# Peer-to-peer trainings - Practice note

## WP4.5

The present document describes how partners will organise peer trainings among teachers and educators to increase the network of educational institutions and actors able to use GEM IN Educational Programme.

The practice note is a tool to guide the transfer of knowledge and competences acquired to other teachers and educators, which will refer to the guidelines contained in the guide to ensure the methodological consistency.

# Table des matières

# Presentation

## Peer-to-peer trainings

The GEM IN project, standing for "Game to EMbrace INtercultural education", aims to support intercultural education through "learning by playing" among school and non-formal youth environments to *foster social inclusion, cross-cultural dialogue and active citizenship*. The core of the project is embodied in an adaptable board game and a catalogue of good practices tested during a piloting phase, and upscaled from the GEM project that are accessible online[1].

The peer-to-peer training will allow to widen the knowledge of the GEM IN educational programme to new educational stakeholders, through the sharing of the direct experience of those who have directly experienced the effectiveness of the practice during the piloting phase.

After the completion of the piloting phase in five countries all over Europe, the GEM IN project partners will organise trainings through which teachers and non-formal educators participating in the piloting activities will disseminate the GEM IN educational resources and approach among their colleagues, both from the same educational structure or other ones.

The peer-to-peer training will allow project partners to reach out to a greater number of representatives and similar stakeholders.

Additionally, the involvement of further educational stakeholders in the activities will prepare the ground for the establishment of a series of communities of practice (the GEM IN alliances A5.4) that will be testimonial of the GEM IN approach on a wider scale.

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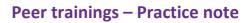[1] Resources - Common values archive - GEM IN - Game to Embrace Intercultural education (gem-in.eu)

**4**

# Peer trainings: Practice Note

The Practice Note for Peer Trainings will aim at developing a user-friendly tool to support educators in implementing the peer-to-peer trainings. It will be methodologically linked to the guidelines contained in the guide to ensure methodological consistency of the approach. It will include practical instructions on how to prepare, implement and evaluate peer trainings. There will be tips and advice on how to favour a welcoming learning environment and facilitate the achievement of learning outcomes.

Role of partners: All partner organisations will contribute to the development of the content of the practice note through their experiences.

Templates and further steps to be taken by partners to ensure the exploitation of the project can be found in annexes.

Summary table:

| ACTION | PARTNERS INVOLVED | DEADLINE |
|---|---|---|
| Practice Note for peer-to-peer trainings | P10- based on information provided by partners | 25 October 2021 |
| Peer-to-peer trainings | P1, P3, P5, P7, P9 | By 28 November 2021 |

Co-funded by the Erasmus+ Programme of the European Union

# Peer to peer training

## Objectives and meaning

Definition: A peer to peer training program is usually development driven and typically involves the following activities between the trainer and trainee:

- Share of knowledge

- Development of personal and professional skills

- Offering of advices and tips to succeed in a given situation

It comes with several benefits, but it's critical to ensure that your peer trainers are trained properly and can lead their trainees confidently.

Aim: The peer trainings among teachers and educators will allow to increase the network of educational institutions and actors able to use GEM IN Educational Programme.

Number of trainings: at least 3 encounters per country

Participants: the number of participants to be reached in total through peer trainings are the following:

- 5 teachers and educators who already participated to the piloting activities per implementing country;
- 15 additional people among teachers, school staff and educators who will learn about the GEM IN Educational Programme and approach.

Trainer: A peer to peer trainer is someone that has the same role as their fellow trainees and serves as a guide.

Partners role: Partner organisations in each of the 5 implementing countries, guided by ALDA, will support teachers and educators who participated in the piloting phase in sharing the knowledge and competences acquired with their colleagues.

The partner organisations will ensure the implementation of these trainings through:

- *Selection of the participants*: along with the identification of precise selection criteria before the implementation of the envisaged activities, partner organisations will identify, at consortium level, measures to ensure the involvement of students and young people at risk of social exclusion and marginalisation. Teachers and non-formal educators will be selected also among those working in disadvantaged socio-cultural contexts to promote social inclusion.
- *Monitoring of the activities*: to measure the impact of the educational approach developed and ensure that local participants are engaged and active in the activities.

Timeline: trainings must be completed before 28 November 2021 to allow for feedback.

Registration of the meeting: As part of the report of the peer-to-peer training events, partners need to assure that they are duly registered. A template is provided to collect the information related to these events and to understand the main outcomes and relevance of these meetings.

Evaluation: "Peer learning can be evaluated based on whether peer engagements and sustained individual contacts produced the right learning outcomes for the right individuals to achieve changes which matter"[2]. If needed, partners can create an easy form to gather information on the quality and relevance of the GEM IN tools and the event in itself to be used by trainers.

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[2] Matt Andrews and Nick Manning, "A guide to peer to peer leaning", 2016, https://www.effectiveinstitutions.org/media/The_EIP_P_to_P_Learning_Guide.pdf

# Training: Learning objectives and tools

<u>Potential of peer training</u>: Peer learning should be mutually beneficial and involve the sharing of knowledge, ideas and experience between the participants[3].

Peer training can have the great potential to foster[4]:

- Individualized learning for participants;
- Participants feel more comfortable and open when interacting with a peer;
- Peers share a similar discourse, allowing for greater understanding;
- Direct interaction between participants promotes active learning. They take an active rather than passive role in peer learning;
- Peer teachers reinforce their own learning by instructing others;
- Peer learning has the ability to foster a culture of collaboration.

<u>Who are the peers</u>: The teachers, headmasters and other educators within the school/institutional partners involved in the piloting phase and identified in the stakeholder mapping previously done by each partner.

<u>Learning objectives</u>:

1. Discovering the methodology of "learning by playing";
2. Use of the pedagogical toolkit developed by GEM IN;
3. Get acquainted with the questions of the game and their answers;
4. Learn about the role of the teacher (the one who will guide the students, the host of the game; and she/he will do so through a positive and proactive attitude, accompanying students to victory and she/he will do so from within the process of sharing and learning);
5. learn how to stimulate and motivate the debate that will come out of the game.

<u>Tools</u>:

1. Pedagogical toolkit in the national language;
2. Paper board to note remarks and comments from participants;
3. Video or photos of the piloting phase to demonstrate the use of the game;
4. Small presentation of the results of the piloting phase.

[3] http://www.wemin-project.eu/wp-content/uploads/2019/12/D6.1-Peer-Learning-Methodology-and-Tools.pdf
[4] p.9, http://www.wemin-project.eu/wp-content/uploads/2019/12/D6.1-Peer-Learning-Methodology-and-Tools.pdf

# Guidelines for a successful training

<u>Definition</u>: Peer learning can be described as a "sub-set of collaborative learning (Boud et al, 2001) in that learning for all is the key, focusing on students' learning with and from each other in both formal and informal ways"[5].

You will find below some guidelines for partners to implement a successful training event.

- *Step 1: Define Learning Objectives*

- *Step 2: Choose the trainers*
    - We suggest identifying and enabling subject matter experts across participants of the piloting phase to create and deliver the training in cooperation with the partner

- *Step 3: Plan the outline of the training*
    - Focus on real-world situations - ask trainers to base their trainings on their experience during the piloting phase
    - Give examples from the piloting phase
    - Identify exercises to be used
    - Identify material that will be needed (videos, presentations, etc…)

- *Step 4: Organise Material*
    - Zoom or Google meet for online meeting
    - Audio/video settings for hybrid format
    - If in person, have paper/pen for participants, paperboard and other supplies as needed (projector, laptop, etc…)

- *Step 5: Evaluation*
    - Create a review process to manage quality, participation, engagement, and relevance. It is expected to have some information on the quality and relevance of GEM IN pedagogical kit (guide, game and digital archive)

- *Step 6: Good timing*
    - When planning the training, be sure to time it right as long session can lead to losing interest in participants

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[5] http://www.wemin-project.eu/wp-content/uploads/2019/12/D6.1-Peer-Learning-Methodology-and-Tools.pdf

# ANNEXE
## Template for registration

<table>
<tr>
<td colspan="2"></td>
<td>Co-funded by the Erasmus+ Programme of the European Union</td>
</tr>
<tr>
<td colspan="3">**REPORTING OF THE PEER-TO-PEER TRAINING EVENTS**<br><br>(to be completed by one of the professionals supporting the implementation or implementing the kit in the organisation and on behalf of all the team involved in the testing)</td>
</tr>
<tr>
<td colspan="2">Name and Surname</td>
<td></td>
</tr>
<tr>
<td colspan="2">Role</td>
<td></td>
</tr>
<tr>
<td colspan="2">Identification of the organisation</td>
<td></td>
</tr>
<tr>
<td>Country:</td>
<td>Venue and country:</td>
<td></td>
</tr>
<tr>
<td colspan="2">Objectives of the meeting:</td>
<td></td>
</tr>
<tr>
<td colspan="2">Participants (nr. and function):</td>
<td></td>
</tr>
<tr>
<td colspan="3">Main outcomes of the meeting:<br><br>(Have some information about the quality and relevance of the event and GEM IN pedagogical kit from participants)</td>
</tr>
<tr>
<td colspan="3"></td>
</tr>
<tr>
<td colspan="2">Relevance of the meeting:</td>
<td></td>
</tr>
</table>