. EU policy framework</li> <li>4. Potential impacts of non-energy extraction activities</li> <li>5. Importance of strategic planning</li> </ol>	<a href="#">Link</a>	general part (explanation of the background and contents)
<b>Evaluation and exchange of good practice for the sustainable supply of raw materials within the EU</b>	EC	This report has a practical purpose. It aims to provide concrete examples of good practice from across Europe in implementing developments that increase the competitiveness of the European raw materials sector in line with the developments in policy since the Commission's 2008 Communication 'The raw materials initiative — meeting our critical needs for growth and jobs in Europe'. The	<ol style="list-style-type: none"> <li>1. Aim of the assignment</li> <li>2. Sector background (raw material sector, EU policies, national policies)</li> <li>3. good practice cases</li> <li>4. the take up of good practice</li> </ol>	<a href="#">Link</a>	general part (explanation of the background and contents)



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		intention is to do this in ways that assist other countries to develop similar approaches.			
<b>Good Practice Guidance on Mining and Biodiversity</b>	ICMM	Relation between mining operations and biodiversity	<ol style="list-style-type: none"> <li>1. Background (including purpose and stakeholders importance)</li> <li>2. integrating biodiversity at different operational stage (e.g. exploration, extraction, processing...)</li> <li>3. Impacts</li> <li>4. stakeholder engagement</li> </ol>	<a href="#">Link</a>	general part (explanation of the background and contents)
<b>Good practice Guidance on the mobilization of wood in Europe</b>	UNECE	This document is intended to provide guidance for sustainable mobilisation of wood in Europe. The guidance will refer to good practice examples of successful and sustainable mobilisation of wood, to assist policy/makers and practitioners alike in taking and supporting similar measures.	<ol style="list-style-type: none"> <li>1. Aim</li> <li>2. Policy background</li> <li>3. wood mobilization measures</li> <li>4. good practice examples</li> </ol>	<a href="#">Link</a>	General part (explanation of the background and contents)
<b>IMPROVING FRAMEWORK. CONDITIONS FOR. EXTRACTING MINERALS FOR. THE EU.</b>	EC	Work undertaken in response to the raw material initiative. Done in close cooperation with member states and stakeholders. Ad hoc working group on exchanging best practice on land use planning, permitting and geological knowledge sharing. Based on the 2nd pillar: set the right framework conditions within the EU in order to foster sustainable supply of raw materials from European sources.	<ol style="list-style-type: none"> <li>1. mineral policy EU and national(best practice)</li> <li>2. land use planning policy for minerals(best practice)</li> <li>3. authorisation (best practice)</li> <li>4. better network between national geological surveys</li> </ol>	<a href="#">Link</a>	Recommendations
<b>Good Practice Guidance for Land Use, Land-Use Change and Forestry</b>	UNEP/ IPCC	Sets out the mandate for Good Practice Guidance for LULUCF, defines and describes the history of IPCC good practice guidance and its relationship to the IPCC Guidelines, summarises the practical advice provided to inventory agencies, and discusses policy relevance.	1.Elaborate methods to estimate, measure, monitor and report changes in carbon stocks and anthropogenic greenhouse gas emissions by sources and removals by sinks resulting from land use, land-use change and forestry activities.	<a href="#">Link</a>	Outlining existing approaches for land use and which one countries are using --> helps to have a view for countries on possible similarities
<b>Climate positive development</b>	C40 Cities Climate Leaders hip Group	Urban planning and good practices in climate positive development (with different cases constituting 'good practice' cases.	<ol style="list-style-type: none"> <li>1.Background</li> <li>2.Climate positive and climate change</li> <li>3.Good practice approaches for a successful climate positive project</li> <li>4.Further readings</li> </ol>	<a href="#">Link</a>	Case study summary, results and reason for success (why might a city adopt and approach like this).



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<b>Sustainable land management in practice</b>	FAO	Land-use best practices focus on Sub-Saharan Africa.	1.Guiding principles 2.Best SLM practices for Sub-Saharan Africa	<a href="#">Link</a>	Key messages, trends and new opportunities; weaknesses and how to overcome
<b>Local Economic and Employment Development (LEED) Best Practices in Local Development</b>	OECD	This publication is the result of a study carried out by the OECD Local Economic and Employment Development (LEED) Programme between July and December 1998 on good practices and transferability in local development policy in less developed regions.	1.Introduction 2.The study programme and selection of case studies 3.An overview of the local development approach 4 – 7. Case studies 8. OECD LEED recommendations for effective local development policies	<a href="#">Link</a>	Well-structured cases structure and outline of transferability aspects into other contexts
<b>Guidelines on Climate Change and Natura 2000</b>	EC	“Dealing with the impact of climate change on the management of the Natura 2000 Network of areas of high biodiversity value.”	1.What are the (predicted) effects of climate change in my country, region or site? 2.How vulnerable are the N2000 species and habitats to effects/How can Natura 2000 sites assist in mitigating or adapting to climate change? 3.How can vulnerability to climate change be managed? 4.What are the possible adaptation measures?/What are the possible mitigation measures? 5.At site level? Around the site? At the network level? 6.List of possible actions? 7.Who can help? Which resources do we need? 8.Short term management/mid-term management/ long term management 9.Monitoring	<a href="#">Link</a>	Land-use and Natura 2000 relevant.
<b>Natura 2000 – Addressing conflicts and promoting benefits</b>	WUR, ECNC, Eurosite	“The challenge is how to deal effectively with ‘on-site’ conflict situations when they arise. Understanding the mechanisms and reasons of conflict is essential to finding workable solutions and developing sustainable management practices.”	<i>Brochure.</i> 1.Stakeholder identification 2.Case study: conflict – how it was resolved 3.Workshops 4.How to work together 5.Funding, Administrative systems, Technology, Knowledge, Courts. 6.Recommendations	<a href="#">Link</a>	

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<b>Best Practice Database</b>	UN-Habitat	UN-Habitat has since 1996 compiled a best practice database and dissemination on best practice cases (related to urban planning, climate change, clean water etc.). Various regional reports are circulated on the page, e.g. Promising Practices on Climate Change in Urban Sub-Saharan Africa. <sup>12</sup>	<i>Database</i> <i>1.Improving public policy based on what works;</i> <i>2.Raising awareness of decision-makers at all levels and of the general public of potential solutions to common social, economic and environmental problems;</i> <i>3.Assessing emerging issues, trends and policy responses;</i> <i>4.Transferring expertise and experience through networking and peer-to-peer learning.</i>	<a href="#">Link</a>	Best practice reports – search criteria for scope.
<b>Overview of the Best Practice Knowledge Management Framework</b>	UNDESA	Related to UN-Habitat initiative (above entry).	<i>1.Have a demonstrable and tangible impact on improving people’s quality of life;</i> <i>2.Are the result of effective partnerships between the public, private and civil society sectors;</i> <i>3.Are socially, economically and environmentally sustainable</i>	<a href="#">Link</a>	Outlining the criteria of Best Practice cases for the UN-Habitat database.

<sup>12</sup> <https://unhabitat.org/books/promising-practices-on-climate-change-in-urban-sub-saharan-africa/>

Table 1. Baseline for MINLAND Peer-Learning Concept

Source	Modules	Summary
EIP – A Guide to Peer-to-Peer Learning	<ul style="list-style-type: none"> <li>- <u>Peer group foundational engagement established</u> <ul style="list-style-type: none"> <li>o <b>Tools:</b> Purposeful matching, group meetings, common assessment product, peer knowledge products, training sessions, expert peer review, single- or multi-peer self-assessment.</li> <li>o <b>Risks:</b> Magic bullet thinking – it's peer engagement so it must be peer learning, so it must be good.</li> <li>o <b>Risk Management:</b> Structured assessment of the overall purpose of the engagement, scoping the demand.</li> </ul> </li> <li>- <u>Achieves sustained contact between individuals</u> <ul style="list-style-type: none"> <li>o <b>Tools:</b> Paired engagements, online networking, site visits, joint peer activities, community publications, peer produced knowledge products.</li> <li>o <b>Risks:</b> hitting formal target but missing the politically-smart point</li> <li>o <b>Risk Management:</b> Exercises to help establish commitment and trust within the peer learning community; activities for maintaining momentum.</li> </ul> </li> <li>- <u>Learning outcomes achieved (technical skills, flexibility)</u> <ul style="list-style-type: none"> <li>o <b>Tools:</b> Peer produced products, site visits, joint activities, community publications, single- or multi-peer reflection, good-natured competition, defining learning objectives.</li> <li>o <b>Risks:</b> Standard reform solutions are promulgated via peer learning, scoping the demand</li> <li>o <b>Risk Management:</b> Using research evidence, tools for meaningful and inclusive conversations, including formal training within peer activities, approaches to evaluate learning objectives, tools to develop reflection.</li> </ul> </li> <li>- <u>Learning applied to create change at scale</u> <ul style="list-style-type: none"> <li>o <b>Tools:</b> 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</li> <li>o <b>Risks:</b> Weak evaluation of the peer learning engagement, learning outcomes not focused on results at scale</li> <li>o <b>Risk Management:</b> 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 evaluation the overall peer learning initiative.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Context analysis for peer identification</li> <li>• Content focus for design</li> <li>• Focus on how the knowledge facilitates back to the organisation</li> <li>• Defining the scope and goals – tends to work best when targeted at a specific sector or area (especially where a community of practice already exists)</li> <li>• Given that PL is a means not an end one must have a <b>theory of change</b> about how PL is expected to contribute to reform results.</li> <li>• No standard tool-kit.</li> <li>• Limited evidence that initiatives claiming to facilitate peer learning successfully foster the transfer of deep, relevant tacit knowledge <b>between peer individuals and ensure that this knowledge diffuses back to organisations</b> to achieve impact at scale</li> <li>• Peer Learning as a type of Collaborative Learning.</li> </ul>
EIP – A Guide to Peer-to-Peer Learning	<p><u>Finding the Peers</u></p> <ol style="list-style-type: none"> <li>1. <b>Clear focal sector in mind</b>, is there any kind of existing peer network or community in the sector?</li> <li>2. <b>What is your theory of change</b> about this reform? (goals, by what means can they be reached?)</li> <li>3. <b>Knowledge gaps:</b> what other learning approaches could you try?</li> <li>4. <b>Why do we bring peers together?</b> (Is it for learning or for other reasons?)</li> <li>5. <b>Who</b> (and how do we attract them?)</li> <li>6. <b>Hoped for benefits:</b> who will learn and from whom, how will PL impact reform, how will we measure the success of the learning process (and when), what are the hoped for benefits? How long will they need to engage? What kind of activities?</li> <li>7. Challenges (political/logistical)?</li> </ol>	<ul style="list-style-type: none"> <li>• Vital to bring the right group together and facilitate and effective communication and sharing environment. Peers who learn from each other are individuals not organisations.</li> <li>• 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.</li> </ul>

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	8. <b>Cost/challenges of the peers</b> – what do you need?	<ul style="list-style-type: none"> <li>Common denominator should be “shared challenges and problems”</li> </ul>
<b>EIP – A Guide to Peer-to-Peer Learning</b>	<p><u>Challenges to consider</u></p> <ul style="list-style-type: none"> <li>Finding the right peers and managing differences.</li> <li>Ensuring same willingness to learn and engagement from the start. (Need to consider connecting tools if needed)</li> <li>Ensuring there’s enough time during and after, finding the right venues and appropriate media.</li> <li>Ensure that learning goals are met: the most effective PL focuses on sharing tacit knowledge between peers, which includes knowledge about how to do reforms (managing politics and more). (Other learning goals include formal knowledge sharing, peer to peer support and collaboration, specific training support and more).</li> <li>How can we ensure that home organisations are open to learning post-event? (Diffusion).</li> </ul>	<ul style="list-style-type: none"> <li>Engagement and time management (ensuring a continuous learning + how to keep engagement going).</li> <li>Strategies for how to build trust etc. post-event?</li> </ul>
<b>ESDN</b>	<ul style="list-style-type: none"> <li>Peer - an individual who is of equal standing with another individual that belongs to the same societal group and shares similar characteristics (e.g. position, responsibility, etc.)</li> <li>The establishment of a Network of Peers</li> <li>Added-value of the ESDN Peer Learning Approach: <ul style="list-style-type: none"> <li>New mechanism, new tools</li> <li>Informal exchange</li> <li>Interaction</li> <li>Chatham House Rule approach</li> <li>Action focus, practical examples (best cases/non-best cases)</li> <li>On-site learning (visit)</li> <li>Involving non-European countries (e.g. built on the Finnish experiences in teaming up with Colombia) / international dimension / inter-cultural dimension</li> <li>Acknowledging differences (i.e. identities, culture, political systems)</li> <li>Bottom-up process</li> <li>Involvement of stakeholders, ministries and other networks (Who? How many?)</li> <li>Exchange network between peers to reflect on difficulties/challenges</li> <li>Finding a common understanding and approach for 2030/SDG implementation</li> <li>Discuss EU/MS cooperation in implementation</li> <li>Increase replication and transferability</li> <li>Link to the HLPF (reflection of their activities and outcomes)</li> <li>Finding ways of communication of results and relating to day-to-day work</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tools/characteristics of Peer Learning.</li> <li>What type of tools should be applied?</li> </ul>
<b>ESDN</b>	<ul style="list-style-type: none"> <li><u>Before</u> <ul style="list-style-type: none"> <li>Decide on objectives and mandate</li> <li>Define the participants of the peer learning event</li> <li>Decide on the focus of the event</li> <li>Design the process and its facilitation</li> <li>Undertake surveys and/or questionnaires to identify interests and needs</li> </ul> </li> </ul>	<p>New mechanisms/tools, informal exchange, interaction, action focus, and practical examples. Importance of “event-flow” and the right mix of participants.</p>

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	<ul style="list-style-type: none"> <li>○ Build on a preparatory note</li> <li>- <u>Methods</u> <ul style="list-style-type: none"> <li>○ 2/3 should be interactive, (with max. 1/3 consisting of presentations) by making use of (i) interactive dialogue, (ii) discussion groups on different issues, (iii) lessons learned, (iv) marketplace for stakeholders (e.g. exhibition), (iv) country presentations.</li> </ul> </li> <li>- <u>After</u> <ul style="list-style-type: none"> <li>○ follow-up actions for such a peer learning platform, for instance, report on outcomes; report on findings, similarities, and challenges; best practice summary; lessons learned for the next events; and peer visit</li> </ul> </li> </ul>	
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### Academic Literature

Peer learning as an academic concept is most frequently used within higher education studies. However, the concept of peer learning has, to some extent, seen a broader application within e.g. sustainable development and citizen participation in solving for example environmental challenges. Table.2 *Recent Academic Literature on Peer Learning* offers a condensed overview of recent publications related to peer learning. An overarching theme of the recent studies seem to indicate that the complexity of certain challenges require a more holistic approach to learning in order to facilitate durable change and solutions.

Table 2. Recent Academic Literature on Peer Learning

Academic sources	Excerpts	Concepts	
<b>Transformative Learning Theory</b> (Taylor, 2017)	"A perspective transformation, leads to a more fully developed (more functional) frame of reference... on that is more (a) inclusive, (b) differentiating, (c) permeable, (d) critically reflective, and (e) integrative of experience..." (p.18)	<ul style="list-style-type: none"> <li>• Transformative learning (Mezirow)</li> </ul>	<a href="#">Link</a>
<b>Managing Sustainable Development Programmes – A learning approach to Change</b> (Brulin & Svensson, 2016)	<p>"The importance of collaboration between different actors. Joint knowledge formation in project implementation ensures reciprocal learning and feedback from the experiences gained. Active ownership means that the knowledge gained is fed back into core activities and provides energy for creating regional growth and employment." (p. ix).</p> <p>"SD is something that can lead to joint learning and long-term effects, where activities or results are regarded as instruments for achieving this, and not as goals in themselves" (p.7).</p>	<ul style="list-style-type: none"> <li>• Regards EU projects &amp; programmes focusing on different levels and thus in need of systems thinking in change theory.</li> <li>• Learning evaluation – to critically examine results and rapidly give feedback to participants in order to continuously and quickly make improvements.</li> </ul>	<a href="#">Link</a>

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Using Transformative Learning Theory to Explore the Mechanisms of Citizen Participation of Environmental Education (Chao, 2016)	“Since adult learning focuses on elaboration and creating meaning (Uyanik, 2016), Mezirow’s series of studies on “transformative learning” can be used to explain and operationalise the adult learning of environmental knowledge and the transformation process.”	<ul style="list-style-type: none"> <li>Transformative learning: problem-solving situations produce learning behaviour (adjustment of meaning perspectives).</li> <li>Citizen science, categories of civic participation include citizens, volunteers, and amateurs.</li> </ul>	<a href="#">Link</a>
Follow-up and Review of the Sustainable Development Goals: Alignment vs. Internalisation (Persson et al., 2016)	“A voluntary common reporting guideline has been proposed by the Secretary-General. The regional level is seen as offering opportunities for ‘peer learning, including voluntary reviews, sharing of best practices and discussion of shared targets’. To reflect the integrated nature of the goals and the inter-linkages between them, and to reveal bottlenecks, the thematic reviews of progress will also take place at the HLPF.”(p.62)	<ul style="list-style-type: none"> <li>Peer learning at the HLPF.</li> </ul>	<a href="#">Link</a>

### *Recent applications of the Peer-Learning approach*

Peer learning is gaining momentum in terms of its applications outside of the traditional classroom setting; workshops and projects often dealing with complex and interlinked challenges increasingly seem to apply a peer learning approach to address multifaceted issues and illustrate good practice examples. Table. 3 illustrates some of the recent applications of peer learning in both a workshop setting and terms of creating a toolbox for engagement (OECD).

*Table 3 Recent Applications of Peer Learning*

Source	Structure	Summary	
UNDP applying the EIP (2017)	<ul style="list-style-type: none"> <li>PL needs to have a <b>clear learning objective</b> and clarity on mutual benefit out of similar context and challenges.</li> <li>A <b>structured framework for peer engagement</b> is to be agreed to by countries/organisations.</li> <li>The peers are to be selected and matched using a set of <b>selection criteria</b>.</li> <li>The participating organisations to provide authority and empower members for peer engagement, learning and application.</li> <li>PL requires a relatively long period of engagement and commitment among peers.</li> <li>There are multiple <b>avenues of engagement</b> (in-person meeting, distant communications, shared work, site visits, events, etc.)</li> <li>PL requires a mechanism to support peers to take stock on peer-learning and application “<b>what gets measured gets done</b>”.</li> <li>Throughout the learning process, <b>feedback and communication to the organisation need to happen continuously</b>.</li> <li><b>Performance measurement</b> to track progress, learning outcomes, and its effective implementation at scale.</li> <li>Provision of facilitators at international and country levels to engage with and support stakeholder for effective implementation.</li> </ul>	Selection criteria for peers, empowerment for facilitation of knowledge back to the organisation of the participants, tracking-mechanisms.	<a href="#">Link</a>

## D 6.1 MINLAND Common approach for peer learning and good practice guidance

<p>Horizon 2020 project on Peer Learning for Energy Efficiency Policy Design (EPATEE)</p>	<ul style="list-style-type: none"> <li>• <u>Purpose</u> <ul style="list-style-type: none"> <li>○ Identify the main issues related to policy evaluation practice</li> <li>○ Build the capacity of policymakers and implementers</li> <li>○ Develop and strengthen national networks of experience and information sharing</li> </ul> </li> <li>• <u>Content</u> <ul style="list-style-type: none"> <li>○ Presentations from project partners and/or experts in policy evaluation practices</li> <li>○ Illustrations of good practices</li> <li>○ Allow participants to discuss the topics of interest</li> </ul> </li> <li>• <u>Target – follow-up to the workshops</u> <ul style="list-style-type: none"> <li>○ Emergence of groups with similar issues and topics of interests (e.g. calculation methods used in EEOs, rebound effect, gaps between estimated and observed energy consumption data, the collection of data)</li> <li>○ EPATEE will connect these groups (“Clubs”) and facilitate ongoing exchange.</li> </ul> </li> <li>• <u>Interactive tool-box</u> (online) (input: knowledge base, case studies and surveys) <ul style="list-style-type: none"> <li>○ Guidance on logical steps of an evaluation, guidance on evaluation methodologies</li> <li>○ Guidance on different types of impacts</li> <li>○ Practical examples (do’s and don’ts)</li> </ul> </li> <li>• Learning Goal Orientation (LGO)<sup>13</sup> and the connection with e.g. CSR competence.</li> </ul>	<p>Capacity building and the use of cases for knowledge creation, and the use of online tools for further guidance.</p>	<a href="#">Link</a>
<p>OECD – Holistic Toolbox for private sector engagement (Private sector peer learning policy brief)</p>	<ul style="list-style-type: none"> <li>• <u>Knowledge and Information sharing</u> <ul style="list-style-type: none"> <li>○ <b>Objective:</b> advance solutions by sharing new methods, tools and innovative approaches (address information asymmetries)</li> <li>○ <b>Partners:</b> Prominent role for knowledge partners in carrying out research and facilitating learning opportunities</li> <li>○ <b>Mechanisms:</b> Multi-stakeholder networks, learning platforms, conferences, seminars, workshops.</li> </ul> </li> <li>• <u>Policy Dialogue</u> <ul style="list-style-type: none"> <li>○ <b>Objectives:</b> Develop policy agendas and frameworks at international, national and local levels that reflect all parties’ interests. Change behaviour such as through improvements in corporate practices and industry standard-setting.</li> <li>○ <b>Partners:</b> All</li> <li>○ <b>Mechanisms:</b> Multi-stakeholder networks and platforms, cross-sector roundtables, specialised hubs or institutions, institutionalised dialogues</li> </ul> </li> </ul>	<p>Develop policy agendas and frameworks at international, national and local levels that reflect all parties’ interests.</p>	<a href="#">Link</a>
<p>Lesson Learned from 2016 Peer Learning Exchange (UNEG)</p>	<ul style="list-style-type: none"> <li>• Peer Learning Exchange (PLE) – swapping evaluation reports between entities, scoring them according to the UN-SWAP Evaluation Performance Indicator (EPI) scorecard, sharing the results of the scores, and exchanging on the rationale behind the scoring, as well as on good practices (the paired entities then drafted short reports on the PLE experience, highlighting lessons learned).</li> </ul>	<p>Peer learning between organisations of the UN</p>	<a href="#">Link</a>
<p>IMF – A Peer Learning Experience (Kigali, 2017)</p>	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Field Trips + Break-out sessions</li> <li>• Discussions (with moderator)</li> <li>• Innovation Lab (two groups working on different topics)</li> <li>• Shark Tank (5-min pitches by working groups + feedback from jury)</li> </ul>	<p>Peer learning workshop.</p>	<a href="#">Link</a>

<sup>13</sup> Defined as genuinely learning and developing competence (Dweck, 1986) as opposed to merely demonstrating competence in a performance domain.



## D 6.1 MINLAND Common approach for peer learning and good practice guidance

<b>2017 MicroLead Annual Peer-Learning Workshop (UNCDF)</b>	<ul style="list-style-type: none"> <li>• Review on programme accomplishments/challenges</li> <li>• Reflect on Innovations</li> <li>• Learn from peers through partner-led presentations and a closer look at institutions' case studies</li> <li>• Focus on human-centred design (HCD)<sup>14</sup> and “prototyping” (p.17).</li> <li>• Field trip</li> </ul>	Peer learning workshop.	<a href="#">Link</a>
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<sup>14</sup> Human Centered Design (HCD) is a process used to develop innovative solutions to a variety of complex problems. Through empathy, co-creation, and iterative prototyping, we arrive at new solutions that are grounded in a deep understanding of people's needs, wants and desires.

## ANNEX II

The following table helps case elaborators and Local Workshop organisers provides some more background information on the meaning of the Good Practice Stream (table from the Grant Agreement “Objectives of the topic SC5-15d-2017 with responses from MINLAND”, GA, p 8). Thus, it supports case elaborators and Local Workshop organisers to find out which overall challenge(s) related to a good practice stream/topic their case addressed.

Objectives of the topic	MINLAND response
review and analyse how exploration and extraction of mineral raw materials in Member States are integrated in land use planning and practices at all levels of implementation (national, regional, local) seeking the harmonization and convergence in national approaches towards minerals policies and land-use planning policies and practices;	A knowledge repository will be created base upon available data and information from former initiatives (WP2) and updated (WP3, WP4, WP5, WP6, WP6, WP7). WP2 will perform the data review process. Within WP3 information from case studies will be added from all levels, national, regional and local and from stakeholders with support by the stakeholder network WP 7. WP 6 good practice guidelines and peer learning w.r.t. to the dimension of national approaches and seeking harmonization and convergence between mineral- and land-use planning policies.
consider how to best link land-use planning with the concept of safeguarding valuable mineral deposits (such as mineral deposits of public importance) in order to ensure the current and future access to the deposits and to avoid ‘land sterilization’;	MINLAND has a focus on Safeguarding of mineral deposits. In MINLAND recommendations will be looked upon from existing adequate geological data and information as well as integrated mineral- and land use policy aspects, and analysis with a common framework approach (WP2, WP4, WP5, WP6)
a) the integration of land use and subsurface planning,	Specifically cases of land use practice as well as influence of policies will be elaborated with focus on mining the underground sub-surface and land- use on surface (WP3, WP4, WP5). Within the EU MS, such issues are commonly being addressed in e.g., metal mining but also whether mining can be performed beneath sensitive land, E.G., Natura2000 areas
b) the assessment of different options for land use where there is no pre-exclusion,	A functional data infrastructure is important for a practical solution to a well functional and transparent mineral land-use practice. Hence, MINLAND will provide support for implementation of the INSPIRE directive in the MINLAND guide (WP5, WP6)
d) information needed in the process	Data and criteria will be collated through WP2 and WP3 necessary for the mineral land use practice and its analysis and synthesis and collated in the Good Practice document (WP6)
e) e-procedure	MINLAND will support use of e-procedure by the land-use authorities. A poll (WP3 and WP7) will be aggregated for “Good Practice Guidance document” (WP6) with recommendations
f) smart regulation	Better regulation is being addressed by the EU (e.g., see <a href="http://ec.europa.eu/info/law/law-making-process/better-regulationwhy-and-how_en">http://ec.europa.eu/info/law/law-making-process/better-regulationwhy-and-how_en</a> ) with the objective to ensure that: decision-making is open and transparent; citizens and stakeholders can contribute throughout the policy and law-making process; EU actions are based on evidence and

	understanding of the impacts; regulatory burdens on businesses, citizens or public administrations are kept to a minimum This is the goal of MINLAND and will be presented in the “Good Practice Guidance” Report (WP6) and also executed through the stakeholder, dissemination and exploitation activities (WP7, WP8).
g) the infrastructure planning and approaches	It is recognised that infrastructure is both important for mining but that in some cases it also can be a competing land use. This will be a one of several specific item’s in case studies as well for the Stakeholder network for integrated land use planning
involve civil society, practitioners, land-use planners and mining public authorities at local, regional and national levels and should develop a dissemination strategy;	MINLAND will meet this requirement through the range of partners and stakeholder network which will be involved in workshops on MINLAND activities (WP2, WP3, WP4, WP5, WP6, WP7) and dissemination (WP7, WP8).
provide recommendations and publish guidance documents to promote a harmonized approach and good practise sharing among Member States in order to ensure a more effective access to raw materials;	WP 6 will produce guidelines in a “Good Practice report” that collate necessary steps on how to link mineral- and land-use policy and adequate land use practices for safeguarding and securing mineral exploration and exploitation for the present and future
build on the report ‘Recommendations on the framework conditions for the extraction of non-energy raw materials in the European Union’ (2014) of the Ad-Hoc Working Group on exchange of best practices on mineral policy and legal framework, information framework, land-use planning and permitting;	MINLAND has taken due consideration to the AHWG. The report recognises the strong connection between mineral policies and land-use planning policies which – as such meets the systemic approach of the MINLAND proposal on issues regarding mineral exploration and extraction linked with land use planning and policies

## ANNEX III (Peer Learning Guide)

Dear Participants,

As you are soon to take part in a **Peer Learning event** we would like to tell you a little bit about what this means in practice. At this workshop you are not only participants but also peers; this means that all participants are of equal standing and the workshop provides a learning platform where you can exchange with equals. Thus, what is said and discussed in the workshop is not used by others as an expression of your home-organisation's stand point or agenda\*. A peer learning event differs from a traditional workshop in such a way that it uses collaborative exercises e.g. group discussions where peers exchange with other peers on a certain topic to gain insights from each other's experiences and knowledge.

**\*Optional:**

*Example: eliminating bureaucratic and/or pre-existing power relations in an interpersonal learning setting*

**Chatham House Rules** – is a concept often applied by peer learning workshops; it implies that participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant will be revealed (Chatham House, 2017). This is an example of attempting to remove or combat pre-existing power relations or biases, to create a platform of trust, and to eliminate preconceived barriers in order to foster a judgement-free peer learning setting that encourages free discussion.

## ANNEX IV (Peer Learning Guide)

### Checklist

Step 1. Elaborate the GPT (2 months before the WS)	
Done	Action
	Identify the relevant good practice topic(s) of the case
	Identify relevant good practice elements of the case (and what we can learn from them)
	Identify relevant actors (involved in the case, can learn from the case, etc.)
Step 2. Identify the Learning Objective (2 months before the WS)	
Done	Action
	Write a 1 page document outlining what we can learn from this specific case and the good practice elements associated. Including potential knowledge-gaps, needed peer-input, elements of transferability, and key-actors.
	Include specific learning objectives from the case and how you envision to meet these objectives at the Local Workshop.
	Select a team for the workshop based on the knowledge needed in terms of 1) the case and/or 2) the good practice elements, and/or 3) transferability.
Step 3. Identify and Select Peers (2 months before the WS)	
Done	Action
	Write down the stakeholder groups that are relevant for the learning objective
	Write down the number of participants from each stakeholder group
	Reflect and write down what knowledge certain peer groups bring with them or may need.
Step 4. Invite Selected Peers (2 months before the WS)	
Done	Action
	Identify established peer networks or groups matching the stakeholder groups you identified as relevant.
	Write a background paper (1-2 pages) of your case using the good practice template
	Invite participants at least 8 weeks before the event, include a brief case overview and description of the peer learning format of the workshop.
	Email participants registered for the WS with the case background paper and peer learning format and ask them to list what is most interesting to them and what questions you may have.

Step 5. Design a Workshop: Stage 1 (1 month before the WS)	
Done	Action
	Have you included a welcome and introduction of the peer learning approach in your workshop stage 2?
	Have you included an ice-breaker or other exercise to let the participants become acquainted?
	Have you included a presentation on the case?
	Have you included a presentation on the good practice topic(s) relevant for the case?
	Have you included space for questions and discussions in stage1?
Step 5. Design a Workshop: Stage 2 (1 month before the WS)	
Done	Action
	Is the stage 2 focusing on either good practice elements or the case?
	Have you included collaborative exercises to enable in-depth learning?
	Have you set aside enough time for exercises and sub sequential reflection?
Step 5. Design a Workshop: Stage 3 (1 month before the WS)	
Done	Action
	Have you included time for personal reflection in stage 3?
	Have you included exercises where peers can reflect together on lessons learned from the workshop?
	Have you included a synthesis and wrap up of highlights of the day?
	Have you invited peers to collaborate beyond the workshop? (Attend other MINLAND events, for example).