

Strengthening Peer Learning in the WINGS Network
September 10-12, 2008
Brussels
AGENDA

Workshop Objectives

- Participants will experience how Emergent Learning, using a variety of EL Map session designs, supports peer learning
- Up to 14 participants will practice facilitating an EL Map session
- Participants will reinforce their general facilitation skills, through comments and feedback throughout the sessions
- Participants will learn the basics of how to design effective peer learning meetings using EL Maps
- Participants will think through effective peer learning frameworks and methods for their own networks (association members or stakeholder networks), and how to grow and capture knowledge

Wednesday, September 10

	<p>Breakfast Calories, protein, caffeine. . .and connecting with colleagues.</p>
9:00	<p>Welcome and Introductions Gerry Salole, European Foundation Centre Marrisa Camacho-Reyes, WINGS</p>
9:30	<p>Overview Objectives & Agenda Ground Rules Introduction to Emergent Learning & Overarching Framing Question</p>
10:00	<p>Participant Panel: Three Stories – Ground Truth Three participants will tell brief stories of their peer-learning experience, addressing, to the extent they can:</p> <ul style="list-style-type: none"> • What challenge(s) was the peer-learning activity intended to address? • What evidence were you expecting to indicate that the peer-learning activity was successful? • How was the peer-learning carried out, (e.g. brief description of the activity)? • How have the participants’ applied to their own work what they learned through the activity? • What conditions in your situation aided or impaired the success of your peer-learning activity? <p>Each story will be no more than 10 minutes. Then we’ll have 15 minutes for questions and discussion.</p>
10:45	<p>Break</p>
11:00	<p>Insights In four small groups, participants discuss the stories and share their own peer-learning experience. Each group develops 3-5 insights concerning factors that have contributed</p>

	to, or hindered, peer-learning that leads to better practice.
12:00	Lunch
1:00	Hypotheses Working individually, participants consider their own organization's peer-learning activities, select insights that apply, and develop one hypothesis. In four small groups, participants report their opportunity(ies), the insights they selected, and their hypotheses. Peers provide feedback. Each group comes up with two to four general hypotheses concerning good practice in peer-learning.
2:30	Break
2:45	Hypotheses (continued) Groups report and post their hypotheses on the EL Map. Facilitated plenary discussion of the posted hypotheses.
3:15	Planning for Action/Learning Participants sketch actions they can take to test a hypothesis for strengthening their PL program, and post them on the EL Map.
3:45	Identify Challenges for Additional EL Maps Facilitated plenary discussion to identify challenges participants might experience in applying the general hypotheses developed on day one. (Starting with a list that is pre-populated with common challenges identified in participant applications.) Six challenges are selected for two rounds of EL Maps on Day Two.
4:30	Wrap Up A quick review of the day.
5:00	Adjourn Day One

Thursday, September 11

	Breakfast
8:30	Review the Day's Agenda
8:45	Developing Framing Questions Presentation on Framing Questions, and what makes a good one. Six small groups take one assigned challenge and develop a framing question. Groups report out the questions developed.

9:30	Participant-Facilitated EL Map Session Three small groups, co-facilitated by participants, complete a 2 hour EL Map for one of the Framing Questions developed in the previous session (three questions total). In the Action Planning step, each participant identifies opportunities and potential actions to bring into design clinic on Day Three.
10:20	Break
10:35	Resume EL Map Session
11:45	Gallery Walk (or Reports) & After Action Review Participants review and post comments on the two EL Maps developed by other groups. Quick AAR to identify what worked well or not so well in first round of EL Maps & identify techniques to sustain or improve in second round.
12:30	Lunch
1:30 (w/ Floating Break)	Participant-Facilitated EL Map Session Three small groups, co-facilitated by participants, complete 2 hour EL Maps for the three remaining Framing Questions developed. In the Action Planning step, each participant identifies opportunities and potential actions to bring into design clinic on Day Three.
3:45	Gallery Walk (or Reports) & After Action Review
5:00	Adjourn Day Two

Friday, September 12

	Breakfast
8:30	Review the Day's Agenda
8:45	Select Hypotheses and other resources to Include in WINGS Toolkit Plenary review and discussion of the hypotheses that were developed the first two days. Participants select and refine hypotheses for inclusion in the WINGS toolkit as “good practice.” Participants select hypotheses that require further testing before inclusion. Participants identify what else they need in the toolkit.
9:45 (w/ Floating Break)	Peer Learning Design Clinic Signet presents Case Studies and facilitates discussion. Signet reviews key success factors in designing peer-learning meetings, drawing on conclusions from After Action Reviews in Days One and Two. Participants work individually to complete an Action Plan addressing: <ul style="list-style-type: none"> The key events in my opportunity field, in which my organization can apply Emergent Learningare:

	<ul style="list-style-type: none"> • Our learning intent is: • The hypotheses we will test are: • The actions we will take to apply/test the hypotheses are: • We will gauge results by: <p>In pairs, participants review and peer-assist each other's plans. Participants refine their plans and each develops a poster with key points of their plan.</p>
12:00	Lunch
1:00	<p>Gallery Walk to Review plans (with Contest) In a three stage gallery walk, featuring 1/3 of the plans in each stage, participants review and comment on each others' plans.</p>
2:30	Break
2:45	<p>Participant-Facilitated EL Map Session Three small groups, co-facilitated by participants, complete 90 minute EL Maps for a single Framing Question to be determined.</p>
4:15	<p>Gallery Walk (or Reports) and Discussion Identification of most important insights that participants are taking home from PLE</p>
5:00	Adjourn Day Three