Mutual Learning and Peer Review methodology

Jens Sörvik
S3 Platform

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Why mutual learning and peer reviews?

- Facilitate transnational learning
  - *Discovery of good practice through peer reviews*
  - *Overcome challenges with:*
    - o *Understanding of differences in institutional contexts*
    - o *Lack of information – tacit knowledge*
- Stimulate the emergence of critical friendships
  - *Build shared cognitive frameworks – common understanding*
  - *Build trust*
  - *Identify shared objectives*
  - *Basis for knowledge sharing*
- Improved basis for learning, development and implementation
- Possibilities for collaboration

Why our design of peer review?

- The success strongly depends on trust, openness, sharing of information;
- Emphasis on learning together and from each other;
- Participants switch roles (peer-reviewed and critical friend within the same event)
- Informal approach – to keep an open dialogue
- Break down in to smaller units to have every participant's voice ones voices heard and document
- Results improve with a variety of inputs. N.B. - in work session regional mix.
- Integrating expertise/knowledge from a variety of sources: peers, invited experts, European Commission services

Phases of the peer review approach

- Preparations
  - ***Power point of RIS 3 and questions***
  - ***Background document***
- The workshop
- Post-workshop follow up
  - ***Feedback report shared among participants of workshop, not public***

PEER-REVIEW SESSION – TIMELINE

Time	Activity
5 min	*Introduction*
30 min	*Presentation of RIS3*
10 min	*Q&A around the presentation.*
10 min	*Division of questions (as posed by the regions in their presentation)* *Relocation (optimally 6-8 person per table and group)* *Check in (presentation of each other at tables)* *Selection of rapporteur - a critical friend*
15 min	*Table discussion – Round 1 -* **What are the underlying critical factors behind the question?** *Begin with 2-3 minutes, where every participant lists 2-3 factors on the template*
15 min	*Table discussion – Round 2 -* **Policy suggestions for how this/these issue(s) can be addressed** *Begin with 2-3 minutes, where every participant lists 2-3 suggestions on the template*
10 min	*Summary and writing down the results - Rapporteurs* *Participants – listing what have been found of importance for their own region.*
15-20 min	*Sharing the results - Rapporteurs report back*
15-20 min	*Reply from the peer-reviewed region*

Note: the time schedule is very tight!

Participants to Peer reviews

- 260 participants (excluding the EC staff) in first five workshops (not Palma)
- 81 regions attended at least one
- Representatives of 28 regions have attended two, three or even four workshops

- Upcoming events
  - *13-14 March 2013* **Brno, Czech Republic Confirmed**
  - *14-15 May 2013* **Vaasa, Finland Confirmed**
  - *June 2013* **To be decided To be confirmed**
  - *September 2013* **To be decided To be confirmed**
  - *November 2013* **To be decided To be confirmed**

Thank you!

http://s3platform.jrc.ec.europa.eu

JRC-IPTS-S3PLATFORM@ec.europa.eu

Participants

- Region's presenting their regional strategy
- Critical friends (commenting and rapporteurs).
- Invited experts
- S3 Platform personnel
- Representatives of other European Commission DGs and services

Theoretical framework

❖ Methodology for transnational learning (TL)

Tacit knowledge, codified knowledge and changed behaviour (Nonaka and Takeuchi)

❖ Socialisation: workshops allow for social interaction that is needed to learn new knowledge;

❖ Externalisation: Regions under Peer Review and critical friends convert tacit knowledge into codified/explicit knowledge (both before and during the workshop);

❖ Combination: explicit knowledge is transferred by communication;

❖ Internalisation: Regions will absorb this explicit knowledge.
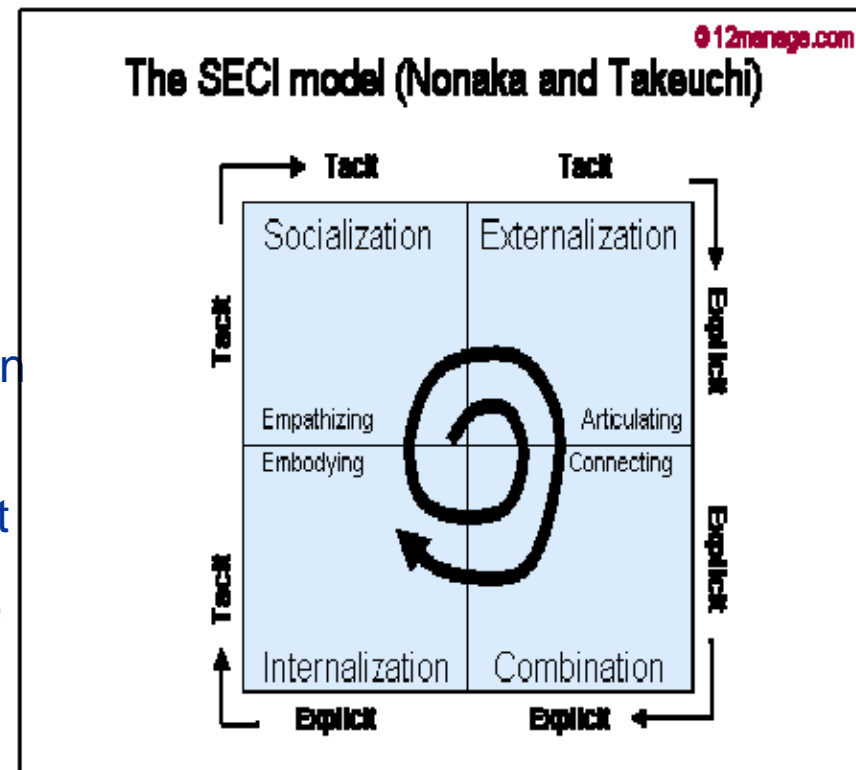
**The SECI Model
(Nonaka and Takeuchi)**